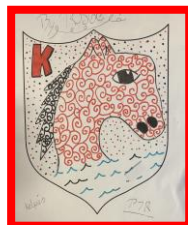


Stepps Primary School & Nursery Class Handbook 2023

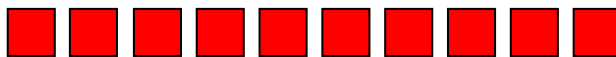


NORTH LANARKSHIRE COUNCIL



articulate ✿ sensitive ✿ proactive ✿ inspiring ✿ realistic ✿ evaluate

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Welcome ■■■■■■■■■■

Dear Parents/Carers

Welcome to Stepps Primary!

If you are thinking about sending your child to Stepps Primary, or have already chosen this school for your child, I hope that this handbook provides you with all the information you require.

Recent legislation requires the inclusion of a considerable amount of prescribed information in our handbook, but I hope that you find it a helpful introduction to our school.

If there is anything more you wish to find out, please do not hesitate to contact us. We are always happy to answer any questions you may have. Stepps Primary is an extremely busy and active school and you can find out more about daily life in our school by visiting our website or following our Twitter feed:

<https://blogs.glowscotland.org.uk/nl/steppspprimary>

@SteppsPrimary

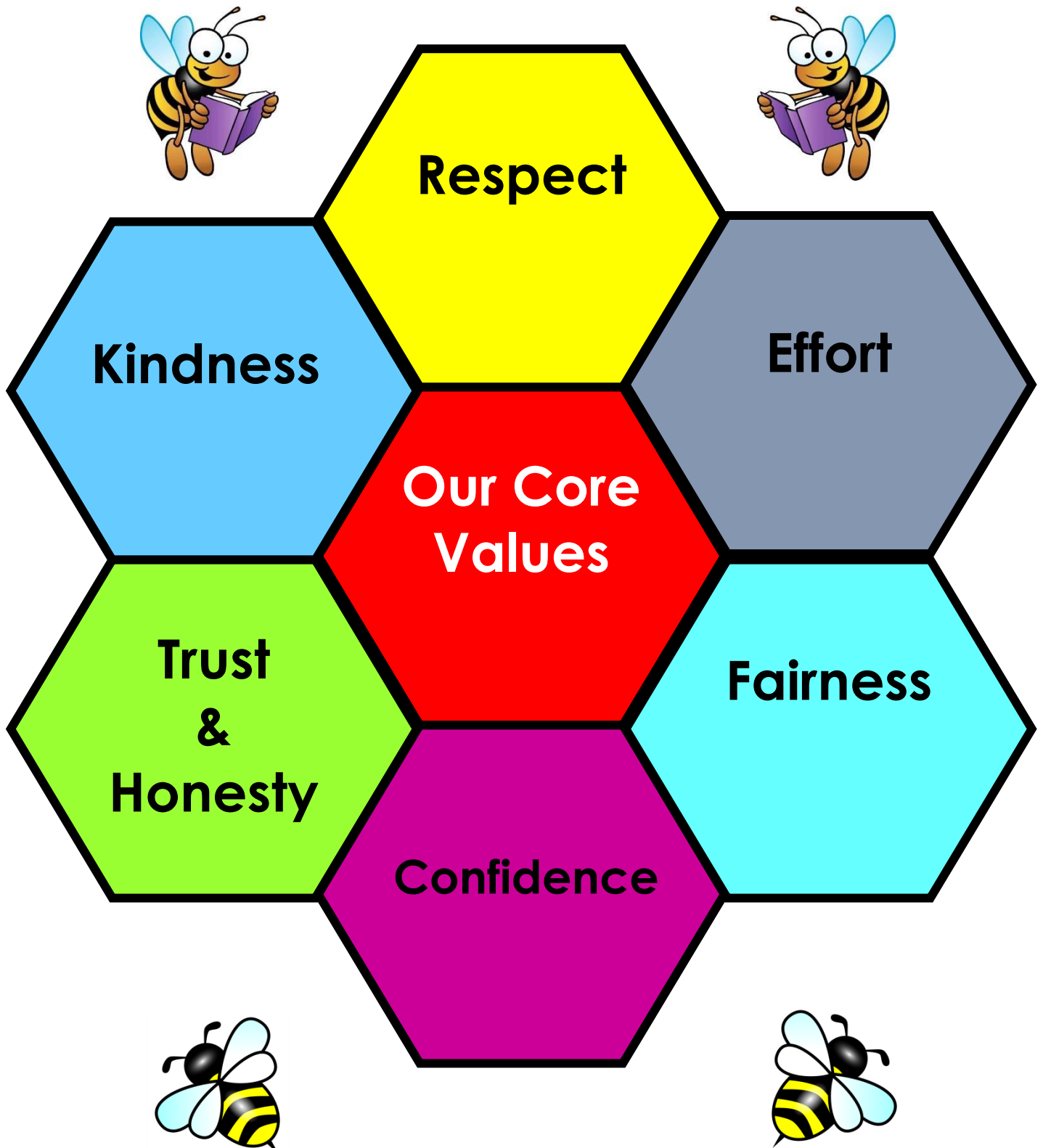
@LearningStepps

Thank you for taking the time to read our handbook. I look forward to working in partnership with you during your time as a parent/carers at Stepps Primary.

Yours sincerely

Paul McKeever
Head Teacher







OUR SCHOOL AIMS



At Steps Primary we strive to:

Encourage
Develop
Unite
Challenge
Achieve
Teach
Educate.



E	Encourage all children to develop resilience in a secure, safe and stimulating environment where every child has the opportunity to succeed.
D	Develop positive partnerships between school staff, children, parents/carers and the wider community.
U	Unite all, by promoting diversity, inclusion and creating an atmosphere of mutual respect where everyone in the school feels valued.
C	Challenge and support pupils to develop skills for learning, skills for work and skills for living.
A	Achieve; through providing a curriculum driven by high quality teaching and learning experiences which meet the needs of all learners.
T	Teach children to think creatively and independently and encourage them to realise their full potential.
E	Educate and inspire children to engage in setting and attaining their own goals.



SCHOOL INFORMATION

School Name	Stepps Primary School and Nursery
Address	10 Blenheim Avenue, Stepps, North Lanarkshire G33 6FH
Telephone Number	01236 632 148
Status	The school and nursery class are both non-denominational and co-educational.
Capacity of School	Planning: 487 Parents should note that the working capacity of the school will vary depending upon the number of pupils at each stage and the way in which the classes are organised.
Capacity of the Nursery Class	24
Stages Covered	Nursery to Primary 7
Present Roll	Nursery Class– 24 Primary School – 407
Current Year Group Roll	Primary 1 - 66 Pupils Primary 2 - 54 pupils Primary 3 - 57 Pupils Primary 4 - 60 Pupils Primary 5 - 61 Pupils Primary 6 - 62 Pupils Primary 7 - 47 pupils
Projected P1 Intake	2023/2024 - 60 pupils 2024/2025 - 60 pupils 2025/2026 - 60 pupils
Letting Policy	The school is always available for community use. Details of conditions of let are available from the school or the Letting Department, Muirfield C.E. Centre, Cumbernauld.
Associated Secondary School	Chryston High School, Lindsaybeg Road, Chryston G69 9DL. Tel: 01236 794890

TEACHING STAFF

Head Teacher: Mr Paul McKeever

The Head Teacher is responsible for the overall management of the school. These duties include the management of staff, the curriculum and resources; developing a positive school ethos; liaison with pre-school and secondary school; communicating with relevant authorities and establishing links with parents and the wider community.

Depute Head Teacher: Mrs Paula Jeffreys

The Depute Head assists the Head Teacher in managing the school and has a number of delegated responsibilities which this session include; Additional Support for Learning; mentoring NQTs (Newly Qualified Teachers); Active Literacy P4 – P7, Pastoral Care P4 - P7, Literacy Interventions, Introduction of new support programmes, Respect Me Committee & The Diana Award Committee.

Principal Teacher: Pending Appointment

The Principal Teacher assists the Head Teacher in managing the school and has a number of delegated responsibilities which this session include, the Nursery Class, Nursery to Primary One Transition; Health and Wellbeing; mentoring Newly Qualified Teachers, Pastoral Care Nursery - Primary 3, outdoor learning, student teachers, extra-curricular activities, parental engagement and the school House System.

Total Teaching Staff 19.7 FTE

Mrs	J.	DeRosa	P1D
Miss	C.	Hood	P1H
Mrs	M.	Shaw	P1S
Miss	M.	Kennedy	P2A
Mrs	J.	Hogg/Mrs N. Anderson	P2B
Mr	C.	Doran	P3A
Mrs	G.	Lyons	P3B
Mrs	L.	MacNeil	P4A
Mrs	M.	Hood/Mrs K. McPherson	P4B
Miss	K.	Theobald	P5A
Miss	E.	McMillan	P5B
Mrs	A.	Lynch/ Mrs E. Black	P6A
Mr	E.	Dunn	P6B
Miss	F.	McCurrach	P7A
Miss	E.	Ritchie	P7B
Miss	L.	Goh	Non Class Contact Cover
Miss	L.	Krabbe	Non Class Contact Cover
Mr	D.	Kane	Visiting Music Specialist (Trumpet)
Miss	C.	Howarth	Visiting Music Specialist

Class structure may vary each session. All classes, including composite classes are formed according to a number of criteria.

We are fortunate to have the services of a number of additional support personnel in school to ensure the smooth, effective delivery of a high quality service for all our children.

Educational Psychologist	Ms M. Bernard
Visiting Specialist Visual Impairment Visiting Specialist Visual Impairment	Mrs K. Duncan Mrs G. Caldenhead
Office Staff	Mrs M. Gibson, Mrs A. Smith, Mrs D. Mearns
Lead Practitioner (Nursery)	Mrs C. Burns
Key Workers (Nursery)	Mrs L. Young, Miss N. Traynor
Support Workers (Nursery)	Mrs J. Ward, Mrs D.Cook
Classroom Assistant	Vacancy
SEN Support Assistants	Mrs F. McGoldrick, Miss F. Farrell, Mrs. C. Anderson, Mrs E. Ritchie, Mrs E. Newgreen, Miss L. Couper, Ms P. Mooney, Mrs J. McLeod (PEF)
Catering Manager	Mrs N. Donnelly
Building Facilities Managers	Mr C. Thomson and Mr J. Strachan



SCHOOL HOURS

Morning Opening	9.00 am
Morning Interval	10.30 am – 10.45 am
Lunch P1- P3	12.15 pm – 1.00 pm
Lunch P4- P7	12.30 pm – 1.15 pm
Dismissal	3.00 pm

Breakfast Club	8.15 am – 8.45 am
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Primary 1 pupils now attend full time from the first day of term.

NURSERY HOURS

Term Time	8:45 am – 2.45 pm
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SCHOOL YEAR

There are four terms during each session:-

Term 1	August until October break
Term 2	Post October break until Christmas
Term 3	January until Easter
Term 4	Easter until the end of June





**NORTH LANARKSHIRE COUNCIL
PROPOSED SCHOOL HOLIDAY ARRANGEMENTS
INCORPORATING LOCAL HOLIDAYS AND IN SERVICE DAYS
SESSION 2023/2024
(Subject to change)**



August 2023

Teachers return and in-service day: Monday 14 August 2023

In-service day: Tuesday 15 August 2023

Pupils return: Wednesday 16 August 2023

September 2023

September weekend: Friday 22 September and Monday 25 September 2023 (inclusive)

October 2023

October week: Monday 16 to Friday 20 October 2023 (inclusive)

November 2023

In-service day: Monday 13 November

December 2023 - January 2024

Schools close: Friday 22 December 2023 at 2.30pm

Christmas and New Year holidays: Monday 25 December 2023 - Friday 5 January 2024 (inclusive)

February 2024

Mid-term break: Monday 12 February and Tuesday 13 February 2024

In-service day: Wednesday 14 February 2024

April 2024

Schools close: Thursday 28 March 2024 at 2.30pm

Spring holiday (Easter): Friday 29 March - Friday 12 April 2024 (Inclusive)

- Good Friday 29 March 2024
- Easter Monday 1 April 2024

May 2024

In-service day: Thursday 2 May 2024 (to coincide with UK Parliamentary elections, but may be subject to change)

May holiday: Monday 6 May 2024

May weekend: Friday 24 May 2024 and Monday 27 May 2024 (inclusive)

June 2024

Schools Close: Wednesday 26 June 2024 at 1pm

ENROLMENT

Information regarding enrolment is made in the local press and in local shops. In addition, school pupils take letters home to inform parents/carers and friends about enrolment dates and procedures to be followed. A copy of the School Handbook is available to any parent/carer free of charge.

EQUAL OPPORTUNITY AND SOCIAL INCLUSION

In line with local authority policy:

- ★ All staff will be fully aware of authority and school policy on equal opportunities and social justice.
- ★ Equal opportunities will be provided for all pupils and staff.
- ★ All children will be made aware of the equal value of others irrespective of sex, race, religion, culture, disability or disadvantage of any kind.
- ★ The curriculum will promote a positive image of equality in matters of sex equality, religion, race, culture, disability or disadvantage.
- ★ School activities and events will reflect equality for all in respect of the above.

Every member of staff will be committed to fulfilling the requirements of the above and any matter relating to the above should be discussed with the Senior Management Team.

The school is committed to assessing all policies and practices to ensure there is no negative impact on any particular groups of people and opportunities to promote equality are actively pursued.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>



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 (but earlier or later for some)
- First level to the end of P4 (but earlier or later for some)
- Second level to the end of P7 (but earlier or later for some)
- Third and fourth levels S1 to S3 (but earlier or later for some)
- Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

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

Curriculum Areas and subjects

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

The 8 curricular areas are:

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

The Senior Phase

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

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

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

Personal Support/Career Planning

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

Numeracy & Mathematics

Primary Mathematics involves understanding ideas and developing skills in;

- **number, money and measure,**
- **shape, position movement,**
- **information handling.**



We develop a problem solving and investigative approach in mathematics to help our pupils apply their skills and understanding to real situations. Practice with apparatus and concrete materials is given to help understanding and competence. The appropriate use of calculators is established. The core numeracy schemes used are Power Maths and Heinemann Active Mathematics. An active approach to teaching and learning mathematics skills is promoted throughout the school.

Developing skills in mental maths is an important aspect of our numeracy curriculum and all children are regularly involved in mental calculations as part of their work programme. Resources have been purchased for each stage to support a variety of teaching strategies to develop mental maths.

Literacy & English

There are two aspects of the languages area of the curriculum.



The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning - whether that is English, Gaelic or, for young people who need additional support, the means of communication which enables them to communicate most effectively.

The second covers experiences and outcomes in additional languages.

Language is at the core of thinking.

We reflect, communicate and develop our ideas through language.

Literacy offers an essential passport to learning, helping children and young people to achieve to their full potential and be ready for active involvement in society and work.

Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

Scotland has a rich diversity of language, including Scots and the growing number of community languages such as Urdu, Punjabi and Polish.

This diversity offers rich opportunities for learning. Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

In Stepps Primary School we adhere to North Lanarkshire's Active Literacy approach to learning. This means we do not use a single resource, or 'reading scheme', but instead expose our learners to a wide variety of fiction and non-fiction texts from a range of publishers and authors.

By using lots of 'real' books with a wide range of authors, characters, publishers' styles and genres we aim to keep interest level high and promote a motivation to read more. We strive to provide enjoyment in learning by offering personalisation and choice, cooperative learning opportunities and relevant contexts to make learning meaningful. From the earliest stages all literacy lessons include opportunities to read, write, talk and listen. This ensures pupils are actively engaged in the learning process, learning from each other and not just the adults in the room.

We recognise that everyone learns at a different rate. There are times when we can all benefit from a little extra support. We will monitor your child's progress closely and will notify you of progress, next steps, any additional support your child is receiving in school and ways you can help at home.

By working in partnership we will ensure our children reach their full potential today and in the future.

Modern Languages

Learning other languages enables children to make connections with different people and their cultures. In Stepps Primary School our Primary 1 - Primary 7 pupils are taught German weekly. Primary 5 – Primary 7 pupils are also taught French. Contexts taught include: greetings, numbers, family, hobbies and weather. Staff work closely with Chryston High School to ensure coherence and progression in our programme in Stepps and through the transition to secondary education.



Health & Wellbeing

We recognise that good health and wellbeing is central to effective learning and preparation for successful independent learning. Our main goal is to provide a positive ethos and encourage participation in activities which promote a healthy lifestyle. Our Health and Wellbeing programme is aligned with Curriculum for Excellence experiences and outcomes. Some areas covered within this programme deal with mental, emotional, social and physical wellbeing. Physical education, activity and sport is taught by all class teachers. Other important aspects of this programme are food and healthy eating as well as building relationships and sexual health. We will notify parents/carers before beginning our Relationships & Sexual Health Programme and provide opportunities to view and discuss the material being covered at each stage.



Social Studies

This area of the curriculum incorporates three main areas:

- People, Society, Economy and Business
- People, Past Events and Societies
- People, Place and the Environment



Aspects of this curricular area are covered in a creative, integrated and imaginative way, maximising the development of skills and, of course, knowledge and understanding. All stages adopt a responsive and integrated approach to delivering the social studies curriculum in order to make connections in learning through all areas. Planning for all topics is done in collaboration with pupils and takes into account pupils' prior learning, knowledge and interests.

Expressive Arts



Children are encouraged and provided with opportunities to develop the skills to express themselves in art & design, dance, drama and music. Pupils are given regular opportunities to perform and showcase their skills through class and whole school assemblies and school shows. A brass instructor visits the school on a weekly basis and pupils in P5 – P7 have the opportunity to learn the trumpet.

Technologies

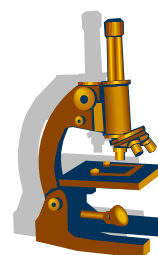


Our programme for technologies looks at aspects of technological developments in society as well as ICT to enhance learning. The basic skills of technology are introduced at the early level and enhanced throughout the primary stages in order that children can fully integrate their technological skills to enhance all areas of their learning.

Science

The four main aspects taught within science are:

- **Planet earth**
- **Forces, electricity and waves**
- **Biological systems**
- **Materials**



Through learning in the sciences the children will engage in a wide range of collaborative and investigative tasks which allow them to develop the important skills to become creative and inventive.



Religious and Moral Education

We follow the guiding principles and aims of the Regional Policies on Religious Education and Religious Observance (1993). The Resource packs for Christianity, Islam, Judaism and Hinduism, are used to support the teaching of Religious Education and are incorporated into our curriculum.

Further information on Curriculum for Excellence can be found by visiting the Education Scotland website ~ www.educationscotland.gov.uk



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.

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

Each year we 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.

From August 2010, our focus for learning fully engaged with A Curriculum for Excellence (ACfE). Previous learning and good practice has been assimilated into the new programmes of study to ensure our pupils experienced effective continuity in their learning.

- Staff now plan and deliver teaching and learning through the experiences and outcomes of ACfE.
- Staff assess an individual learners' progress using the CfE Progress Benchmarks.
- Staff have worked collaboratively to identify interdisciplinary topics which are relevant, meaningful and motivating for the children.
- Children are encouraged and supported in self evaluating their learning linked to the identified success criteria of the lesson.
- Staff use a range of Formative Assessment strategies to assess pupils' understanding and progress on a daily basis.
- Senior management monitor the work of the classes, observing lessons, questioning pupils, looking at jotters and offering feedback and support to further improve the quality of provision.
- Staff and pupils assess the work they are undertaking to identify good practice and areas for improvement.
- Children are given a wide range of opportunities to achieve success both academically and in other areas of school life. This fits with the North Lanarkshire Policy on Raising Achievement for All.
- Formal arrangements for assessments are currently being developed. Currently, we assess pupils as follows;
 - Primary 1- 3 Reading Benchmarking
 - Primary 1, 4 & 7 New Scottish National Standardised Assessments
 - Primary 2 – 7 Progress in Understanding Mathematics Assessments
 - Primary 2 - 7 Progress in Reading & Language Assessments (PiRA)
 - Primary 3 – 7 NFER Nelson Single Word Spelling Assessment

A range of assessment materials, such as PhAB (Phonological Assessment Battery) and YARK (York Assessment for Reading Comprehension), will be used across all stages to ensure appropriate progress is being made by each pupil. Every class will undertake an 'Assessment Week' every term where pupils will undertake a range of specified assessments on the work undertaken throughout the term. Progress will be monitored by the school's Management Team and next steps discussed and agreed with Class Teachers. The Head Teacher will track and monitor the progress of every child using the information gathered through the assessment process.

During a normal school session, parents are invited to formal progress meetings in November and March. A written summative progress report is issued to all parents in June. The school operates an open door policy and parents are encouraged to make an appointment to see their child's Class Teacher if they have any concerns about their child.

ADDITIONAL SUPPORT NEEDS

Stepps 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.

Through a process of staged intervention and, where appropriate, in conjunction with other appropriate agencies, the school will work to support these pupils and their families within the framework of the new legislation and in line with the Code of Practice.

Every attempt will be made to ensure that an appropriately balanced curriculum is provided in order to meet the needs of every child and that he/she is encouraged to work to his/her full potential.

As part of the ongoing assessment taking place throughout the year, teachers will identify pupils who may require additional support to fully access aspects of the curriculum. This assessment informs the teacher's planning for those children identified to ensure success. This support may be short or long term and is the responsibility of the class teacher. Teachers may also identify training to ensure that the pupil is given every opportunity to make appropriate progress.

In relation to support for individual pupils, the school follows North Lanarkshire's Staged Intervention Policy.

If difficulties appear to be of a more specific nature, then advice will be sought from an external source e.g. Network Learning Support Teacher or Psychological Services.

The EAL (English as an Additional Language) Support teacher may also offer additional support when this is required. Again, progress will be monitored at regular intervals.

Pupils receiving additional support will have their progress reviewed regularly to ensure the support being delivered is having a positive impact on their learning.

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 Senior Management Team monitor and assess when and what support is necessary for these children.

Parents may raise any concerns they have about their child's progress with the class teacher or a member of the Senior Management Team at any time throughout the year. Appropriate action will then be taken to assess the child's progress and identify any support which may be provided. 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 make a request to the authority to establish whether their child has additional support needs. They can also request an assessment at any time.

Getting it Right for Me Plans (GIRFMe)

A GIRFMe Plan enables 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 and young people through Resolve (see contact on the next page). Mediation is free and independent of the Education Authority.

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

The **Additional Support Needs Tribunal** has been set up to hear appeals made by parents 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.

Contacts in relation to Support for Learning

You can get more help and advice from:

Vicky Madigan
Cluster Improvement & Integration Lead (CIIL)
MadiganV@northlan.gov.uk

You can also get more advice from:

Enquire – the Scottish advice service for additional support for learning. Operated by Children Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.

Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Phone number: 0345 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

Email: resolve@childreninscotland.org.uk

Independent Adjudication

Scottish Government
Directorate for Learning
Support and Wellbeing Unit
Area 2C North
Victoria Quay
Edinburgh
EH6 6QQ

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Health and Educational Chamber
First Tier Tribunal for Scotland
Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT
0141 302 5860
www.asntscotland.gov.uk

**NHS Glasgow**

Easterhouse Health Centre
Auchinlea Road
Easterhouse
0141 531 8170

NHS Lanarkshire

Cumbernauld Area	
Kildrum Health Centre	01236 721354
Condorrant Health Centre	01236 723383

Social Work

Cumbernauld/Chryston	01236 638700
Bron Way, Town Centre, Cumbernauld. G67 1DZ	

Community Learning Development

North CLD Locality Office
Pivot Community Centre
Glenmanor Ave
Moodiesburn
G69 0DL

Tel: 01236 638393 E: CLD-North@northlan.gov.uk



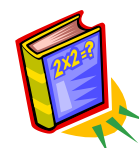
HOMEWORK

We spent a considerable amount of time last year reviewing our approach to homework during the 2021/2022 school session. Following consultation with our entire parent body and discussions with our Parent Council, staff and pupils, we introduced a new approach to homework. Finding an approach to homework which meets the needs of every individual family is extremely difficult, however, we are aware of the extra pressures that families are under at the moment and we fully appreciate the importance of having stress free, quality family time. Your family's physical and emotional health should always come before homework.

Tasks are set by the class teacher and will be suited to pupils' individual needs, varied in content, relevant and realistic in duration.

- Pupils will be set Core Home Learning tasks. This includes spelling words & reading (sometimes number facts & tables). These will be largely oral/practical learning tasks.
- A Home Learning sheet will be sent home with each child detailing core homework tasks. This will be weekly for P1-P3 and fortnightly for P4-P7. This sheet will also include a note of what your child is learning in class so that you can talk to them about the topics being covered, and complete some extra activities with them if you choose.
- The Home Learning sheet will also include **optional activities** which can be used at home to reinforce or consolidate class work. **We would like to stress again, these activities will be optional and do not need to be returned to school.**
- Senior classes may be set additional tasks throughout the session, for example research or topic tasks which will support particular aspects of their learning in school or help them to prepare for their transition to high school.

Homework may also be set using online platforms such as Glow and Nessy Spelling. Pupils will be provided with individual usernames and passwords to access these platforms at home.





SCHOOL IMPROVEMENT PLANNING

We are fully committed to the process of self-evaluation to determine and direct whole school and nursery class improvement. Self-evaluation focuses on the extent to which a school, including the nursery class, knows itself well and improves the successes and achievements of learners, and the school community more widely. Each year, the school is required to produce an Improvement Plan which will detail the planning projects which the school intends to undertake during the session – some of these projects may be carried out over a 2/3 year period while others may be one year plans.

Our Improvement Priorities for 2023/2024 will focus on the following areas:

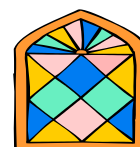
- **Curriculum for Excellence: Delivery of Education: Teaching for Effective Learning**
- **Curriculum for Excellence: Planning for Effective Learning: Assessment & Moderation**
- **Curriculum for Excellence: The Curriculum: Literacy/Numeracy & Health & Wellbeing**

The Improvement Plan will be reviewed in May, when progress with the current priorities is evaluated and improvement priorities are identified for next session. Details of key school improvement priorities will be communicated to parents/carers through our monthly newsletters.

Information on our school activities and achievements can be found on our school website. Copies of our monthly newsletters to parents can also be downloaded from the website. <https://blogs.glowscotland.org.uk/nl/steppsprimary>

Information on every school's performance at local and National Level can be found on the Education Scotland website – www.educationscotland.gov.uk

SPIRITUAL, SOCIAL, MORAL, AND CULTURAL VALUES



Religious Observance

Whole school assemblies are held weekly. These assemblies celebrate and promote the work of the school. Major religious festivals are also recognised and celebrated with the children to emphasise the multi-cultural community we share in our school. We are a non-denominational school.

In Religious Observance the different views of pupils, parents and teachers must be respected. Children of different faiths need not attend these services of worship and parents may exercise a right to withdraw children from participation if they choose to do so. In this instance, the parent should intimate his/her wishes to the Head Teacher and appropriate arrangements will be made to withdraw the pupil(s).

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.

EXTRA CURRICULAR ACTIVITIES



In a normal school year, we offer our pupils the opportunity to participate in our programme of Out of School Learning. In previous years, we have been able to offer our pupils the opportunity to participate in a range of clubs including football, cross-country, bowling, dance, drama, fitness, netball, boxercise, bikeability and craft. The majority of these clubs are planned and run by school staff and offered to pupils at all stages in our school. Parents are informed of the classes available by letter and staff try to accommodate as many pupils as possible. Classes run for six to eight weeks.

Pupils are also encouraged to speak at weekly assemblies and inform other pupils of the range of leisure activities which are available in the area. These include a variety of activities which are suitable for primary school age children. As part of our 'Young Leaders' programme, older pupils are also encouraged to run sporting 'Masterclasses' and activities for younger pupils during lunch intervals.

Parents are welcome to approach the school at any time with a view to setting up an out of school hours club. Any adult undertaking the delivery of such a club must undergo full disclosure prior to the establishment of the club. Please contact Mr McKeever or Mrs Jeffreys if this is something which is of interest to you.



AFTER SCHOOL CHILDCARE

At present we have no after school child care facilities in school.

C and S After School Care offer parents a service before and after school Monday to Friday. This service is provided in the community facilities attached to our school. Please telephone 07941624869 for further details.

After school care is also provided by Buchanan Park Nursery. Please telephone 0141 779 7755 for further details.



HOME AND SCHOOL LINKS



Links between home and school are encouraged and welcomed. In a normal school year, children transferring from Nursery to Primary 1 will be invited to visit the school for two mornings or afternoons in May/June. During the visit the entrants will spend time in the classroom with their new teacher. At the same time, parents will also be invited to attend a meeting when important issues relating to the school can be discussed and questions answered. Entrants' parents

will again be invited to attend an Open Evening in August / September. At this meeting, the class teacher will demonstrate some of the materials which the children will be using and provide information on teaching and learning situations which the children are involved in on a daily basis.

Newsletters are sent home at regular intervals and our school Twitter accounts provide both whole school and class news. @SteppsPrimary @LearningStepps

Parents are often requested to volunteer assistance when required in the infant classrooms. Newsletters are sent home at regular intervals. Volunteers are sought to assist with general activities throughout the year and these volunteers may be called on to carry out a variety of duties in classes throughout the year – not necessarily always in your own child's class. Any parent wishing to become involved in this way should contact any member of staff to express their interest. All adults working in school will be authorised on successful completion of an Enhanced Disclosure Check.

Parents are invited into school to offer additional support for children's learning where they have a particular skill, talent or knowledge base which will enhance the work being undertaken in class. We encourage our parents to let us know if they would be willing to offer this provision during the school year.

Parent's Evenings are held twice a year by an appointment system (10 minutes in duration) and pupil progress can be discussed with the class teacher at this time. At other times, parents can see the class teacher at a mutually agreed time – this should be arranged with the Head Teacher.

Parent workshops are held to demonstrate new materials or programmes of study. The school has a very active Parent Council and P.T.A. Further details are contained in a later section of this handbook.

SCHOOL/COMMUNITY LINKS

Links have been established with various agencies in the community:-

Church

The school has established links with Stepps Parish Church.

Barnardo's

We are working closely with Barnardo's this year to help support a number of our pupils and families.



Equans

Our school building is managed by Equans. We have developed excellent partnership working with Equans and look forward to developing this further in the future.

Scottish Water

We have developed productive links with Scottish Water. Pupils have visited Scottish Water Headquarters to participate in environmental projects and representatives from Scottish Water have also visited the school.

Work Experience

Stepps Primary accepts pupils from Chryston High School, Lenzie Academy and Our Lady's High School on work experience placements during the session.

Public Library

The local public library provides us the opportunity to ensure pupils have regular access to additional research and recreational reading facilities. Classes will be timetabled for regular visits to the library to engage in a wide programme of cross curricular activities.

Nurseries

The school's Principal Teacher has developed, and coordinates, a strong Partnership Programme with nurseries in our area, particularly prior to times of infant enrolment and induction afternoons. Children from the nurseries attend a variety of events in school throughout the year.

Fire Service

The local Fire Station welcomes visits from pupils as part of Social Studies topics. Representatives from the Fire Service are also invited to take part in our work on Fire Safety.

Community Education

The school can be used for evening activities. Details can be obtained from the Community Letting agency, the address is at the end of this handbook. Contact is also made with Community Education on specific matters of interest e.g. classes that may be relevant to parents.

Police

Community Police Officers visit the school during the session to talk to our children on safety matters in general.

Local Clubs

The school has links with a range of local clubs and organisations including the bowling club, tennis club and Beaver and Scout troops, Rainbows and Brownies. Links are promoted through our annual Summer Fun Community Day.



PROMOTING POSITIVE BEHAVIOUR

The quality of education which can be offered is dependent upon the quality and effectiveness of the learning and teaching which can be provided. To be fully effective, this requires the existence of a positive and harmonious environment within the school.

To ensure this type of environment, a code of conduct based on the principles of mutual respect and consideration has been established. All members of our learning community have worked together to devise our School Code of Conduct known as 'Our Steps to Excellence' and our 'Playground Pledge'. Pupils are encouraged to become responsible for their own standard of behaviour. Our Positive Progress Policy has been developed to promote personal responsibility in all decisions children make with regard to their behaviour. Staff have high expectations for all pupils and these are shared and monitored regularly throughout the school day/week/year. Parents are an essential part of this process and will be fully involved in supporting their child.

In addition, individual effort certificates are presented to a number of pupils from each class on a weekly basis. These certificates can be taken home. Particular effort will be identified by the class teacher in any area of school life to ensure that every child has an opportunity of having his/her effort recognised. Individual pupil achievement, within and outwith school, is recognised and celebrated at our weekly assemblies. Our **O.S.C.A.R.** (**O**utwith **S**chool **C**ertificate of **A**chievement & **R**ecognition) initiative provides parents/carers with the opportunity to nominate pupils to receive a certificate for personal achievements outwith school.

In Steps Primary School, staff actively promote positive behaviour by using rewards and praise to acknowledge effort, good behaviour and good manners. Pupils are encouraged to take on a number of roles and responsibilities within the school including Peer Mediators, Playground Litter Squad, Lunch Buddies and Playground Pals. Pupils also have the opportunity to contribute to the life of the school through membership of the Eco Committee, Junior Leadership Team, Respect Me Committee, Sports Committee and The Diana Award Committee.

Restorative Practices are used effectively to resolve any conflict which may arise.

Bullying in any form, verbal, physical or threatening, will not be tolerated and parental co-operation will be sought to ensure that such unacceptable behaviour is eradicated at an early stage. If any parent suspects that his/her child is being bullied, this must be communicated to a member of staff to enable action to be taken.

The school has a Promoting Positive Relationships Policy, detailing signs of bullying, preventative measures, the roles of parents and staff, and the procedures to be followed when bullying has been identified. This policy has been created in partnership with staff, pupils and parents. A copy of this policy is available for parents on application to the school office and on the school website. Staff have received training from 'Respect Me', Scotland's Anti-Bullying Service. The school has a Diana Committee, which aims to identify and help resolve any issues relating to bullying within the school. All classes participate in Anti-Bullying Week every year to help

raise awareness of the causes and impact of bullying. The school has achieved 'Rights Respecting School' Bronze status and is currently working towards achieving Silver accreditation. All classes work together to create their Class Charter at the start of the school session which helps to develop the children's understanding of the articles contained within the UN Convention's Rights of the Child.

Parental co-operation will also be sought in the event of any other behavioural difficulties which may arise. This may involve the Head Teacher, parent and class teacher meeting on a regular basis to discuss, agree and implement a plan of action to resolve a difficulty. This level of co-operation is usually very effective. Where pupils persist in displaying anti-social or disruptive behaviour, a temporary or permanent exclusion from the school may be imposed. The advice of Psychological Services staff may also be sought, after consultation with parents.

The aim is to train pupils in self-discipline and self-regulation rather than to impose discipline. However, the safety and happiness of pupils is of utmost importance and this features strongly in many of the school rules with particular emphasis being placed on safety during play times. Pupils' behaviour during these times must be of an acceptable, safe standard.

House System

As part of our Promoting Positive Behaviour policy, we operate a House System in Stepps Primary. Houses are a way of encouraging and supporting positive behaviour and providing team building opportunities for our learners. The school is divided into four houses. Each House has been named after a Scottish mythical creature and is represented by a specific colour. Most children will refer to their house by the colour.

- **Kelpies – Red**
- **Selkies – Blue**
- **Unicorns – Yellow**
- **Nessie – Green**

Children will be allocated a House when they start P1 or when they join the school at a later stage. Children of the same family will be allocated the same House whilst ensuring that the number of children is fairly balanced between each House. All staff members, apart from the Head Teacher, will also be allocated to a House.

Captains and Vice Captains

Each House will have a Captain (P7) and Vice-Captain (P6) who will be responsible for leading their House in competitions and events throughout the school year. Their job is to set a good example to others in their House, encourage members of their House to earn points, represent the House when collecting awards and to support children in their House if they need advice.

Captains and Vice-Captains will be expected to:

- Be an example of exemplary behaviour and attitude
- Collect and count up the house points
- Help to organise reward days



- Organise House competitions
- Be a buddy to younger children in their House
- Propose and represent ideas from their House that will improve the House System

Earning House Points

House Points can be awarded for a variety of reasons. For example;

- Polite, well-mannered behaviour
- Demonstrating a caring attitude to others
- Putting special effort into a piece of work
- Sporting achievements
- Representing the school at events.



This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children will act as positive role models and take on a pastoral role for the younger children. It is hoped that children will be proud to be a member of a school House and that a friendly rivalry will exist between the four Houses. We will review the House system with our learners on a regular basis to ensure we take on board their ideas and suggestions.

CLOTHING AND UNIFORM

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

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

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

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

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

In Stepps Primary we would like to foster a feeling of identity within our school and encourage the wearing of school uniform. The school colours are as follows:

- trousers – grey (girls are welcome to wear trousers)
- skirts - grey
- tights - grey or red
- shirts and blouses - white
- polo shirts – white or red
- jumpers and cardigans - red or grey
- shorts (in summer) - grey
- summer dresses - red and white
- shoes – black or dark red shoes, boots or sandals. Children require a pair of soft gym shoes/trainers (with non-marking soles) for indoor use only. These can be used during P.E.
- tie - grey and red stripes.

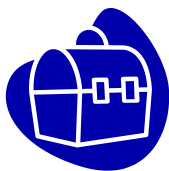


School ties and badges are always available at the school office. Online arrangements for ordering school uniform items are now in place. School Uniform clothing items i.e. polo shirts, sweatshirts, gym T-shirts and jackets, are available to order on-line from our uniform suppliers. This service will be available all year round.

Please order uniform items from www.schoolwearmadeeasy.com. Items will be delivered to your chosen delivery address.

The wearing of school uniform helps to create an identity with the school and can also be useful in matters of safety and security. Your co-operation would be very much appreciated.

SCHOOL MEALS



The dining hall is operated as a cashless cafeteria, which provides a choice of hot/cold meals and snacks. Prices are charged at a rate, which is decided by Community Services and may be subject to change from time to time. Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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

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 may be asked to attend a meeting.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible. Special Diets such as Vegan and ethnic diets can also be accommodated. In this case a **Form 'B'** should be completed and can be signed by the parent.

All completed forms should be returned to the email specialdiet@northlan.gov.uk. 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 they will be issued with a new form.

Packed lunches are also consumed in the dining hall or school gym hall. Children bringing packed lunches must assume responsibility for disposal of unfinished food and wrappings. Pupils are supervised at all times by support staff and/or a member of the school's Management Team.



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

All P1 to P5 pupils are entitled to a free meal and free milk. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available to 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

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.

SUPERVISION OF PLAYGROUNDS

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

As required in the above regulations, one adult will always be in the playground during breaks. However, as a rule at Stepps Primary, additional support staff are involved in playground supervision each day. **Supervision in the school playground in the morning does not start until 8.45 am.**

Pupils are supervised in school by support staff and the school's Management Team when the weather is deemed to be unsuitable for outdoor play.

ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

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

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

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child. In terms of child



safety, the Police will be contacted if all attempts to locate the child have been exhausted.

Parents are requested to notify the school by telephone or letter if their child is absent or is likely to be absent from school for some time and to give the child a note on his/her return, confirming the reason for absence.

Parents of children in the Nursery Class should also keep the school office informed of all absences.

FAMILY HOLIDAYS DURING TERM TIME

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

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

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

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

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty in 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, 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 may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

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

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

SCHOOL TRANSPORT

General

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest safe walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Learning and Leisure Services. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

Pick-up 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 responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.



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 policy stated above.

Public Transport

Several public transport buses travel along the A80 and stop at bus stops which are close to the school.

MEDICAL AND HEALTH CARE



During each child's school life, he/she will undergo medical examinations. Primary 1 children may be asked to undergo a routine medical examination and if this is the case, you will be invited to attend this examination. At other times, vision and dental checks will be carried out by the School Nurse or Dental Service. They are regular visitors to the school and will conduct routine tests from time to time and offer advice on health matters. It is not necessary for parents to

attend these examinations but consent will be sought at the Primary 1 stage and this consent will cover routine tests at subsequent stages.

If your child has any medical requirements, this information should be given to staff at enrolment or as soon as the need arises. It is possible to arrange for medication to be administered at school but this will only be done after arrangement with the Head Teacher.

In the event of your child becoming unwell or injured during school hours, either you or your emergency contact will be informed at the earliest possible time. You will have given information e.g. telephone numbers at enrolment but if any of the given information is changed, the school must be informed to enable contact with you to be made.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere.

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

Children and young people resident in North Lanarkshire, and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

INFORMATION IN EMERGENCIES

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

SCHOOL SECURITY

All North Lanarkshire schools operate a school security policy. The main gates and all entrance doors will be locked shortly after 9.00 am each morning and any pupils arriving late must use the main door thereafter. Adults are asked to drop their children off at the gates into the playground in the mornings. The gates are opened at 2:45 pm prior to pupil dismissal. Adults may enter the playground to collect their children but are not permitted to enter the school building via the playground access doors at any time. **Please note, parents are not permitted to enter the school playground in the morning.**

Any adult wishing to enter the school building must request access via the Main Office where they will be required to sign in before being granted access to the school.

Playground doors will be left open at intervals and lunchtime to enable access to toilets or for treatment of injuries. They will be locked again at the end of these breaks.

All security measures comply with Fire Safety Regulations, and have been installed in accordance with North Lanarkshire Policy.

PARKING

Parents are requested to exercise caution when driving in the vicinity of the school at assembly and dismissal times.

PLEASE ALWAYS USE THE CAR PARKS AND DROP OFF ZONES. PARENTS SHOULD NEVER PARK OUTWITH DESIGNATED AREAS AND SHOULD ALWAYS USE THE PRESCRIBED PEDESTRIAN ACCESS ROUTES.

The safety of pupils is of the utmost importance and every adult has a responsibility to ensure that pupils are not at risk from inconsiderate parking or unsafe practices.

Your co-operation in this matter would be greatly appreciated.



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 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 of senior promoted staff**
- **receiving reports from the Head Teacher and the Education Authority**
- **receiving an annual budget for administration, training and other expenses**
- **improving home/school partnership and facilitating parental involvement**



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

Stepps Primary School Parent Council is established and operational. Regular meetings for the remainder of the current session are arranged. The Head Teacher, Depute

Head Teacher and Principal Teacher attend these meetings as professional advisers to the Parent Council. The Head Teacher has a right and a duty to attend all meetings. Meetings of the Parent Council are open to members of the public. Members of the Council are selected through a process where all members of the Parent Forum are invited to volunteer to serve on the Parent Council. The members of the Parent Council then have the right, under the constitution to co-opt additional members to serve on the Council.

PARENT COUNCIL MEMBERS

Mrs L. Kerr (Chair)
Mrs D. Delaney (Secretary)
Mrs L. Blair (Treasurer)
Mrs E. Dalziel
Mrs S. Ryan

Mrs L. Laing
Mrs S. Booth
Mrs A. Power
Ms T. Sansawatt
Ms H. Uprichard



Parent Council contact details: steppsprimaryparentcouncil1@gmail.com

PARENT / TEACHER ASSOCIATION

Stepps Primary School has a lively and active Parent/Teacher Association. In recent years, the various committees have raised substantial funds for the school, enabling the Head Teacher and staff to buy essential and supplementary equipment. These have included computers, iPads, Smart Boards, a mobile kitchen, school and class equipment and other requirements as the need arises.

Meetings are held regularly at which time activities are planned for the forthcoming terms, these include social, educational and fund-raising events. All parents are encouraged to take part in the activities of the P.T.A. and often volunteers are required to assist with the various activities. If you are willing to help on an occasional basis, please give your name and telephone number to a member of the clerical staff or a P.T.A. member.

The office bearers for the current session are:-

Chair	Mrs C. Ferrier
Treasurer	Mrs J. Dorn
Minutes	Mrs L. Laing



Junior Leadership Team

The Junior Leadership Team aims to represent the ideas and opinions of the pupils of Stepps Primary School. Representatives are elected by pupils in their own class through a secret ballot. The candidate achieving the highest number of votes is appointed as a Committee Member. Members regularly meet with their class to get ideas on how they can help improve the school.



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 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.

Once a pupil has reached the school leaving age, the pupil, not the parents, may choose which school to go to.

Placing requests to Primary School do not necessarily ensure that your child will have direct entry into the associated secondary. Advice on this must be sought from the Primary School Head Teacher. All placing request details and procedures are 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 attend a school / establishment belonging to another authority.

TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL

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

Pupils from Stepps Primary School normally transfer to:-

**Chryston High School
Lyndsaybeg Road
Chryston
GLASGOW
G69 9DL
Tel: 01236 794890**

Liaison between Stepps Primary School staff and Chryston High School staff is very good. Information is regularly shared at meetings, joint In-Service activities are organised and contact is made between primary and secondary staff in various curricular areas. Secondary staff make many visits to Stepps Primary during the year to support the teaching and learning process and to provide information to pupils and their parents about the work of the school. This very strong Partnership Programme has made the transition process a very positive experience for our children.



FREEDOM OF INFORMATION

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

Privacy statement for enrolment of pupils in a North Lanarkshire school

What is this statement?

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

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and 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 obligation, personal information may be shared internally between departments of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information 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 the Council website.

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 AlTeam@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 from:

<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>.





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 school's actions in response to Child Protection concerns.

If there are any Child Protection concerns, the Head Teacher or the Child Protection Coordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Coordinator is:
Mr Paul McKeever
Telephone Number 01236 632148

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 school's 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.

The Adult Protection Coordinator is:
Mr Paul McKeever
Telephone Number 01236 632148

IMPORTANT ADDRESSES AND TELEPHONE NUMBERS

Stepps Primary School
10 Blenheim Avenue
Stepps
G33 6FH
01236 632148
GLASGOW

Education & Families' Manager
Michelle O'Halloran
Education and Families
Civic Centre
MOTHERWEL
ML1 1TW

Councillor Cairns
Civic Centre
Motherwell
ML1 1TW
01698-302222

Chief Executive
Area Office
Council Offices
Bron Way
Cumbernauld
G67 1JN
01236-61639

Councillor Williams
Civic Centre
Motherwell
ML1 1TW
01698-302222

Councillor McLaren
Civic Centre
Motherwell
ML1 1TW
01698-302222

North CLD Locality Office

Pivot Community Centre
Glenmanor Ave
Moodiesburn
G69 0DL

Tel: **01236 638393**

E: CLD-North@northlan.gov.uk

Cumbernauld Social Work
Bron Way
Town Centre
Cumbernauld
G67 1DZ
01236 638 700

Health Centres

Cumbernauld: Kildrum Health Centre: 01236 721354

Cumbernauld: Condorrat Health Centre: 01236 723383

Although this information is correct at the 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

By law Authorities are required 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.



NOTES