

Saint David’s Primary School

Handbook 2021-2022







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1. **Educational Aims**

At St. David’s Primary School and Nursery Class we strive to develop curious, confident, resilient, positive, reflective children who love to learn, who enjoy coming to school, and through the planned rich variety of experiences develop the necessary skills and knowledge for lifelong learning.

We offer pupils a dedicated team of staff who are committed to developing the knowledge, skills, attitudes and understanding which will enable children to enjoy learning, achieve success and to feel contented and fulfilled across the Curriculum for Excellence.  We ensure, within their journey at our school, that our children learn about and have confidence in themselves as learners where they are encouraged to hold high aspirations for their future.

 At St. David's Primary, our values are at the core of everything we do. Our school's Catholic Values underpin our teaching and learning, and provide an environment which prepares our pupils as faithful, confident, resilient, happy citizens who are prepared for lifelong learning. We are committed to serving our community and recognise the multi-cultural nature of our community, both near and far.

 As an inclusive, caring Catholic school where every child matters, we recognise that all children have talents and abilities to celebrate, and a part of our role is to help them discover and develop these. We value each child as an individual, who through the experiences and opportunities we provide will grow to gain a better understanding of the teachings of Jesus Christ. Our positive ethos is based upon our shared Christian Values which are encouraged and promoted, through the way we conduct ourselves as well as being embedded in our curriculum.

\* We aim to work in partnership to provide a caring, welcoming and stimulating learning environment which supports and values each individual enabling them to reach their full potential in all aspects of school life.

\* We will support and inspire our pupils to acquire knowledge, develop their skills and talents and so become successful learners and confident individuals

\* We will encourage pupils to develop positive attitudes within the school and the community and in the process help them to become responsible citizens and effective contributors

\* We will help to develop their own faith, religious observance, Christian values and respect for and knowledge of other faiths and cultures.

\* We will identify and draw upon the strengths of our community in terms of human, natural, geographical and historical resources.

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)

During recent times every school and work place across the world has had to ensure that additional measures are in place due to the current COVID19 pandemic. Our school has risen to the challenge of ensuring a safe and healthy working and learning environment for all pupils and staff and for the limited number of visitors who enter the school during these times. We pride ourselves on following the regulations and controls that have been put in place by our local authority and the Scottish Government. We ask that all parents, staff and pupils work with us to ensure that the school remains a safe, happy and welcoming place to learn and visit. We have adapted our school curriculum and teaching and learning styles to engage all learners in meaningful and worthwhile challenges and tasks which will allow them to make up for the school time lost between the months of March and June 2020. Pupils and parents are also being encouraged to make the most of the home learning which is being provided digitally by every class teacher. There have been a number o changes made to our normal school routine and these are well communicated with our whole school community. This handbook outlines these temporary adjustments which will be in place for as long as we have Scottish Government restrictions.

1. **School Information**

St David’s Primary School

1 Annieshill View

Plains, Airdrie

ML6 7NY

Tel: 01236 632142

Fax: 01236 840419

Email: ht@st-davids.n-lanark.sch.uk

St. David’s is a Roman Catholic Primary School, which serves the village of Plains and Greengairs. The school, is part of a 13 year old joint campus and shares facilities with Plains Primary School and the local community.

Children from Primary 1 to Primary 7 are admitted and a non-denominational nursery class caters for Pre-5 children with 48 places available from 8.45am – 2.45pm every day. The building consists of 2 separate open-plan teaching wings, one for each school, and additional shared accommodation comprising of a large dining hall, gym, changing facilities, library, audio-visual room, noisy-quiet room, community room and a community crèche.

Present Roll : 137

Agreed Capacity: 209

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

If it is necessary to form composite classes, ie.children from two primary stages being taught together, class numbers are kept below 25.

The school is used in the evenings by community groups and for after school clubs.

Details of letting procedures are available from Community Education,

Airdrie Area Resource Centre,

Victoria Primary,

Aitchison Street,

Airdrie.

Telephone: 01236 766733

Fax 01236 752009





**3. Staff**

Our staff have been selected, with the help of the Parent Council, to work together as a team, providing the range of skills and experience we need to support the wide curriculum offered by the school. For your information and guidance, we have indicated below some of the duties of the teachers and the support Staff you will meet as your child progresses through the school.

**Management Team**

Head Teacher: Mrs M J. Livingstone

Principal Teacher: Mrs K. Clezy

The management team of the school is responsible for Administration, Learning Support, Discipline, Extra- Curricular Activities, Welfare of both Staff and Pupils and In-service training of staff and Child Protection.

Mrs Clezy is responsible for Learning Support, Staff Development and PSHE. She also deputises for the Head Teacher as required.

**Class Teachers**

Mrs C. Parker P1/2

Mrs M. Steel P2

Mrs AM. Smith & Mrs E Kirk P3

Mrs L. McMichael P4

Mrs B. Gallagher P5

Miss L. MacDonald P6

Mrs HM. Inglis & Miss C. McGeough P7

Miss K. McConville Support for Learning

**Psychologist**

Miss F. Primrose

**Lead Early Learning Practitioner**

Mrs Lynsey O’Hara

**Early Level Practitioners**

Mrs D.M. Garvie

Mrs E. Higgins

Mrs A McDonald

Mrs J McKim

Mrs A. McMurray

Miss K Cook

**Administration Staff**

Mrs J. Clark

Mrs D. Cozzari

**Classroom Assistant**

Mrs E.Hutchison

**ASNA**

Mrs J. Birt

Mrs C. Minnis

Mrs I. Reid

**Janitor**

Mrs I McDade

Mrs D McEachan

**Dining Room Staff Cleaning Staff**

Mrs I Lindsay Mrs M. Shaw

Miss B Nash Mrs B. Crawford

Mrs K. Mitchell

Mrs K. Flynn

Miss L. Bukkems

**Visiting Staff**

Mr Kane Music Instructor - Remote Learning only

Ms A. Wright Music Instructor – Kodaly Music - Remote Learning only

Ms C. Carr EAL Teacher ( English as an Additional Language)

Also from Occupational & Speech Therapy Departments.

During the current pandemic, visiting services have limited visits to the school. We also have staggered start/finish times during current restrictions due to COVID 19

**4** (a) **School Hours**

Morning 09 .00 a.m. – 12.15pm

Interval 10.30 a.m. - 10.45 a.m.

Lunch 12.15pm – 1pm (Lunchtime has been changed on a temporary basis to accommodate 2 separate lunches for the schools.)

Afternoon 13.00 p.m. - 15.00 p.m.

**Present staggered times: P1-3 8.50am – 2.50pm**

**P4-7 9am – 3pm**

Please note: all new P1 pupils will be required to attend full time from first day of school session in August.

**(b) Nursery Hours**

Full day 8.45am – 2.45pm

All children receive a hot meal at lunchtime in our school dinner hall.

**Present staggered times during COVID19:**

**9.10am – 3.10pm**

**9.20am – 3.20pm**

**9.30am – 3.10pm**

**(c) Security Procedures**

**Basic Premise** 

Effective security is dependent on the co-operation of all users (staff/pupils/visiting adults). Everyone should be aware of the agreed procedures and should be vigilant in ensuring implementation and in highlighting areas of weakness. Additional restrictions and procedures are in place during the COVID19 pandemic in line with local and national guidelines.

**Controlled Entry System Main Door**

* All staff/visitors should enter by main door and ensure closure after entry.
* Pupils should not open main door nor exit via main door.
* Janitor/Office Staff/SMT will operate door-mechanism on establishing identity and purpose of visit.
* Visitors will be directed by notices at main door to report to General Office.
* Visitors will sign visitor’s book / accept visitor badges.
* Service door will be opened in response to buzzer only.

**\*\*\*COVID PROCESURES ON ENTERING THE BUILDING\*\*\***

**Signing in/ hand sanitiser/ mask/ face covering. Parents can enter the school by appointment only. \*\*\*\***

**Staff Responsibility**

1. Staff should challenge any visitors in a clear way.
2. Staff should instruct / remind pupils not to open doors in play areas.
3. Ensure pupils use infant toilets at break times.
4. Keep accurate attendance am/pm.
5. Will wear security badges at all times.

**Office Staff**

1. Respond to intercom and establish identity / purpose of caller.
2. Require visitors to sign in / issue visitors badges.
3. Challenge visitors who pass Reception Area.
4. Direct all requests by visitors / parents to see class teachers to the HT / PT
5. Ensure Police/Emergency Service Phone numbers are handy.

**Pupil**

1. Enter by prescribed routes under teacher supervision.

2. Use designated toilets during class time.

3. Should not open locked doors.

4. Should not enter corridors from play areas except in emergency.

5. Report playground problems to Janitor/adult supervisors.

**Janitor**

1. Oversee all security arrangements.
2. Attend to tradesmen/deliveries.
3. Maintain bells / buzzers etc.
4. Be an obvious presence at entry / exit points.
5. Liaise with SMT to monitor security arrangements.
6. Respond to Intercom Entry System.
7. Provide adult presence in the playground / challenge all unauthorised presence in the grounds

**5. The School Year**

Staff Return Thursday 12th August 2021

Pupils Return Monday 16th August 2021

September Weekend

School closes Thursday 23rd September 2021

School re-opens Tuesday 28th September 2021

October week

School closes Friday 8th October 2021

School re-opens Monday 18th October 2021

In-service day Monday 15th November 2021

Christmas

School closes Wednesday 22nd December 2021

School re-opens Monday 10th January 2022

February break

School closed Monday 14th February 2022

School closed Tuesday 15th February 2022

In service day Wednesday 16th February 2022

Spring Break

School closes Friday 1st April 2022

School re-opens Tuesday 19th April 2022

Good Friday Friday 15th April 2022

Easter Monday Monday 18th April 2022

May Day

School closed Monday 2nd May 2022

In Service Day Thursday 5th May 2022

Mid Term Holiday

School closes Thursday 26th May 2022

School reopens Tuesday 31st May 2022

Summer Holiday

School closes Wednesday 29th June 2022 at 1pm

**6. Enrolment**

The enrolment dates for Primary One entrants are fixed by North Lanarkshire Council and are usually about the third week in January. Notices will be placed in local newspapers and the school will put posters in local shops and community centers. These notices will give the dates and times when children may be enrolled and will ask parents to bring with them the child’s birth certificate, a Council Tax letter and baptismal certificate. If you are not able to come to the school on any of the dates listed, please telephone the school to arrange an alternative. New online arrangements are in place for the year 2021 – 22.

You are very welcome to visit the school, by arrangement, if you are thinking of enrolling your child in our school. Parents who wish to seek a place for their child in another school should enroll with us and ask for a Placing Request Form at that time.

When children enroll at the school, they will see their classroom and meet some of the teachers. They will be asked to bring Mum or Dad back in May when there will be a series of workshops for the parents and children to get them used to the friendly working atmosphere of the school and prepare them for starting school in August.

Any parent wishing to enroll a child from another school should make an appointment with Mrs. Livingstone and, if possible bring a transfer certificate from the previous school with them.

**New procedures will be in place due to current COVID19 pandemic.**

**7. Equal Opportunities**

It is the school’s aim to provide equal opportunities for all children irrespective of sex, race, religion, culture and disability. The curriculum is designed to foster in all pupils respect for all people, in the diverse and multi-racial society in which we live, in keeping with NLC’s policy on equal opportunities and social inclusion. Instances of racial harassment are recorded at school level and reported to the authority. We hope to ensure that those who are disadvantaged in any way, benefit as fully as possible from the service that we offer.

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. 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 information can be accessed at:

<http://www.equalityhumanrights.com/en> publication/downloaded/technical-guidance-schools-Scotland.

**8. 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
* 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):

Level Stage

Early the pre-school years and P1

First to the end of P4

Second to the end of P7

Third and Fourth S1 - S3

Senior Phase S4 - 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

Literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

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

**Assessment and reporting**

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupil’ 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 judgements 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.

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 and reported to you so that you know how well your child is doing.

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

At St. David’s we try to ensure that the curriculum is relevant and appropriate to the child’s needs. Teachers use a variety of teaching methods to cater for individual pupils, groups and class. Our aim is to encourage positive attitudes to learning and children are encouraged to be responsible and make decisions to help them to make progress. Needs of children with individual needs can be met throughout the child’s education.

In some cases, children are given support from a Special Needs Assistant to allow children with specific problems to be maintained within their local school. Parents are kept informed and invited to discuss their child’s progress on a regular basis.

**Weekly Curriculum**

Our current curriculum has been streamlined to focus on Language/Literacy, Numeracy/Maths and Health & Wellbeing due to the learning time lost during 2019/2020 session in all NLC Primary schools.

**Language**

**Reading**

In the early stages, primary 1, 2 & 3 children learn to read using a wide range of early literacy materials to include ‘Big Books’ banded books and magnetic letters. Children progress from this to Novel Studies in the junior and senior stages of the school.

These provide opportunities to develop skills in reading and at the same time opportunities arise to develop listening, talking and writing skills. Children are encouraged to read for pleasure. Reading books and library books are taken home to allow parents to spend time reading to their children and listen to them read.

**Writing**

All children are taught to write based on North Lanarkshire's Writing Policy. Children from P1 onwards are involved in all types of writing on a daily basis:--

* Personal - writing about thoughts, feelings and experiences.
* Imaginative - writing an imaginary story.
* Functional – writing news articles, posters, leaflets and reports.

**Interdisciplinary**

History, Geography, Science and Social subjects have been grouped together under the heading of Interdisciplinary Studies.

Our Interdisciplinary Studies work is mostly integrated through topics and is carried out at all stages. The use of the topic approach means that skills are developed in an interesting context appropriate to the child’s age and is therefore more meaningful to them.

Children learn about their local area, their own country, Europe and the world. They also learn about people in the past through topics such as Ancient Egyptians, Vikings and Romans. The seniors study life in the Victorian times and the Second World War. Outside visits to local places of interest e.g. Stirling Castle, Wallace Monument, Tall ship, Art Galleries and Transport Museum. Science Centre and Drumpellier Country Park are a special feature of our Environmental Studies programme.

Through the Science programme pupils study:

* Living Things and the Processes of Life
* Energy and Forces
* Earth and Space

**Health and Well-being**

**Personal, Social Health Education & Citizenship**

A new programme for PSHE has been introduced where children learn about self-awareness, interpersonal relationships, self-esteem, independence and interdependence as well as developing healthy attributes to food and exercise which leads to a happy and healthy lifestyle. The education for citizenship involves children exploring issues which help them to make a positive contribution in the society in which they live. Parents and carers are informed orally and in writing about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drug awareness. These topics are agenda items during health week. Staff, parents and home link workers work together on these issues.

**Physical Education**

From Primary 1, children are given opportunities to develop dance, gymnastics, and games skills. Primary 5 attend the local baths for swimming lessons.

Children are expected to bring their P.E. kit (black/navy shorts /joggers, white T-shirt and soft shoes). In keeping with the health and safety regulations, all jewellery must be removed for P.E. If children forget soft shoes they participate in bare feet. Team colours must not be worn for P.E.

The P.E. programme is also supported by the P.E. department of St. Margaret’s High School. Children are taught basketball, volleyball and netball during out of school hours learning classes.

During the current restrictions indoor PE is only permitted in Levels 0-3.

**9.** **Additional Support Needs**

St. David’s Primary School complies with 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. St. David’s has a robust system in place for Additional Support Needs using the Staged Intervention Approach.

Children with special difficulties such as speech, sight or hearing problems are given extra support to help them keep up with their work. A Personal Learning Plan is set up for individual pupils as required.

A GIRFMe Plan can be put in place to ensure the needs of children with individual needs can be met throughout the child’s education.

Universal - Internal support, where education staff identify that a child or young person needs support or planning from within the school or early years establishment.

Additional - External support from within learning and leisure services, where it is identified that the child or young person requires support or planning from beyond the school or early years setting but within educational services.

Intensive - External support provided on a multi-agency basis, where the child or young person's needs are identified as requiring support or planning from multi agency services and these support needs are likely to last for more than one year.

The school offers a range of staged interventions for pupils, e.g, ‘Read, Write Inc’, ‘Better Reading’, ‘Lexion’, ‘Reading Recovery’, ‘Rainbow Reading’ and numeracy support groups.

Pupils who require support at levels 3 and 4 have GIRFMe plans which are regularly reviewed at meetings with parents, teachers, support staff and the Educational Psychologist.

Sensory Support staff visit pupils at school and when required N.L.C. provides support from the behavioural support unit.

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 the Education and welfare of looked after children.

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 processes and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

Provision is available for pupils with English as an additional language. This is now in place through our cluster support.

**Planning**

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-ordination 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 will receive letters from 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.

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**

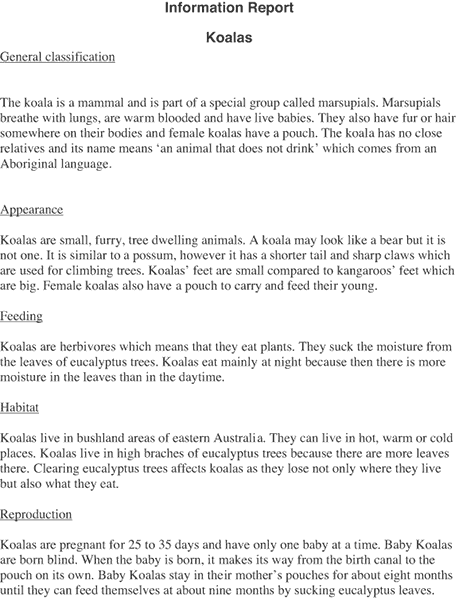
North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

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 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 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 or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.



**10. Improvement Plan**

Proposed priorities for this school for 2021-2022 Cluster Priority

Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.

School Priorities:

1. To ensure continued equity of access and opportunity for maximising learning in broad general education
2. Recovery Plan for Health and Wellbeing. Further improve and support the mental, social, emotional and physical health of all children, families and staff by embedding and extending the range of nurture based approaches across the school
3. Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers high quality learning experiences for all children

To ensure pupils have access to enriching and stimulating outdoor learning experience covering all curricular areas.

Pupils will develop confidence and continue to take responsibility for their actions, own health and well-being and that of others as a result of our efforts to become a Rights Respecting School. Staff and learners will continue to take forward self-evaluation as a professional reflective process.

Curriculum for Excellence is continuing to impact significantly in our approach to teaching and learning throughout the school. Pupils are becoming more proficient in transferring literacy and numeracy skills to other areas of the curriculum through interdisciplinary learning, enterprise and Glow. Staff are more confident in using the flexibility within a Curricular for Excellence to explore more cross-curricular projects and plan with each other to ensure pupils from nursery to P.7 receive a broad and consistent curriculum. Classroom observations by SMT confirm that active learning is firmly embedded across the curriculum throughout the school. Children work very well with each other through co-operative learning and reciprocal teaching.

Active literacy and math's feature highly in each class and all recommended resources and teaching strategies are firmly in place. Children are involved in problem solving and investigating activities with promoted discussion and encourage children to work things out for themselves and also work as a team. The use of Glow continues to enhance experiences for pupils in class and at home. Smart boards continue to have significant impact on pupils’ learning experiences.

Further information regarding current progress in current education can be obtained by accessing the education Scotland website.

**11. Homework**

Parents are asked to co-operate with the school in supervising homework and making sure that written work is neat and well presented.

Your child will be given homework on a regular basis. This may take the form of reading, learning, spelling, tables, prayers or poetry. Some research for topic work or handwriting practice may also be given. Children may also be directed to on-line study websites for homework purposes.

During recent months there has been an increased focus on Digital Learning and this is reflected in our School Improvement Plan for the year ahead. All pupils have access to learning at home through Glow, Microsoft Teams, Sumdog and Studyladder. Login details and passwords have been shared with them and additional support has been given in school to those children who are less confident when using digital devices. It is the intention of our school to engage with all parents to ensure that they have the basic knowledge and skills required to support their children. Additional staff have been put in place this year in every school within NLC to support the development of resources and skills for staff, pupils and parents. Our Digital Champion, Mrs Inglis has a dedicated amount of time to support this challenge.

**12. School Ethos**

St. David’s Primary is a very busy, happy and lively school where pupils and staff treat each other with trust and respect supported by parents who are welcomed and valued.

We aspire to become a learning community capable of continuous improvement, to be a community where everyone matters, and where the promotion of social justice, fairness and equality is at the heart of all we do.

We aim to help and inspire all members of our school community to develop their skills and talents, to achieve as successful learners, confident individuals, responsible citizens and effective contributors in a safe, well ordered and caring environment. The school works closely with it’s joint campus partner school Plains Primary and the local community.

**13. Spiritual, Social, Moral and Cultural Values**

Our Religious and Moral Education programme is in keeping with the National Guidelines.

The programme covers:

* Christianity
* Other World Religions
* Personal Search

This is Our Faith is the name of the scheme of work used throughout the school. Teachers are given detailed plans of what is to be taught at each stage. Specific prayers for each primary stage are also given.

Children often have these to learn these as part of their homework.

**Religious Observance**

Children are encouraged to attend Sunday Mass and the church and school work together to make First Friday Masses once a month very special. Each class will take responsibility for leading the Mass.

During the current pandemic we are being supported by Fr Bergin in school with class visits and spiritual services. We hope to continue with our Holy Mass rota as soon as we are able to.

A rota for First Friday Masses is issued in August. Family and friends are invited back to the school for refreshments after Mass. Where Holy days of Obligation fall during school time, the children will attend Mass in the Church.

Children are prepared for the reception of the Sacraments as required. Parents wishing to withdraw their child from religious observance should make suitable arrangements with the Head teacher.

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.

**14. Extra Curricular Activities**

Throughout the year, we encourage many out-of school activities and invite parents to take part. Classes studying the local environment will go on outings accompanied by teachers and parents.

Children are encouraged to take part in a range of after-school activities which include cross country, netball and football. As well as the schools own football park, good use is made of Airdrie Leisure Centre. Please refer to the list on page 1 to see the range of activities available to our pupils. These activities have been curtailed due to the current restrictions, however, we will re-instate all of our extra- curricular activities as soon as we are able to do so.

**15. Freedom of Information**

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

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protection”

**16. 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. There is a Parents Portal which you can access online to update information so if you have not done so already, you can contact the school for information on how this can be done online.

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

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. During a child’s journey through education a pupil’s record is kept, this core record is mainly paper based and is stored securely in the child or young person’s establishment.

If the establishment has requested assistance from educational staff out-with the nursery or school, key staff from these services may also store information securely about your child or young person.

**How will we use this information?**

Your personal information will be used:

* To enrol your child or young person in the nursery or school
* To provide your child or young person with an appropriate education
* For teaching, enrolment and assessment 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 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 by 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 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](mailto: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 email to

[casework@ico.org.uk](mailto:casework@ico.org.uk)

**(b) Transferring Educational Data about Pupils**

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme. The data collected and transferred covers areas such as date of birth, postcode, registration for free- school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school.

Pupils’ 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 education 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 all use your data. This message can give only a brief description of how we will use your 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 e-mail [school.stats@scotland](mailto:school.stats@scotland).gsi.gov.uk or write to:

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

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

Want more information? Further details about ScotXed data exchanges are available on the ScotXed website. http:// **www.scotxed.net**



**17. Child Protection**

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

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 Mary Jo Livingstone. Telephone Number: 01236 632142**

**18. 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. |
| The Head Teacher is responsible for the schools actions in response to Adult Protection concerns |
| 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 Mary Jo Livingstone  Telephone number: 01236 632142 |

**19. School Discipline**

(a) Every child has the right to be taught in an environment where they feel happy and secure, where they are treated kindly and fairly, where the work planned is suited to and challenges their ability and where their efforts are rewarded. They in turn also have responsibilities. For the school to function safely and effectively, they have to follow an acceptable code of behavior.

There are certain rules which are insisted upon to create an atmosphere of order and purpose:-

* + treat each other with kindness and respect
  + treat their own and others property with care
  + listen to staff and be obedient
  + complete work given by teacher
  + be honest and truthful
  + respond to bells promptly
  + walk when moving around
  + keep the school tidy and litter free

We have recently implemented a House Reward System to promote positive behavior and to encourage a positive attitude to school and the environment. We have adopted the names of 4 of the ‘Lost Villages’ of Plains as our House names to encourage children to have a sense of belonging and to develop their knowledge of the local area.

WHY?

* To encourage children to take a pride in themselves and their school
* To improve attendance and time keeping
* To motivate children to want to be successful
* To improve self -discipline

We want each child to be able to say “I am doing my best”

**** “**Keep the school tidy and litter free”**

(b) Anti - Bullying Policy

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

Aims

1. To develop awareness that bullying is unacceptable
2. To work in partnership with parents to minimise bullying
3. To encourage a climate of openness and a listening culture
4. To develop a shared view of bullying
5. To develop a range of strategies to deal with bullying
6. To create a sense of shared responsibility amongst pupils.

Identifying Bullying

Bullying is a persistent, intentional abuse of the power to hurt. It is not always purely physical. More serious bullying is usually verbal, social or emotional in nature. It can manifest itself in any of the following ways:-

* Tripping
* name calling
* ignoring
* talking about
* Hitting

The class teacher should involve the silent majority by making pupils aware that there are no innocent bystanders.

The Role of Management

* To work with staff to create a caring and supportive
* ethos throughout the school by:
* fostering a whole school approach to bullying
* promoting the partnership between parents and
* school bullying
* ensure that both victim and bully are counselled and supported
* apply sanctions where deemed necessary

The Role of the Teacher

* To support the children and to prevent and deal with bullying by:
* discussing bullying and its effects on a regular basis
* (the first week of each term would seem an
* appropriate time)
* taking steps to avoid allowing or encouraging
* bullying in their own interactions with pupils
* fostering an atmosphere conducive to pupils
* confiding their problems
* being aware of and defusing potential situations
* before they escalate
* encouraging pupils to report bullying
* taking reports of bullying seriously
* being aware of the criteria for bullying
* taking action or advice when necessary
* monitoring and recording incidences of bullying
* reporting serious or persistent problems to management.

The Role of the Support Staff

* The janitor should:
* observe and monitor the children’s behaviour while outside the classroom
* intervene to diffuse situations
* report incidents which give rise to concern

The clerical staff should:

* provide a channel of communication through which bullying could be reported
* support the children
* report any incidents of bullying to appropriate teaching staff

**Procedures to Deal with Bullying**

1. Give children strategies to report bullying without fear of recrimination

2. Record incidents of bullying which have been established

3. Support the victim and counsel the bully

4. Report incidents of a more serious or persistent nature to P.T. or H.T.

5. Discuss consequences of their actions with children and make the bullies accountable

6. Involve parents where necessary and enlist their support and co-operation in resolving the situation

7. In extreme cases where no satisfactory outcome can be reached at school level, the authority can be involved

**The Role of The Parents**

Parents should support their children by:

* letting them know they are pleased they have been told
* believing them
* telling them it is not their fault and they are sorry it has happened
* helping them to express any feeling of anger
* reporting repeated or serious incidents to the school
* allowing the school sufficient time to deal with the matter - bullying can be complex and difficult to solve
* co-operating with the efforts of the school in dealing with the problem

**Strategies for Children**

When bullying is being discussed, advice should be given to children about how to react to and deal with

bullies and bullying.

They should be aware that they should not:

* blame themselves
* think like a victim
* put themselves at risk
* show they are upset

**They should try to:**

* stay calm
* look confident
* stay with friends
* pretend they don’t care
* tell someone, friend, janitor, teacher, parent
* avoid worrying
* keep in control

**No Hitting Policy**

In the school’s efforts to minimise incidents of bullying, it must be stated that any form of physical retaliation is unacceptable. The drawbacks of hitting back are:

* it can lead to escalation of the situation
* it can cause injury
* it can make it more difficult to establish who is at fault
* it encourages violence
* it undermines all efforts to develop self-control

The only acceptable approach is to encourage children to defend themselves by using the strategies already outlined.

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

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**20. Home and School Links**

Teachers assess pupils in a variety of ways:

* by observing pupils as they carry out their work
* by examining their jotters
* by giving progress tests on a regular basis
* by giving practical tasks to be used for assessment

Primary 1 pupils are given a Baseline test at the beginning and end of the year.

Parents are welcome to come to the school at any time during the year. Anyone wishing to do so should contact the office and the necessary arrangements will be made. ‘Parents Evenings’ are held in October and March.

In October and March, parents are given an appointment time to enable them to meet the class teacher and discuss in detail each child’s progress. A written report is sent home at the end of the year giving details of progress in all areas of the curriculum.

If staff become concerned about a child’s progress, parents will be informed as soon as possible.

**21. Attendance at School**

The authority’s system will record absences as follows:

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 (Scotland & Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child’s absence from school to be recorded in the school register as authorised or unauthorized. As defined by the Scottish Government.

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 school.

In the interests of child safety the police will be contacted if all attempts to locate the child have been exhausted.

Parents/ carers are asked to inform the school by letter or telephone if their child is likely to be absent for some time and to give the child a note on his or her return to school, confirming the reason for absence. For safety reasons a text message will be sent to parents if we have not had notification of a child’s absence on the first morning of absence.

(a) Family Holidays during Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday. Absences will be classified as authorised only in exceptional circumstance. 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.

(b) Extended Leave with Parental Consent

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

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

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

c) Exceptional Domestic Circumstances

Parents/carers may request permission for such leave in writing and the school may authorise such requests under the following 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 emphasized 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. Absences rates are calculated as a percentage of the total number of possible attendance for all pupils of the school in the stage shown each morning and afternoon of each day being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and \*\*\* is inserted in place of the figures. Adults attending day school classes are excluded. The data for North Lanarkshire and Scotland includes all education authority and grant-aided primary schools but excludes all special schools.

Absence procedures during COVID19 must be adhered to strictly. You must call the school if your child has any COVID19 symptoms or has been in contact with anyone with symptoms. A COVID19 test must be done and only if negative can your child return to school. NLC has issued new absence codes for any absences related to COVID.

**22. Clothing and Uniform**

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

Although the Education Authority do not insist on a school uniform, we encourage our children to wear our school colours as part of our aim to give the children pride in their school. The wearing of uniform or having specialist items of clothing is not a prerequisite to attendance or taking part in any curricular activity. Parents can choose from formal or more casual uniform.

**Formal**

Grey trousers / skirt

White shirt

Navy / Grey jersey / cardigan

School tie

Navy blazer /Navy outdoor jacket with school logo.

It is requested that parents clearly label all articles of clothing. Parents are asked to ensure that valuable items and expensive items of clothing are not brought to school. In this regard it should be noted that the authority no longer carries insurance to cover the loss of such items, and any claims are likely to be met only where the authority can be shown to have been negligent.

**North Lanarkshire Council - Policy On Uniform**

Clothing which is unacceptable in school under any circumstances would include 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 damage to flooring
* carry advertising in particular for alcohol or tobacco
* could be used to inflict injury to other pupils or to be used by others to do so.

Parents 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 Assistant Chief Executive, Education, Youth and Communities. Information and application forms may be obtained from any school or First Stop Shops. 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 and Support Allowance (income related), Universal Credit, housing benefit, council tax rebate.

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

**23. Meals**

In St. David’s school meals are cooked on the premises and children have a choice of traditional meals or snacks. The cost of a meal is £3.00. There is a 3 week rota menu based on a healthy balanced diet.

Children of parents receiving Income Support, Job Seeker’s Allowance (Income based) Employment and Support Allowance (income related) are entitled to a meal without charge. Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based) Employment & Support Allowance (income related), universal credit, housing benefit, council tax rebate.

Those children who bring packed lunches eat in designated areas outside class bases, supervised by a classroom assistant in each area. The majority of our children stay in school at lunch time and are supervised in the hall, yard and in classrooms if the weather is bad. Children are not allowed to go to the local shops in the interest of safety. Milk which is free to those children whose parents are receiving Income Support, Job seeker’ Allowance or Child Tax Credit, may also be bought in the morning. As of January 2015, all P1-P3 pupils are entitled to a free school meal.

**Early Years Provision**

If your child is agebetween 2 and 4 years and attends a NorthLanarkshire Council or Partnership ProviderNursery, in the middle of the day for more than 4 hours per day, may now be entitled to a free meal.

We currently serve a hot meal every day to all or our nursery children as part of the new provision.

**The availability of special diets.**   

Diets required as a result of a medical condition or allergy can be provided in school. **A medically prescribed** **diet form** must be completed by the child’s registered dietician or GP. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire Catering Service.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

**24. Placing Requests**

You have the right to make a placing request for your child to be educated in a school other than their 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 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 request 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), 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 and young people to make a placing request to a attend school /establishment belonging to another authority.



**25. Transport**

Many of our pupils have to cross Annieshill View and Bruce Street which are both very busy. It is essential that children cross with the Lollipop Person and act sensibly when crossing. The Greengairs bus picks and drops children off at the drop-off point inside the school entrance at Annieshill View. **PARENTS MUST NOT PARK NEAR THE LOLLIPOP LADY.**

Children areencouraged to use the school walk route to encourage healthy living and to keep the groundstidy**.**

Parents driving pupils to school should use the drop-off point at the main entrance in Annieshill View.

Children who are going home for a home lunch should leave by the main school entrance and return through the main entrance. For safety reasons the back gates will be closed until home time.

Our current entry/exit system has been changed due to the current restrictions to reduce congestion and to ensure that we have limited cross-over with Plains Primary School with whom we share our school building. No parents are allowed in school grounds at any time and each school has their own designated gate and zone.

**North Lanarkshire Council - Transport Policy**

(i) General

The Council has a policy of providing free transport to all 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 of transport could be reviewed at any time. Parents who consider that 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 being made.

There is a 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 pick-up point and from the drop-off point to the school in any direction will not exceed the authority’s limits (see above paragraph.) It is the parent’s responsibility to ensure the child arrives at the pick-up point in time. It is also the parent’s responsibility to ensure their 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 the child is offered a place in the catchment area school, transport will be provided in accordance with the Council’s policy stated above.

**26. 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.

In the case of minor accidents or sickness at school, the child will receive attention from the first aider. If a child becomes sick, parents are notified and asked to accompany the child home. Emergency contacts are notified should the parent not be available.

In case of accident, similar arrangements are operated. However, should the accident be of a serious nature and hospital attention is required, the Head teacher or senior member of staff will take the child to hospital, by ambulance if required, having notified parents at home or work of what is happening.



**Medicines at Home**

It is important that the Head teacher is informed of any medical condition so that staff can be vigilant. Children who are asthmatic should always carry their inhaler with them.

The administration of medicines during the school day can only take place after parents have consulted with the Head teacher and a parent’s written request on a North Lanarkshire consent form has been cleared.

**Oral information from a pupil will not be acted upon. The original pharmacy container must be clearly marked with the child’s name, the dosage and frequency and the expiry date.**

**27. Information in Emergencies**

We make every effort to maintain a full educational service, but in Emergencies 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.

If in the event of an emergency evacuation the pupils will be taken to St.David’s Church.

**28.** **The Parent Forum**

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

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

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

**The Parent Council**

The composition of the Parent Council is as follows:-

* Four parent members
* One Church Representative
* One staff member
* Head Teacher is a professional advisor to the Parent Council.

The Parent council’s rights and duties include:

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

All parents including nursery parents are invited to become a member of the Parent Council if there are more parents applying than required then a ballot will be held. Parents serve for a period of two years.

**Parent Council Members are as follows**:

Mrs Kathleen Clezy – Staff Member

Mrs Sharon Ivanova– Church Representative

Mrs Blomerus - Chair Person

Mrs Camilla Minnis

Mrs Debbie McGuigan

Mrs K Gallagher

Mrs K Ruddy

Miss M Clark

**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, and the wider community;
* fundraising
* taking part in the selection of senior promoted staff
* receiving reports from the head teacher and education authority; and
* receiving an annual budget for administration, training and other expenses.
* improving home school partnership and facilitating parental involvement

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

Parents and Young People have a right under the Additional Support for Learning Act 2009 as amended by the Education (Additional Support for Learning) (Scotland) 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 and young people to make a placing request to attend a school/establishment belonging to another authority.

**Supervision in Non-Class Times**

An adult presence is provided in playgrounds at break times and in the teaching wing during wet play, in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Classroom assistants, office staff and janitorial staff all take part in supervision. Asn pupils are always supervised by Asn assistants.

**29. Transfer from Primary to** **Secondary School**

Pupils normally transfer between the ages of 11 ½ and 12 ½ so that they will have the opportunity to complete at least 4 years of secondary school education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The school to which the children from St. David’s normally transfer is -

**St. Margaret’s High School**

**Waverly Drive**

**Airdrie**

**ML6 6EU**

**Tel: 01236 794888**

**Fax: 01236 747429**

**30. Names and Addresses**

Education and Families Executive Director: Derek Brown

Education and Families

North Lanarkshire Council

Motherwell Civic Centre

Motherwell

ML1 1AB

Head of Service: Janie O’Neill

Education and Families

North Lanarkshire Council

Motherwell Civic Centre

Motherwell

ML1 1AB

Education Manager: Jackie Cahill

Education and Families

North Lanarkshire Council

Motherwell Civic Centre

Motherwell

ML1 1AB

**Elected members**

Sophia Coyle SNP Tommy Morgan SLP

Alan Beverage IND David Cullen CONS

Council Offices

Civic Centre

Motherwell

ML1 TW

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

**Cluster Improvement and Integration Lead**

Karen Clarkson

St. Margaret’s High School

Waverley Drive

Airdrie

ML6 6EU

**31. Specialist Terms**

CfE - Curriculum for Excellence

ASN - Additional Supports Needs

JRSO - Junior Road Safety Officer

NLC- North Lanarkshire Council

NHS - National Health Service

**32. 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 by law to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.

**Contacts in relation to Support for Learning**

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

Central Locality

St Margaret’s HS Cluster

Karen Clarkson

Cluster Improvement and Integration Lead

Email: ClarksonK@northlan.gov.uk

Karen Clarkson may be contacted directly or through the school.

You can also get more help and advice from:

**Enquire** – The Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of fact sheets

0345 123 2303

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

[www.enquire.org.uk](http://www.enquire.org.uk/) for parents and practitioners

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

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

Children in Scotland – **Resolve Mediation**

0131 313 8844

Email – [resolve@childreninscotland.org.uk](mailto:resolve@childreninscotland.org.uk)

**Independent Adjudication**

Scottish Government

Directorate of Learning

Support and Well-being Unit

Area 2C North

Victoria Quay

Edinburgh

EH6 6QQ

**Reference to Additional Needs Tribunal**

**(Scotland)**

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunal Centre

20 York Street

Glasgow

G2 8JB

Helpline: 0141 302 5860

www.asntscotland.gov.uk

**NHS Lanarkshire**

Airdrie

Health Centre

01236 772200

**Social Work**

Airdrie

Coats House

Gartlea Road

Airdrie

ML6 9JA

01236 757000

**Airdrie CLD Locality Office**

Chapelside Community Centre

Waddell Street

Airdrie ML6 6DL

Tel: 01236 638538

E: [CLD-Airdrie@northlan.gov.uk](mailto:CLD-Airdrie@northlan.gov.uk)