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SCOTTISH CATHOLIC EDUCATION SERVICE

A CHARTER for CATHOLIC SCHOOLS in SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to like;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff;

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.



St Brendan's Primary School

Dear Parent

This handbook has been compiled in order that we might:

- a) give you some general information about the school.
- b) offer a brief outline of our educational aims for your children.
- c) give statements on the content of our curriculum.

Thank you for your interest I am pleased to take this opportunity to introduce you to our school and I hope you always feel welcome here.

Our children deserve the highest quality of education we can provide in an environment where everyone is treated with respect. I am proud of the strong links between staff, parents, the parish and the wider community and believe together we can support our children in reaching their full potential. We fully endorse the policies of North Lanarkshire Council and strive to provide a Curriculum for Excellence.

Please keep in touch with our school, through our App, newsletters, website, front foyer, twitter account and parent council.

Finally should you have any questions regarding the school or any worries regarding your child please contact the school and I will be happy to arrange a meeting.

Yours sincerely

Mrs M Oates
Head Teacher



St Brendan, often called 'The Navigator' or 'The Voyager' travelled from his home in Ireland to spread the good news of the Gospel across the high seas of the Atlantic. Our dedication to St Brendan is continued in our vision:

“We voyage together in a community of Faith, Love and Learning”.

School Vision and Values

In St. Brendan's Primary and Nursery class we aim to provide a happy, welcoming, nurturing environment in which children can reach their full potential physically, emotionally, socially, academically and spiritually through providing high quality stimulation learning experiences to develop skills for life-long learning and to promote and live Gospel values.

- ❖ We aim to work in partnership with the whole school community to provide the highest quality of learning and teaching within a nurturing, stimulating environment.
- ❖ We aim to provide a well ordered, safe and well-resourced environment where success is celebrated and promoted
- ❖ We aim to advance social justice providing both equity and equality whilst valuing diversity and promoting social inclusion
- ❖ We aim to develop and facilitate leadership at all levels to ensure continuous improvement
- ❖ We aim to strive for continuous improvement through ongoing vigorous self-evaluation

Through all of this we aim to develop the skills and talents of all our children, enabling them to become successful learners, confident individuals, responsible citizens and effective contributors as we voyage together as a community of faith, love and learning.

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



SCHOOL INFORMATION

Name	St Brendan's Primary School and Nursery Class	
Address	45 Barons Road, Motherwell, ML1 2NB	
E-Mail Address	enquiries-at-st-brendans@northlan.org.uk	
Website	https://blogs.glowscotland.org.uk/nl/stbrendansps/	
Telephone	01698 274914	
Denomination	Primary School	- Roman Catholic
	Nursery Class	- Non Denominational
Status	Co-educational	
Stages covered	Primary 1 – Primary 7 and Nursery Classes	
Present Roll	264 pupils St Brendan's Primary 32 children St Brendan's Nursery 10 children Nursery 2-3 room	
Capacity	The recommended planning capacity is 342	
Location and Building	St Brendan's is situated in the town of Motherwell.	
Associated Secondary	Our Lady's High School Dalzell Drive Motherwell 01698 274925	

**TEACHING STAFF**

Head Teacher	Mrs M Oates
Principal Teachers	Miss T Hill Mrs C Colton
Teachers have been assigned to the following classes in session 2021 - 2022:	
Primary 1N	Miss N Paterson
Primary 1S	Miss S Cochrane
Primary 2	Miss L Smith
Primary 3/2	Mrs L Shaw
Primary 3	Mrs S Bridge / Mrs B O'Donnell
Primary 4	Miss A McAdam (Probationer) / Miss T Hill
Primary 5/4	Miss K McShane
Primary 5	Mrs D Ferns
Primary 6	Miss L Mitchell
Primary 7/6	Mrs C Williamson / Miss L Cardle
Primary 7	Miss R Peattie
Support for Pupils/Collegiate Cover	Mrs C McLauchlan (Health and Wellbeing Nurture Champion) Mrs E Doherty / Mrs C Colton
Digital Path Finder for OLHS Cluster	Miss E Burns
Total Teaching Staff	18
Senior Clerical Assistant	Mrs L Hogg
Clerical Assistant	Mrs D Cozzari, Mrs R Dickie,
Classroom Assistant	Mrs R Dickie,
Additional Support Needs Assistants	Mrs A Cassidy, Mrs N Cogan
Modern Apprentice	Miss A Russell
Named First Aider	Mrs A Cassidy
Catering Manager	Mrs A Moore
Janitor	Mr A Brown
St Brendan's Nursery Staff Early Learning Practitioners	Mrs P O'Brien, Mrs K. Muircroft Mrs M Irvine, Miss V Airlie, Mrs J Dykes, Mrs R Gray, Miss D Lowe, Miss L Scougall
Nursery Support Workers	Mrs K Begum, Miss C Doyle, Mrs S Rashid
Visiting Specialist Staff	
Active Sport's Coordinator	Miss C Shields
Kodaly / Choir	Mrs S Wilkinson
Psychologist	Miss A Paterson
Cluster Support Teacher	Mrs L Leitch, Mrs P McKay
Parent Council	Mrs D Matthewman pcstbrendansprimaryschool@northlanarkshire.npfs.org.uk
Parent Fundraising Group	Mrs A Douglas stbrendanspsfundraising@yahoo.com



COMPOSITE CLASSES

Why are composite classes formed?

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that Head Teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

In North Lanarkshire Council composite classes are normally formed on the basis of language and/or mathematics working groups. This means that pupils working at broadly the same pace and level in language and/or mathematics are grouped together. Such an arrangement will make for the most efficient use of teaching resources.

Sometimes composite classes are unavoidable.

SCHOOL HOURS

School commences	8.50 – 9.10 am (soft start)
20 minute interval	10.30 – 10.50 am
50 minute Lunch	12.30 – 1.20 pm
School Closes	2.45 pm (Primary 1 to 4) 3.00 pm (Primary 5 to 7)

Soft start and staggered finish times are to assist with COVID-19 regulations

NURSERY HOURS

Our Nursery operates 1140 hours

Session (3-5 room)	8.40am – 2.40pm
Session (2-3 room)	8.50am – 2.50pm

Primary 1 pupils will attend school all day from the beginning of term in August 2022.

OUT OF SCHOOL CARE FACILITIES

Clydesdale After School Care – Wishaw Sports Centre 01698 352270

Parents should contact this organisation directly if interested in Out of School Care for their child.

**THE SCHOOL YEAR****2022 / 2023****August 2022**

Teachers return and in-service day: Monday 15 August 2022

In-service day: Tuesday 16 August 2022

Pupils return: Wednesday 17 August 2022

September 2022

September weekend: Friday 23 September to Monday 26 September 2022 (inclusive)

October 2022

October week: Monday 17 to Friday 21 October 2022 (inclusive)

November 2022

In-service day: Monday 14 November 2022

December 2022 - January 2023

Schools close: Thursday 22 December 2022 at 2.30pm

Christmas and New Year holidays: Friday 23 December 2022 to Friday 6 January 2023 (inclusive)

Schools return: Monday 9 January 2023

February 2023

Mid-term break: Monday 13 February 2023 and Tuesday 14 February 2023

In-service day: Wednesday 15 February 2023

April 2023

Schools close: Friday 31 March 2023 at 2.30pm

Spring holiday (Easter): Monday 3 April to Friday 14 April (inclusive)

- Good Friday: 7 April 2023
- Easter Monday: 10 April 2023

Schools return: Monday 17 April 2023

May 2023

May holiday: Monday 1 May 2023

In-service day: Tuesday 2 May 2023

May weekend: Friday 26 May 2023 to Monday 29 May 2023 (inclusive)

June 2023

Schools close: Wednesday 28 June 2023 at 1pm

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=1525> NLC Website



ENROLMENT

Parents/carers of children who turn 5 between 1 March 2022 and 28 February 2023 should register online by 24 January 2022 for starting Primary 1 in August 2022.

Notification will be given by:

- Public announcement in the local press
- Announcement in St Brendan's Nursery and St Brendan's Church

Where possible a visit by children prior to entrance to school will be arranged. Pre- entry days are organised for the Parents of the new intake during May and June. Parents who move into the school catchment area during term time should contact the Head Teacher.

EQUAL OPPORTUNITIES

We endorse the principle of equal opportunities for all our pupils. In St Brendan's all pupils are treated fairly and with respect.

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

Any incident involving racial harassment will be investigated. Implementation of the Education and Families Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

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.

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.

WHAT WE ARE DOING IN ST BRENDAN'S TO IMPLEMENT CURRICULUM FOR EXCELLENCE

In St Brendan's we consult you on our focus areas of our annual Improvement Plan, by asking for your views in questionnaires/evaluations, by updates in our Newsletters and through our Parents evenings and planned Curriculum workshops.

The school's priorities for our Improvement Plan are agreed each year in June in readiness for the new academic year and are decided on in consultation with staff, pupils and parents. The school has a policy to support homework which describes our expectations in this area.



The teaching staff regularly assess the children's progress in all areas of the curriculum using the attainment outcomes. Children's online profiles can be accessed at home throughout the year and home school targets are set and shared with parents. Parents are always welcome to discuss their child's progress and should contact the school to make an appointment if they wish to do so.

LANGUAGE

Language is an integral part of every subject area and therefore has high priority in our planning. Emphasis, therefore, is placed on training the children to communicate fluently at a simple practical level in four inseparable elements of language. In addition to this as endorsed by Curriculum for Excellence strategies for developing language skills are also developed in a cross curricular way for example as part of an interdisciplinary topic or expressive arts programme.

Active Literacy

Active Literacy has been developed as part of a North Lanarkshire Council literacy project. Its main aim is to ensure high expectations and high levels of Literacy for all. Children are involved in Phonics, Spelling, Reading and Writing, ensuring that the capacities of the Curriculum for Excellence are embedded

- i.e.
- *Successful Learners
 - *Confident Individuals
 - *Effective Contributors
 - *Responsible Citizens

Play based learning Nursery- P2

We believe that play provides opportunities for children to experience learning in a meaningful and purposeful way. It is a means by which children can develop the skills and capabilities to be effective learners. High quality play opportunities provide a context to access the content of the curriculum

Active Literacy P1-3

Active Literacy is child-centred and highly participative. Children are given the tools they need to make them more fluent in reading, writing and talking. It is about enjoyment in active learning.

We teach knowledge, content, skills and ensure understanding actively. Children are greatly involved in their learning and work with others to talk about what they are doing and actively participate in the learning experience.



Banded Reading

- Children are assessed using the 'Benchmark' kit/Bookbug assessment
- The results of the 'Benchmark' kit determine which band/level the children will be placed on.
- A range of banded reading books are available for children to read at their own level.
- Children will read for fluency and understanding at home and in school (1 or 2 books per week).
- Active Literacy tasks/activities will be implemented in class relating to the reading book.
- Children will be reassessed throughout the year and read according to their own level.

A full range of banded reading books, as recommended by our Literacy Base, is in use in all infant classes. This is part of North Lanarkshire's Active Literacy programme in the infant department.

Active Literacy P4-7 Integrated Novel Study

P4-7 will take part in an integrated novel study along with their group.

We have a wide range of sets of novels for each of these stages.

The aims of the novel studies are to improve:-

- Reading and Comprehension Skills
- Talking, Presenting and Discussion Skills
- Listening, Responding and Evaluating Skills
- Regular Writing
- Close Reading Skills and Text Investigation Skills
- Textual Analysis and Writer's Craft Skills

By working through the integrated novel programme your child will:-

- Increase the amount of reading undertaken in the classroom
- Improve their writing, talking and listening skills in a more integrated way
- Increase the amount of reading at home
- Have a greater self-awareness of reading and affect your child's attitude to reading

Strategies involved with Active Literacy in Novel based activities are robust and challenging across the curriculum. These resources and programmes allow each child to proceed at his/her own pace with his/her own capabilities. Other material such as Smartboard work directly linked to interactive work through GLOW, Active Spell Strategies, Have a go boards, dictation work and Espresso.



MATHEMATICS and NUMERACY

There are three main components to the mathematics programme your child will study; shape, position and movement.

Number, Money and Measure - exploring, understanding and developing secure skills in using;

- Information handling
- Estimating and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty
-

Numeracy is taught through activity and the use of new technologies. To support our teaching programme in Numeracy, we do not work solely with one particular resource. Numeracy is explored through active work using Active Heinemann, TeeJay Maths, interactive programmes of work through numeracy hub, GLOW and many more quality sites. The teacher introduces each topic or skill with a range of activities and practical experience and the children use a wide range of materials, including textbooks, workbooks, work cards and extension and reinforcement materials. They fit well with the new interactive teaching approaches in Mathematics and mental mathematics activities, in line with Inspectorate advice. Numeracy is also a core subject found throughout Interdisciplinary Topic work and skills taught can then be applied to everyday problems and usage.

HEALTH and WELL BEING

Learning through Health promotes confidence, independent thinking and positive attitudes and dispositions. Because of this it is the responsibility of every teacher to contribute to learning and development in this area. *Building the Curriculum 1*

The Health and Well Being curriculum permeates throughout the 3-18 stages. Areas of focus would be;

- Mental and Emotional Wellbeing
- Social Wellbeing
- Physical Wellbeing
- Planning for Choices and Changes
- Physical Activity and Sport
- Relationships



These areas also are incorporated into the life of a school through the 4 Capacities, Committee work, liaison with specialist staff and Health.

We deliver at least 2 hours of physical activity in a week, where visiting specialists train staff and pupils in new sporting skills. Our Sport's coordinator supports the SMT in many sporting events in school and Out of School Classes. Pupils currently in P5 also have a block of Swimming and Fitness lessons.

Children are asked to bring P.E. kit – shorts, T-shirt (no football colours) and soft shoes to change into. In keeping with Health & Safety regulations all jewellery must be removed for P.E.

RELIGIOUS and MORAL EDUCATION

We follow the programme of work passed by the Holy See, 'This is Our Faith' for The Curriculum for Excellence in Catholic schools which develops experiences and outcomes in areas such as;

Mystery of God

In the Image of God

Revealed Truth of God

Son of God

Signs of God

Word of God

Hours of God

Reign of God

Other World Religions; beliefs, values and issues, practices and traditions.

GOD'S LOVING PLAN

God's Loving Plan takes a sensitive and gradual approach to teaching children about some of the most personal and intimate features of life. It will help children to understand their bodies, including their sexual capacities, and to be at ease with themselves as their bodies grow.

It will show how Love can be at the heart of all aspects of their lives – physical, emotional, social, intellectual and spiritual. It will teach them how to love themselves, to love others and to love God.

SOCIAL SUBJECTS

Social Subjects has a very important place in the curriculum. It aims to teach children to understand different aspects of the environment in which they live and to develop informed attitudes to their environment. Experiences and outcomes are grouped in the following ways.



- **People, Past events and Societies**
- **People, Place and the Environment**
- **People in Society, Economy and Business**

The environment provides a context for learning. Pupils' learning, in every part of the school curriculum and outside it, is enhanced by an awareness of the environment in its broadest sense. Their classroom experience can be deepened and extended, both by direct experience of their own environment and by influences such as the media. Through this curriculum area, pupils learn both about the world around them and develop the knowledge, understanding, skills and attitudes necessary to interpret it.

Since our local environment is more relevant our environmental studies topics cover a different aspect of local study at each stage in addition to areas of national and world history and geography. Educational visits, video programmes, the internet and the school library provide valuable support and use is made of these where appropriate.

Science

Experiences and outcomes will be grouped in the following way:

- **Planet Earth**
- **Forces, Electricity and Waves**
- **Biological Systems**
- **Materials**
- **Topical Sciences**

Teachers will be able to draw from these experiences and outcomes to develop relevant teaching contexts and activities, both within and beyond science, to a depth appropriate for the stage, class, or group being taught.

Technologies

Each class has a permanent computer and timetabled access to sets of laptop computers and i-pads. Every class has an interactive whiteboard installed. There is also an interactive whiteboard located on the ground floor. The school is fully networked and information technology is used to enhance the curriculum wherever possible.

Technology is continually being maintained and developed to meet the 21st Century requirements of a modern Curriculum for Excellence.



- **Technological developments in society**
- **ICT to enhance learning**
- **Computing Science contexts for developing technological skills and concepts**
- **Food and Textiles contexts for developing technological skills and knowledge**
- **Craft, design, engineering and graphics contexts for developing technological skills and knowledge**

EXPRESSIVE ARTS

Music

Our music programme includes singing, playing and listening. All children are encouraged to participate in and enjoy their music sessions. We are also extremely fortunate to have violin and brass tuition for our senior pupils and we were one of the first schools to start the Kodaly choral programme for Primary 1 to 7 pupils.

Music plays a large part of our school life and all children take part in annual productions to celebrate Saint Andrew's Day and Christmas.

Our school choir has in the past been selected to represent North Lanarkshire in the Supercounty Choir Festival and in recent years we were very successful in the highly prestigious Glasgow Music Festival.

Art and Design

Art sessions are enjoyed in all classes throughout the school with experience given in drawing, design, painting and collage work.

Children are encouraged to enter competitions and the school has had a number of very successful entrants.

Materials to be used in developing visual sense and appreciation of the visual arts are being introduced into the school as the opportunity arises.

Drama

Drama provides excellent opportunities for collaborative group work based on pupil interaction as they explore increasingly complex and sometimes difficult, attitudes, values and behaviour in the relatively safe, secure and supportive context of the drama activity. Many of the contexts for drama activities will relate to other areas of the curriculum and the key place of dialogue in drama creates obvious opportunities for links to be made with work in language.



Modern Languages

French/Spanish is taught in Primary 5, Primary 6 and Primary 7 as part of the Modern Languages in the Primary School programme. French has been introduced to Primary 1, Primary 2 and Primary 3.

Outdoor Learning

The outdoor environment provides a great potential for learning, we use our school grounds, Barons Haugh Nature Reserve as well as day trips and residential experiences to inspire and motivate our children. Outdoor learning provides relevance and depth to learners in a way which is difficult to achieve indoors. Creating experiences which are often remembered for a life time.

Obviously this year our curriculum has been affected by COVID-19. Some subject areas have been more affected than others.

Our Work as an Eco School

The Eco Schools programme is an international initiative designed to encourage whole-school action for the environment. It is a recognised award scheme that accredits schools who make a commitment to continuously improve their environmental and sustainable development issues throughout activities linked to curricular subjects and areas.

Our Work as a Fairtrade School

Pupils and staff in St Brendan's work to make the world a better place by supporting, using and promoting Fairtrade products and also actively encourage other schools and groups to do likewise.

In doing so they have been helped to a greater understanding of the world as a global community and are aware that they can make choices as informed citizens.

We were the first school in Scotland to receive the Fairtrade award through SCIAF and have since received awards in 2006 and 2007 and again in 2016.

RIGHTS RESPECTING

We are currently at UNICEF Bronze Rights Committed School. We are committed to respecting, promoting and learning more about children's rights under the UN Convention on the Rights of the Child.

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.

The children's progress is also monitored carefully by the Head Teacher of the school through collegiate discussions with Class Teacher, jotter sampling, class visits and summative assessment results.

Teachers will report on pupil progress and attainment across the whole curriculum using their professional judgement and the evidence available to them from their own continuous assessment throughout the year.

Summative and formative assessments are used to evaluate progress made. Learning intentions and success criteria are displayed and discussed for all pupils and staff to focus on the learning and teaching of the day. Pupils assess their understanding at the end of a lesson and know their 'next steps' in their own personal learning plan.

Evidence of each individual pupil's learning journey is kept in profiles which are shared with parents.

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.

ARRANGEMENT FOR REPORTING

Parents' evenings are held twice annually. Parents are given the choice of afternoon or evening appointments.

Interim and final reports are issued twice annually and include details of progress and achievements which teachers complete.

Open afternoons and workshops are also implemented throughout the year to further explain learning and teaching in a particular area.

Parent seeking information on a child's progress at any time during the school year should contact the school to arrange an appointment. I will always be happy to find a mutual time to see you.



Due to COVID-19 this process had to be altered however, virtual Parents' Evenings have been held and in-person Evenings will resume when safe to do so.

ADDITIONAL SUPPORT NEEDS

St Brendan'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.

1. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines. St Brendan's Primary follows a staged approach to assessment and planning.
2. All children can experience difficulties with their learning at some point in their school career and may require additional support over the short or longer term. When an issue is identified support materials and a programme of individual work is prepared for the child. The delivery of this programme is the responsibility of the class teacher but other non-class committed members of staff may assist the class teacher for periods of time during the day/week. We will let you know and discuss ways in which you can support your child at home.
3. Pupils with English as a second language receive support, as appropriate from our ESL teacher who visit's the school weekly.

Appropriate records are kept on any school interventions. Reviews for children with additional support needs are carried out regularly by SMT and when involved the Educational Psychologist or Multi Agency teams. If appropriate, a GIRFME Plan will be put in place to plan for a child who requires a level of support. This will be shared with the child, and the child's parents. It is generally written by the class teacher with parental input and advice from the SMT and if required the Continuous Integration and Improvement Lead.

Psychological Service also give advice and assistance when required and parents can request a consultation with our Educational Psychologist to discuss their child.

Speech and Language and Visual/ Hearing support services can also provide support as appropriate.

- Care Experienced Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.
- Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan.



- Parents and pupils are an essential part of the assessment, planning and review process and your views will be actively sought.

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

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

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

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

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

DISPUTE RESOLUTION

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

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

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



The Additional Support Needs Tribunal has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, 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 2021/2022

Cluster Priority:	To ensure equity for all learners & to close the attainment gap in response of COVID-19.
School Priority 1:	Covid Recovery Plan for Health and Wellbeing - to further support the mental, social, emotional and physical health of all children, families and staff.
School Priority 2:	Enhance the teaching and learning experiences of our children through a shared knowledge and understanding of Curriculum for Excellence Refresh Narrative.
School Priority 3:	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.

HOMEWORK

Homework is given to help children to reinforce the work given in class.

Work at home is to be encouraged. This is particularly important in the early stages where children are keen to grasp number and reading skills. Children should be encouraged to read as much as possible to stimulate their imagination, to enhance their understanding of the world they live in and to build up their vocabulary.

Parents can play a vital role in motivating children to enjoy reading by listening to them reading and by reading stories to them. Likewise they can encourage children to gain confidence in multiplication tables and in spelling.

Online homework is provided. Homework is posted on school website weekly and children upload homework tasks via their online profiles.

Children are occasionally asked to research / complete projects at home,

Please note: homework may not be provided for children going on holiday during term time.

Homework should never cause tension at home so if any problems arise please contact the Head Teacher.



SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

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.

EXTRA CURRICULAR ACTIVITIES

A variety of extra-curricular activities are offered throughout the year. Many of these encourage parental involvement, such as, Sacramental workshops and storytelling sessions.

Other recent clubs have included dance, cookery, multi sports, rambling, art, cross country, literacy, football and Spanish. We have a full range of After School clubs running throughout the year.

Every Friday the children attend a Golden Time Club of their choice.

Again unfortunately, due to COVID-19 extra-curricular activities have been limited.

FREEDOM OF INFORMATION

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 timescale 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 Coordinator can be contacted by telephone on 01698 302484.

GENERAL DATA PROTECTION REGULATIONS (GDPR) STATEMENT FOR EDUCATION

What is this statement?

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

Who are we?

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



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

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

Legal basis for using your information

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

Your personal information

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

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

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

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

How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and



young people

- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

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

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

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

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

How long do we keep your information for?

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

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



Your rights under GDPR

You can:

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

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

The Council's Data Protection Officer

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

Data Protection Officer (DPO)

Civic Centre,

Windmillhill Street,

Motherwell ML1 1AB

or by email to AITeam@northlan.gov.uk



The Information Commissioner

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

Information Commissioner's Office,

45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
casework@ico.org.uk

Transferring Educational Data about Pupils

Education authorities and the Scottish Government

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

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

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

Why do we need your data?

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

Accurate and up-to-date data allows SGEP, education authorities and schools to:

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



Your GDPR rights

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

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

Further details are available on:

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

Any Concerns

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

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

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

Want more information?

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

a) 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 Maura Oates 01698 274914**

a) 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 Maura Oates 01698 274914.**

SCHOOL DISCIPLINE/PROMOTING POSITIVE BEHAVIOUR

Since our aims include the provision of a happy supportive atmosphere, conducive to learning and to the emergence of a self-disciplined, independent learner, a code of acceptable behaviour, for the good of all, is necessary.

High standards of behaviour and manners are nurtured throughout the school.

Good discipline and relationships are encouraged through a number of Personal and Social Development programmes taught throughout the school. Each class makes its own class rules and children are aware of the behaviour expected in class, corridor, hall, dining area and playground. Various sanctions are used to encourage positive behaviour but should a pupil's behaviour cause concern the support of parents will be sought.

If the children have made an effort throughout the week the children will enjoy Golden Time on a Friday.

St Brendan's Primary School has a free standing Anti Bullying policy which is available to parents and guardians.

ANTI BULLYING

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

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



SUPERVISION OF PLAYGROUND AND IN NON CLASS TIMES

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety & Supervision of Pupils) (Scotland) Regulations 1990. In St. Brendan's the janitor will be out and about in the yard before and after school hours and during all intervals and lunch breaks. In addition to the janitor's presence further playground supervision is also provided by SMT, ASN assistants, classroom assistant and playground assistant.

In the event of bad weather arrangements will be made for children to spend their interval and lunchtime supervised within the school building.

HOME/SCHOOL LINKS

St. Brendan's encourages parents to take an active interest in the education and social development of their children. It is by acting in partnership that the best interests of the pupils are addressed. The benefits to the children of a positive relationship with the school are enormous.

We aim to have a welcoming and open school where parents feel confident in approaching us with any concerns or problems. Parents can contact the school personally or by phone to make an appointment to speak to the Head Teacher.

St. Brendan's has strong community links, being naturally and closely involved in religious observances and sacraments in St. Brendan's Church. We also have ties with the local Senior Citizens Centre. Senior pupils have participated in raising funds within the community in and out of school hours.

We have Parent Council with an active fundraising group. Events are reported in our newsletters and twitter and support is warmly welcomed. Parents are able to be elected onto the Parent Council when a position is available.

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

Parents should inform the school by letter or telephone if their child is absent, and give



the child a note on his or her return to school confirming the reason for 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 wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

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

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

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

Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Exceptional Domestic Circumstances

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



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

The school investigates unexplained absences and the Authority has the power to write to interview or prosecute parents or to refer pupils to the reporter of children's panel if necessary.

N.B. For the safety and well-being of pupils, no child will be allowed out of school for any reason whatsoever unless that child has a letter requesting such permission from the Head Teacher and is accompanied by an adult.

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown each morning and afternoon of each school day being a separate possible attendance. Children are also encouraged to be at school on time. Children who are late are marked late on the register. Frequent late coming holds up class lessons and has detrimental effect of learning and teaching.

Attendance and latecoming are monitored over an eight week period by Head Teacher.

COMMUNITY LINKS

Every School has an important role to play in the local community, and St Brendan's Primary School is committed to this important involvement. As well as church links already mentioned the school has links with the local Community Centre, the community policeman and other educational establishments within the local area. The school also has links with the local nursing home.

We also enjoy strong links with our friends and neighbours in Muirhouse Primary School and Netherton Primary School and join together regularly for our Fairtrade events, musical celebrations and Christmas festivities.

CLOTHING AND UNIFORM

In St Brendan's we are very proud of the support shown by parents to our formal uniform. I have no doubt that this contributes greatly to the manners and attitudes of the children of St Brendan's.

The wearing of a uniform assists considerably in developing self-discipline as well as fostering a spirit of unity and pride in the school. Children should come to school dressed in a clean and tidy fashion in the following colours: -

BOYS:

Brown or grey trousers
Green shirt
School tie

GIRLS:

Brown or grey skirts/pinafores
Green shirt
School tie



Brown pullover

Brown blazer with school badge

Black or brown school shoes

Brown cardigan

Brown blazer with school badge

Black or brown school shoes

In addition school summer dresses can be worn during better weather.

It is advisable for reasons of safety that shorts, t-shirts and gym shoes are worn for P.E. **Children are not allowed to wear club football strips for any school activities such as P.E. or after school clubs.**

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 Education and Families 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 includes items which:

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

Parents of primary aged children 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, Education and Families. Information and application forms may be obtained from 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 may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the well-being 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

Snacks and hot meals prepared in our own school kitchens are provided daily in the school dining hall.

A wide selection of delicious and nutritious food is provided by our catering supervisor, Mrs Alison Moore and her team.

St Brendan's Primary operates a cashless cafeteria system. Children in receipt of free school meals automatically have funds credited to their cards. Other pupils can top up their cards with cash either before classes begin or during morning break. Infant pupils are accompanied by an adult when topping-up their cards. Parents are also able to top up their child's card online.

A variety of food is available including hot meals, sandwiches, snacks and drinks and milk.

If a child requires a special diet on religious grounds the school cook/supervisor should be informed and a note of the diet sent to her and also to the Head Teacher

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school

A medically prescribed diet form must be completed by the child's registered Dietician or General practitioner.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist. It is important that the Head Teacher is aware of any medically prescribed diets within the school and, on occasion, parent/carers may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will



be issued with a new form.

Procedures and forms can be accessed from the dietician or from North Lanarkshire's catering service.

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

P1 to P7 pre-order their lunch.

Facilities are available for children bringing packed lunches. For reasons of safety packed lunches should not include glass containers or hot liquids.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £625 per month), are entitled to a meal without charge.

All P1 to P4 pupils are entitled to a free meal and free milk. From January 2022, P5 pupils will also qualify for a free meal. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period. All nursery pupils are entitled to free milk.

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk and are available in first stop shops.

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (income below £625 per month), housing benefit and council tax rebate.

Information and application forms for clothing grants may be downloaded from the council website www.northlan.gov.uk and are available in first stop shops.

Breakfast Club

There is also a supervised 'Breakfast Club' open to **all** pupils daily at 8.15am. Toast and fruit juice are provided for a charge of £1.00 (free to all P1 to P4 children).

NURSERY

From September 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.

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 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), ASN school or ASN 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 and young people to make a placing request to attend a school/establishment belonging to another authority.

TRANSPORT

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

Parents/carers who consider they are eligible 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.

Any information on transport appropriate to the school should be included

MEDICAL AND HEALTH CARE

Parents are requested to inform the school of any particular medical conditions their child might have. Parents should also keep the school informed of arrangements if a child requires to be sent home.

If your child has a particular health problem, please bring it to the attention of the Head Teacher, particularly where the condition might affect the child's work or may have implications for his/her safety.

PLEASE NOTE THAT SOME OF OUR PUPILS HAVE NUT ALLERGY. THIS MEANS THAT COMING INTO CONTACT WITH SNACKS OR SWEETS CONTAINING NUTS OR WITH ANY TRACES OF NUTS IN THEM, HOWEVER SLIGHT, COULD HAVE POTENTIALLY FATAL CONSEQUENCES. PLEASE ENSURE THE PEACE OF MIND OF THOSE PARENTS INVOLVED BY BEING ESPECIALLY VIGILANT ABOUT PACKED LUNCHES, PLAYTIME TREATS AND

**SNACKS. REMEMBER – WE ARE A “NUT-FREE” ZONE!**

Dental Inspections are also carried out on a routine basis in primaries 1 - 7 and parents are offered any necessary treatment for their children although they may, instead, go to the family dentist. Secondary pupils receive examination at the local Community Dental Clinic on request.

Dental and Medical Appointments

Where possible, such appointments should be arranged for times outwith school hours. When this is not possible, the appointment cards should be brought to school and where this is done, the pupil receives an attendance mark.

INFORMATION IN EMERGENCIES

Emergency Contact - It is essential that every parent provides the school with two emergency contact numbers. It is important for parents to inform the school of any changes to mobile phone numbers for either themselves or emergency contacts.

Occasionally, in an emergency, pupils have to be sent home before the normal school time, e.g. should the school heating fail. When such an emergency arises and there is no one at home, school would then phone the child's emergency contact number. Similarly, if a pupil takes ill at school and there is no one at home, the need for an emergency contact arises again. This contact should, of course, know of such an arrangement.

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

Action in event of an accident

If an accident should occur in school, which required medical or hospital attention, the school will notify parents, at home or at work, and arrangements will be made to convey the pupil to hospital or doctor. Therefore, it is essential that the school should know of a telephone number at which parents may be contacted quickly.

THE PARENT FORUM

As a parent of a child of 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

PARENT COUNCIL

Parent Councils came into form on the 1st August 2007.

Meetings of the Parent Council are open to the public and the Parent Forum.

Elections to the Parent Council are held every two years. At each election half of the members of the council complete their term of office although they may, if eligible, stand for re-election.

Parent Councils are composed of parent, staff and co-opted members with the head teacher as professional adviser. The Parent Council's rights and duties include:

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

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

PUPIL COUNCIL



The opportunity of pupil representation and involvement in the life and work of the school.

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

St. Brendan's children normally transfer to:-

Our Lady's High School

Head Teacher

Mr Dan Cardle

Tel. No. 01698 274925

In order to make the transfer of pupils to O.L.H.S. as stress free as possible we aim to provide a seamless transition. The liaison programme begins in Primary 6 with a themed day visit to O.L.H.S. The Primary 7 programme includes curriculum visits from specialist subject teachers who work in the P7 class alongside the P7 class teacher.

The pastoral care of our children is supported by visits from members of SMT and Pupil Support who get to know the children well and gain valuable information from primary school staff.

Parent's meetings both in St Brendan's Primary and Our Lady's High School provide important information to ensure parents are confident about their child's move to Secondary.

Near the end of Primary 7 pupils visit O.L.H.S. for a two day visit where they follow their secondary school timetable which not only familiarises them with the building but provides them with the opportunity to make new friends. Finally in June we celebrate a mass in O.L.H.S. joining together as a community to pray for the new first year.



IMPORTANT ADDRESSES

Education and Families
North Lanarkshire Council,
Civic Centre,
MOTHERWELL ML1 1TW Tel: 01698 403200

Education Manager for St Brendan's Primary is
Mrs Bernadette Hunter
Civic Centre,
MOTHERWELL ML1 1TW Tel: 01698 403200

Motherwell CLD Locality Office,
C/O Our Lady's High School
Dalziel Drive
MOTHERWELL Tel: 01698 403830

Councillors - ,
Kenneth Duffy Tel: 07939280006
Agnes Magowan 01698 302655
Alan Valentine 01698 302631
Nathan Wilson 07939280012

Father Ness
St. Brendan's Parish Church,
Barons Road,
MOTHERWELL. Tel: 01698 264448

Contacts in relation to Support for Learning



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

Gillian Goldie (GoldieG@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.

0845 123 2303

info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

www.enquire.org.uk/yp for children and young people

Children in Scotland Resolve Mediation

0131 313 8844

(Independent Adjudicator)

Independent Adjudication

Scottish Government

Directorate for Learning

Support and Wellbeing Unit

Area 2C

Victoria Quay

Edinburgh

EH6 6QQ

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

Tel: 0141 302 5868

NHS Lanarkshire

Motherwell

Motherwell Health Centre

Tel: 01698 242610

Wishaw

Houldsworth Health Centre

01698 355511

**Social Work**

Motherwell
Scott House
73/77 Merry Street
Motherwell
ML11 1JE

Tel: 01698 332100

Wishaw/Shotts
Kings House
King Street
Wishaw
ML2 8BS

Tel: 01698 348200

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt within the document -

- (a) before the commencement or during the course of the school year in question.
- (b) in relation to subsequent school years.

Education authorities 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.

Our Complaints Procedure

If you have a complaint about any aspect of the service we provide in our school we will try to resolve it, if appropriate, as quickly as possible. Please contact the school.