



# **St. Patrick's Primary New Stevenston**

## **Handbook 2022-2023**

Education and Families

### The Aims of Primary Education

The aims of primary education are to provide for all pupils a quality education with a curriculum that is appropriate to their needs in accordance with the Curriculum for Excellence and all National and North Lanarkshire guidelines.

Equality of opportunity for all must have a high priority to ensure intellectual, social and spiritual development.



# A Charter for Catholic Schools in Scotland

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

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

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

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

## 1. Introduction by Head Teacher

### Our Vision:

In St. Patrick's Primary School we are a community of faith and love and regard our role in the lives of pupils, their family and the parish as one of great importance and privilege.

We promote fairness, equality and inclusion to develop our children's skills and abilities to their highest potential in an ethos of happiness and mutual respect.

We teach, by example, respect for others regardless of creed, colour, ability or gender.

We are a community of faith and love through the promotion of Christian Values and the Charter For Catholic Schools.

### Our Values:

- Faith
- Hope
- Love
- Welcoming
- Nurturing
- Respecting
- Aiming Higher

### Our Aims:

- To continually improve the quality of learning and teaching experiences by being innovative, reflective and looking forward to seek new opportunities to inspire and motivate our children in their learning.
- To continually develop transferrable skills for life.
- To promote inclusion by welcoming, valuing and supporting diversity and fostering tolerance and understanding of the beliefs and cultures of others.
- To work collaboratively with parents, pupils, parish and the wider community towards preparing our children for lifelong learning.

## **Our School**

The building opened in August 2006. The school is housed on a joint campus site with New Stevenston Primary School and the community library.

The building comprises of one single storey teaching block, semi-open plan, with a central administration suite and a general-purpose room which is located in a modular classroom. There is also a gymnasium, an outdoor football pitch, an AV room which is shared with our partner school. In addition, there is a shared staff resource room and a visiting specialist room / medical suite.

Shared dining and packed lunch facilities are available within the building.

There are 8 class bases presently housing 176 pupils in 8 classes.



The majority of pupils are from New Stevenston. Our associated secondary school is Taylor High. The local parish is St John Bosco, New Stevenston.

## 2. School Information

- a) St. Patrick's Primary School
- b) Coronation Road East, New Stevenston ML1 4HX
- c) Telephone: 01698-522728
- d) Email:
- e) School website/Twitter:  
<https://blogs.glowscotland.org.uk/nl/stpatricksnewstevenston/@StPatricksPrim2>
- f) Roman Catholic Primary School but open to children of all faiths and none.
- g) Planning capacity: 146 Working capacity: 166. In addition to this, the school has access to 29 temporary spaces. These are not included in the capacity calculations because of their temporary nature.
- h) Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised. In the event of pupil/staff numbers resulting in the formation of composite classes, regard will be given to the age, emotional, social and educational development in deciding on pupil combinations to make classes of more than one stage.
- i) Stages covered - Primary 1 to Primary 7.
- j) Present roll 171
- k) Classes in 2018-2019 - 7 class bases
- l) It is Council policy that school accommodation be made available as far as possible outwith school hours for use by the community. Such use by groups, clubs etc., will be in accordance with approved letting procedures and enquiries should be directed to the area Community Education Officer (see address in Appendix).
- m) The associated Secondary School is Taylor High School, Carfin Street, New Stevenston. ML1 4JP Tel: 01698 274976
- n) The school does not provide Gaelic language provision.

## 3. Staff

### Head Teacher - Mr Martyn Dinsmor

The role of the Head Teacher is to manage the school effectively in accordance with the procedures and requirements of the Education Authority:

- to manage the budget of the school
- to manage the staff of the school
- to ensure that there is effective planning, teaching, learning and assessment
- to ensure that pupils are treated with equality and that their needs are met
- to ensure the health and safety of pupils and staff during school hours
- to establish good relationships with the community, parents and also within the school
- to develop the school in line with the guidance from National and North Lanarkshire Education Department.

### **Depute Head Teacher PEF - Mrs Patricia McIntyre**

In the event of the Head Teacher not being available, the Depute Head Teacher acts on behalf of the Head Teacher.

The Depute Head Teacher has responsibility for an area of Curriculum Development, aspects of Support For Learning, support for probationer and student teachers.

### **Class teachers: 2022 - 2023**

Under the conditions of the McCrone Agreement, teachers have a maximum 22.5 hours class contact. Therefore, all stages now operate with a teaching team of the class teacher(s) and other teachers fulfilling the remaining 2.5 hours contact. This session, this remit is fulfilled by Mrs McIntyre, Mrs Allan and Miss Coyle.

Mrs LA McCargo	-	Primary 1a
Mrs E Neary	-	Primary 1b
Mrs L Tait	-	Primary 2
Miss J Mulvaney	-	Primary 3
Mr J Bradley	-	Primary 4
Mrs P Slavin/Mrs CA Moore	-	Primary 5
Mrs Mrs G Henderson/Miss M Coyle	-	Primary 6
Mrs AM Carroll	-	Primary 7

Miss Coyle also provides Nurture Support/ Seasons for Growth.

Mrs McIntyre and Mrs C Allan provide learning support across the school.

Music Instrument Tuition	-	Brass, Mr Denis Kane
Beats of Brazil	-	P6 & 7 $\frac{1}{2}$ hour tuition every 2 weeks
Kodaly	-	Mrs Ewart P5
Choir	-	Mrs Ewart P6 & P7

### Teacher Entitlement [FTE] 10.09

#### Ancillary Staff:

Mrs L McGhee	-	Senior Clerical
Miss M Murphy	-	Clerical Staff

Miss McShane - Classroom Assistant

Mrs Gemmell - Additional Support Needs Assistant

Mr Ryan Brennan	-	Janitor
Mr John Ramsey	-	Janitor

#### **4. School hours**

School opens:	9.00am
Interval:	10.40am to 10.55am.
Lunch:	12.35pm to 1.20pm.
School closes:	3.00pm for all pupils

#### **5. School Calendar and Holiday Arrangements**

##### **School holidays and term dates**

##### ***June 2022***

Queen's Platinum Jubilee celebrations: Thursday 2 June and Friday 3 June

Schools close: Wednesday 29 June 2022 at 1pm

##### ***August 2022***

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

In-service day: Tuesday 16 August 2022

Pupils return: Wednesday 17 August 2022

##### ***September 2022***

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

##### ***October 2022***

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



### ***November 2022***

In-service day: Monday 14 November 2022

### ***December 2022 - January 2023***

Schools close: Thursday 22 December 2022 at 2.30pm

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

Schools return: Monday 9 January 2023

### ***February 2023***

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

In-service day: Wednesday 15 February 2023

### ***April 2023***

Schools close: Friday 31 March 2023 at 2.30pm

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

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

Schools return: Monday 17 April 2023

## **May 2023**

May holiday: Monday 1 May 2023

In-service day: Tuesday 2 May 2023

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

## **June 2023**

Schools close: Wednesday 28 June 2023 at 1pm

### **6. Transfer and Enrolment**

Parents will be notified by way of local press, church announcements and public notices early in the year regarding the enrolment of Primary 1 children to start the following August.

Parents seeking a place in the school for a child may telephone the Head Teacher to arrange a visit to the school to see the school at work.

Any parent who wishes to enrol a child at any other time should contact the Head Teacher either by telephone or by calling at the school.

### **7. Equal Opportunities and Social Inclusion**

The school supports North Lanarkshire Council's policy on equality of opportunity and social inclusion for all pupils and staff.

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

Implementation of the Education and Families Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at:

<http://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

The same curriculum is taught to all pupils and they have the same extra curricular opportunities. Some topics are used specifically to foster positive attitudes and eliminate discrimination in relation to women, members of black and ethnic minority groups and people with disabilities.

## **Social Justice**

Community awareness is developed in pupils in the school and parish community. Pupils will look at local issues such as the facilities for the elderly; housing; New Stevenston as a community; the work of local councils; employment opportunities; healthy living.

## **Responsibilities of Key Staff:**

The head teacher in discussion with staff will determine the needs of a particular year group. The school provides the resources to meet this need and if possible, In-service support is given. Class teachers teach and assess pupils and inform parents of pupil progress.

## **Information and advice to parents**

Parents' evenings are held regularly to notify parents of the progress of their child. Parent workshops are also held and parents may be invited to attend to view work in support of any aspect of the Social Strategy e.g. Children's Council meeting; open days; class assemblies; mini-enterprise schemes; residential visits.

## **8a) Curriculum for Excellence**

The school aims to provide a stimulating environment with a wide range of subjects.

### ***What is Curriculum for Excellence?***

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 - 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated.

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.

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

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.

### ***What are the curriculum areas in Curriculum for Excellence?***

There are eight curriculum areas:-

Expressive Arts	Religious and Moral Education
Health and Well Being	Sciences
Languages (literacy)	Social Studies
Mathematics (numeracy)	Technologies

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

The opportunities for pupils to develop skills for learning, life and work, including literacy, numeracy and health and well being in and out of the classroom.

### **Learning is divided into two phases.**

The Broad General Education (BGE) is from nursery to the end of Secondary School Year 3.

Learning is divided into levels. The levels are as follows:-

LEVEL	STAGE
Early	the pre-school years and P1 or later for some
First	to the end of P4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some
Senior Phase	S4 - S6 and college or other means of study

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

Pupils' work is assessed on a continuous basis. This is done through observation and discussion, use of standardised assessments, as well as marking work done in class or at home. Information is given to parents in a written report and there will be an opportunity to discuss progress and attainment at arranged parent evenings. At other times, to determine the success of both teaching and learning, diagnostic tests may be used.

If problems arise during the year, parents can discuss matters by making an appointment to meet staff.

Assessing each child's progress to make sure that potential is achieved is ongoing.

Qualifications are listed below:-

- National 4 and 5 qualifications were introduced in 2013/14
- Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence
- New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

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

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

The school has developed programmes to match the requirements of the Curriculum for Excellence issued by Education Scotland.

**Literacy (English Language):** Language is at the heart of children's learning and has a high priority in our planning. North Lanarkshire's Active Literacy is fully implemented in our school and adapted to take account of any new developments. Through language (literacy) children acquire much of their knowledge and many of their skills. Literacy enables children both to communicate with others effectively for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning.

Because literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning in all areas of the curriculum. St Patrick's Primary School attaches a high priority to giving pupils a command of their language and the ability to use it appropriately and concisely to convey meaning. This includes having a knowledge about language, listening attentively, talking, reading with understanding, and writing fluently and legibly with accurate spelling and punctuation. Parents who converse, question, explain and read with their children are laying sound foundations for future language development.

All children are encouraged to read as varied a selection of books as possible by way of recreational reading.

The development of word processing skills is encouraged throughout the school. The school has an Active Literacy programme to develop literacy skills across all stages of Primary School.

**Numeracy (Mathematics):** The child, as far as possible, learns from his experience with concrete materials to enable him to understand each mathematical process before he works with written examples. Mathematics is viewed in the widest sense as a problem-solving activity. Where pupils are involved in problem-solving and enquiry, they will be challenged to think about what they are doing, to question and to explain. Great emphasis is placed on using real or simulated contexts for the application of mathematical processes and ideas to enable children to explore the fact that mathematics is real and all around them.

In numeracy work especially, there is a very valid place for children to spend adequate time memorising basic number facts and learning multiplication tables.

When helping with homework, it is important that parents use the same mathematical language and methods as the class teacher or some children may become very confused as to

what to do. Please, if in doubt, check with the class teacher who will always be prepared to take time to help you help your child.

Primaries 1 to 7 use a variety of resources suited to Curriculum for Excellence outcomes e.g. TeeJay Maths, Maths Recovery, SEAL Maths, Number Talks, ipads & mathematical games. The programme allows the children to use practical methods to help them to understand and develop mathematical ideas. Problem solving and the use of computer material extend children's mathematical ability.

**Health and Well Being:** Learning in Health and Well Being ensures that children develop the knowledge and understanding, skills, capacities and attributes which they need for mental, emotional, social, physical wellbeing now and in the future.

*Physical Education* - is a development of skills in games, active health, gymnastics & athletics. Extra-curricular training is presently offered in a variety of activities and sports. The school takes part in North Lanarkshire organised local Sports Festivals.

St. Patrick's Primary engages weekly in outdoor learning. Classes have access to the Riccard Johnstone (COBY) woods which are utilised for structured and progressive learning to support all areas of the curriculum.

**Expressive Arts:** By engaging in experiences within expressive arts, children will recognise and represent feelings and emotions, both their own and those of others. Expressive arts play a key role in shaping our sense of personal, social and cultural identity.

*Music* - Children use untuned percussion instruments to make music and learn to sing tunefully and rhythmically. This session a brass instrument teacher provides tuition for P5, 6 and 7. In addition, Kodaly choral training is ongoing for P5 pupils. P6 and 7 choir participate annually in the Glasgow Music Festival as well as receiving Samba Band tuition from Beats of Brazil.

*Drama*- Most children will come to school with extensive experience of imaginative play through which they will have begun to explore aspects of Drama. It provides excellent opportunities for collaborative group work. Many of the contexts for Drama relate to other areas of the curriculum.

In all stages of the school, role-play is encouraged. An effort is made to allow every child the experience of performing before an audience.

*Art and Design* - Through Art and Design, children are involved in processes that develop their capacity to invent, create, interpret, and appreciate. They will use a range of techniques and materials from the simple to the more complex to explore feelings, ideas, thoughts and solutions and to evaluate and appreciate their own work and that of others.

We aim for progression from P1 to P7 and try to ensure that pupils have a broad experience of techniques.

**Environmental Studies:** Children are helped to understand the world they live in through themes based on Science, Social Subjects, Design & Technology, ICT & Computing.

**Modern Languages:** Since August 2008, in conjunction with our associated high school, Spanish is taught in P6 and 7. This session French has been introduced to P7. Spanish is also being taught throughout the school.

**Religious and Moral Education:** Religious Education is at the very heart of the mission of the Catholic school - to proclaim the Gospel message, enabling individuals and communities to respond to Christ. This Is Our Faith Programme is used alongside God's Loving Plan.

The distinctive character of the Catholic school lies in the religious dimension which permeates and shapes the life and work of the school. The central vision of the Catholic school emphasises the dignity of the individual, the interdependence of humanity and the sanctity of life based on the values of the teachings of Jesus Christ.

Additional information relating to the curriculum can be accessed on the Education Scotland website.

## **9. Additional Support Needs**

St Patrick's Primary complies with the Learning (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

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

The school works closely with the School Medical Services and the Psychological Services to identify particular problems which may hinder a child's learning. Internal support, where staff identify that children's needs can be met within the school/class setting using individual programmes to assist all pupils to achieve their full potential. Should difficulties continue, external support and further assessment can be sought from within education and Psychological Services.

External support may be provided on a multiagency basis, where a child's needs are identified as requiring support or planning from multiagency services. It is also possible to arrange help from a range of support services as required e.g. for visual impairment, hearing loss, speech defect, or physical handicap.

The school is suitable for use by pupils in wheelchairs as pupil areas are all on one level.

### **Staged Intervention**

Level 1 - Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom or playroom setting.

Level 2 - Internal support, where Education and Families staff identify that a child or young person needs support or planning from within the school e.g. Educational Psychologist, Community Learning and Development

Level 3 - External support where education staff identify that the child or young person requires support or planning from beyond the school. When further planning is required with partner to further develop the wellbeing of children and young people the Named Person may request assistance from colleagues in partner agencies.

Level 4 - Integrated and Compulsory working with other agency/agencies. External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from other agencies out with education such as health, social work and/or voluntary services.

Targeted intervention(s) are sometimes required to promote the wellbeing of the child, these would be identified by the relevant agencies (child's network of support) and included in the child's plan. A Lead Professional would be identified. At level 4 there would be an expectation that a statutory Child's Plan with integrated assessment, integrated chronology and Lead Professional is in place.

Bilingual support for pupils with English as an additional language (E.A.L) is available under Network Learning Support and may be accessed to meet identified pupils' needs.

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

The Head Teacher is the designated person for advice regarding arrangements within the school for Looked After Children.

Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan.

Parents\carers and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents\carers and young people can make a request to establish whether a child has additional support needs. They can also request an assessment at any time.

### **Planning**

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

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

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



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

### **Dispute Resolution**

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

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

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

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

## **10. School Improvement Plan**

The priorities for 2021 -2022 were:

- 1. To ensure equity for all learners & to close the attainment gap in response of COVID-19.**
  - Continue to identify, offer intervention and close the attainment gap in Literacy across all stages of the school (with a specific focus on those pupils experiencing the highest levels of poverty/deprivation)
  - Continue to identify, offer intervention and close the attainment gap in Mathematics and Numeracy across all stages of the school (with a specific focus on those pupils experiencing the highest levels of poverty/deprivation)

## **2. Covid Recovery Plan for Health and Wellbeing (Outdoor Learning to Support the Wellbeing of Staff and Pupils)–**

- To further support the mental, social, emotional and physical health of all children, families and staff

## **3. Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.**

Particular strengths of the school are highlighted below:

- *"Friendly, polite and confident children who are contributing well to the life of the school.*
- *Staff team work in taking forward priorities.*
- *The recently introduced active learning approaches which are improving children's experiences."* **HMIe May 2017**

As a school we have a responsibility to plan, in partnership with others involved in learning, how we can enable children to move smoothly between establishments, building on prior learning and achievement in a manner appropriate to the learning needs of individuals. This includes liaison between establishments where children change schools at times other than the 'standard' transitions.

Across the school, we use the Curriculum for Excellence experiences and outcomes to improve teaching and learning approaches to provide our children with their entitlement to a curriculum which will support them in developing their values and beliefs and enable them to:

- achieve the highest possible levels of literacy and numeracy and cognitive skills
- develop skills for learning, skills for life and skills for work
- develop knowledge and understanding of society, the world and Scotland's place in it
- experience challenge and success so that they can develop well-informed views and act responsibly.

There is an ongoing environment of purposeful activity, creativity and learning leading to improved attainment and achievement of all our learners in an ethos where everyone is valued and appreciated as an individual, with a unique contribution to our school and community.

Over the next three years, our priorities will be to:

- continue to further develop assessment and moderation
- to raise attainment over time by addressing and identifying issues which reduce the attainment gap between groups of children
- continue to review parental involvement activities to encourage greater ownership and contribution in children's learning in and out of school.

For further information regarding school performance at local and national level access the Parent Dashboard online.

### **11. Homework**

At the early stages, children are encouraged to practise reading for fluency and understanding. Older children may also have written work, research or design work. In P1 and P2, homework should take no longer than 15 minutes but by P7 could take up to 30 minutes per evening.

At workshop sessions parents are advised how they can help their children to learn by active listening, talking, reading, writing, mathematic activities and simple science.

Further information about this is available from the school.

Homework diaries are used and provide parents with information on requirements.

At the start of each academic term there is a Meet the Teacher workshop where issues with regard to homework can be discussed with the teacher.

### **12. School Ethos**

In St. Patrick's Primary, there is an ongoing environment of purposeful activity, creativity and learning, leading to an ever improving attainment and achievement of all our learners, in an ethos where everyone is valued and appreciated as an individual, with a unique contribution to our school and community.

We aspire to be a learning organisation capable of continuous improvement, renowned for the excellent quality of learning and teaching, care and welfare and support that we provide to maximise student achievement.

In carrying out aspects of our work we:

- Conduct our business with integrity, impartiality, fairness, tolerance and mutual respect;
- Value diversity, promoting social inclusion in an environment where everyone is welcome;
- Seek progress through partnership, working closely with people with whom we share a common purpose.

Children enjoy opportunities to make decisions regarding the direction of their learning. Our children are successful, confident and contribute to the life of the school in a variety of ways as seen through the activities of the Children's Council, where all children have a voice in the day to day operation of the school. Children also have opportunities to take leading roles in the school through the subgroups from the Children's Council e.g. the Eco group, Health Promoting group, Fair Trade etc. Children have the opportunity to comment on their learning, accompanied by their parent's comments, when examples of their work is sent home.

Our children are motivated and enthusiastic in their learning. Children's experiences are enhanced and enriched through learning outdoors, field trips and input from external contributors. We have our own 'outdoor classroom' that is used for all stages for activities across all areas of the curriculum.

Children's achievements are celebrated regularly; there are Weekly Wonder and Monthly Achiever awards that recognise a wide variety of achievements in school. In addition, the children are awarded golden tickets for effort, behaviour and kind deeds, the class with most tickets receives the Class of the Month Award. Achievements gained from community or sports clubs outside of school, are also recognised at assemblies.

The school plays an active role within the immediate community and through liaison with the wider community and other educational establishments.

Standards of discipline within the school are high and all staff promote positive behaviour at all times to ensure the climate and culture of the school remain welcoming, safe and pleasant for all pupils, staff and visitors.

The school enjoys excellent relationships with parents. A Parent Council was established in October 2007. The school also has an active Parent Fundraising Group and subsequently benefits from the many social and fund-raising activities which are organised each session.

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

P1 to P7 follow 'This Is Our Faith' programme at all stages. In addition "God's Loving Plan" which was developed by Scottish Catholic Education Service SCES to promote personal/health education. Both have Diocesan approval and support. Children in P6 & 7 participate in The POPE FRANCIS FAITH AWARD (PFFA) the award is designed to help children show 'signs of love' in their daily lives and to be active members of their local church. Pupils are also made aware of other world cultures and religions reflecting our multi-cultural society.

On Holydays of Obligation pupils attend Mass at St. John Bosco's Church they also take part in the liturgy of all school services.

Preparation for the reception of the Sacrament of Reconciliation takes place in Primary 3 and for Holy Eucharist in Primary 4.

Confirmation takes place every second year, when pupils in Primary 6 and Primary 7 are confirmed (subject to change from Diocesan decision).

It is recognised that the Education Act allows parents to withdraw their children from any instruction in religious subjects and from any religious observance, and any such pupil will not be placed at any disadvantage with respect to secular instruction. Such religious instruction and observance, however, form part of the religious tradition and ethos in Catholic Schools and play an important part in the education provided in this school. If a parent wishes to exercise his/her right of withdrawal, provision is made for a pupil to continue with work of a secular nature if supervision can be provided.

Parents /carers from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more

than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

#### **14. Extra Curricular Activities**

Out of school hours learning / supported study classes in a variety of areas throughout the session are available for pupils e.g. dance, basket ball, netball, storytelling, sumdog, coding. Festival football games with other schools are sometimes arranged. In recent years, pupils have been offered sports training in football, badminton, basketball, volleyball and dance by teachers or the Active School Sports Coordinator after school hours.

#### **15. Freedom of Information**

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

#### **16. General Data Protection Regulations (GDPR) Statement for Education**

##### **What is this statement?**

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

##### **Who are we?**

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

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

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

##### **Legal basis for using your information**

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

##### **Your personal information**

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

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

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

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

Your personal information will be used:

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

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

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

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

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

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

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

We only keep personal information for the minimum period of time necessary.

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

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

**Your rights under GDPR**

You can:

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

<b>The Council's Data Protection Officer</b>
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.
Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,

Motherwell ML1 1AB
or by email to <a href="mailto:AITeam@northlan.gov.uk">AITeam@northlan.gov.uk</a>

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

**b) Transferring Educational Data about Pupils**

Education authorities and the Scottish Government

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

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

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

**Why do we need your data?**

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils.

We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

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

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

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

target resources better.

**Your GDPR rights**



The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)). SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

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

#### **Any Concerns**

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

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

#### **6QQ.**

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

**Want more information?**

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

#### **17 a) Child Protection**

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

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

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines

Child Protection Co-ordinator is: Please insert appropriate name and telephone number: Please insert appropriate number

#### **18 a) Adult Protection**

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society. If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines

Adult Protection Co-ordinator is: Please insert appropriate name.

## **18. School Discipline**

The relationship between pupils and teacher is similar to that between child and his/her own parents, regarding mutual consideration on both sides. In this school, our attitude towards maintaining discipline is approached in a positive way. The Head Teacher, staff and pupils all work together as a team, towards creating a good, work-orientated and happy environment. Pupils in the Senior Classes are given posts of responsibility to this end.

If, however, school rules are broken, the pupils are made aware that this leads to the breakdown in the functioning of a good team and sanctions become necessary. These range from punishment exercises and detention during school hours for minor offences, to pupils being put 'on record' for continuous disruption and parents informed.

The ultimate sanction for serious disregard of school rules is exclusion.

The school's Anti-Bullying Policy 'Promoting Positive Behaviour' is available on request.

Restorative Practices are used throughout the school to resolve conflict.

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

## **19. Home and School Links**

Parents are welcome to contact the school by telephone or by calling at the school to make an appointment to see the Head Teacher or a member of staff regarding any matter concerning their child. Parents are notified by letter, blog/Twitter or text of any information regarding school matters: e.g. Parents' Meetings, Social & Religious Events, School Policy on attendance, homework, school local holiday dates, school events.

As education is a partnership between home and school, workshop sessions are arranged to help parents to help their children's learning. Some of these are during the day and others are in the evening.

Reporting to parents takes place twice a year at pre-notified parents evenings with appointments arranged. Written reports are also issued.

The school has an active Parents Fundraising Group who fundraise to support teaching and learning in the school and a Parent Council representing the Parent Forum.

## **20. 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 /carers will be asked to provide contact details, including at least one emergency contact number, including where, possible, a number that will include a text message. **Parents /carers are required to inform the school if these contact details change during the course of the school year.**

Parents and carers are asked to inform the school by letter or telephone if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child, and may result in the school sending a text message. In the interest of child safety, police will be contacted if all attempts to locate a child have been exhausted.

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

### **Family Holidays During Term Time**

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

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

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

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

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

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

### **Extended Leave with Parental Consent**

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

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

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

### **Exceptional Domestic Circumstances**

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

- 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, or to refer pupils to the Reporter of the Children's Panel, if necessary.

### **School Policy on attendance**

If a child is absent without explanation, an absence enquiry form is sent to parents. Failure to return this will result in one being sent by recorded delivery post. Depending on the result of this there will be (i) no further action taken, (ii) an interview with the parents (iii) reference to the Reporter of the Children's Panel.

Late coming will also be referred to parents to bring it to their attention and seek explanations. Class teachers refer persistent latecomers to the Head Teacher who takes appropriate action.

It is expected that the school will be notified in advance of any medical or dental appointments during school time or any special arrangements to be made e.g. school meals to be ordered for the next day. It is expected that non-urgent appointments for treatments will be made outside school hours where this is reasonably possible.

### **Attendance and Absence Data**

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

### **Community Links**

We realise the important part school plays in the local community and we encourage a community spirit in the children. This is done in various ways. e.g.

- a) Helping to collect goods for the local church groups' fund-raising activities.
- b) Encouraging talks by Community Workers e.g. Police, Nurses, Ambulance, Home Safety Officers, Library Services.
- c) Involvement in sports with local schools.
- d) Involvement in locally arranged quizzes.
- e) Visits to other local schools.
- f) Visits to local places of interest to extend class teaching.

## 21. Clothing and Uniform

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

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

- could potentially encourage factions (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,
- could be used to inflict injury to other pupils or to be used by others to do so.

Parents/carers of children in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from any school or First Stop Shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker's Allowance (income based), Employment & Support Allowance (income related), Universal Credit, housing benefit, council tax rebate.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code 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 should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.

**Uniform for St. Patrick's is as follows:**

TRADITIONAL

Black Blazer  
Grey Skirt/Pinafore  
Grey Trousers  
Pale Blue Shirt  
Grey Jumper/Cardigan

School Tie  
School Badge

ALTERNATIVE

Grey Pinafore/Skirt  
Grey Trousers  
Short Sleeved 3 Button Polo Shirt  
with School Name  
Black Sweat Shirt / School Badge  
Black Fleece jacket / School Badge

School uniform provider is Scotcrest Uniforms they can be purchased from the store in Hamilton (41, Quarry Street, ML3 7AH) or online at [www.scotcrestschool.co.uk](http://www.scotcrestschool.co.uk)  
It is helpful if parents can provide a pair of black shorts, a blue school polo shirt/PE top and gym shoes for Physical Education. This enables children to move freely during these lessons.

**St Patrick's Primary encourages children to wear the traditional uniform with shirt and tie.** The alternative uniform of polo shirt is recommended for convenience when children are changing for P.E. etc.

## **22. Meals**

School meals are available during the lunch break and are served in the Cafeteria, which is inside the school building. A selection of snacks and meals, which emphasise healthy eating are available for purchase. Cashless Catering is in operation in the school. Children can put money onto their card via an online portal. Card is swiped by catering assistant once a meal has been selected, cost of meal will be deducted from card balance.

### **The availability of special diets.**

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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 Head Teacher and school catering service to ensure appropriate food provision.

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

If parents prefer, a child can bring a packed lunch to be eaten in the school. Children are supervised at lunchtimes inside the building and in the playground.

All P1-P4 pupils are entitled to a free school meal.

Children of parents receiving Income Support, Job Seeker's Allowance (income based), and Employment & Support Allowance (income related) are entitled to a meal without charge.

Information and application forms for free school meals may be obtained from schools, first stop shops, libraries and Kildonan Street, Coatbridge.

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, housing benefit, council tax rebate.

Only primary school children in P1-4 or who are entitled to a free school meal in P5-7 are entitled to free milk. Milk may, however, be available for purchase in the school during the lunch period.

A breakfast club is available in the school from 8:15am, P1 to 3 or children who are entitled to a free school meal in P 4-7 are free. The cost to others is £1.00 each day.

## **23. 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 suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time.

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

While free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the Authority's limits (see above paragraph).

It is the parent's\carers responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's/carers responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle.

Misbehaviour could result in the 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 case of early entry requests if the child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy stated above.

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests.

There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents\carers are advised to time any placing requests so that they take effect from the beginning of the new school session.

Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

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

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

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

### **24. Medical and Health Care**

The medical examination of children is undertaken at certain points in each child's school life, normally in the first year of primary schooling, and then at ages 10/11 years, by staff of Lanarkshire Health Board and parents may refer their child at other times to the Clinical Medical Officer for examination or advice. There are regular checks by the School Medical



Officer of children's hearing and vision. Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose to go instead to the family dentist.

If a child becomes ill in school, the parents will be contacted at home by phone. Failing this the phone number given to the school as an emergency contact will be used. Parents are asked to let the school know of any particular medical requirements their child may have. Medication is not normally given to children unless this is fully discussed with the Head Teacher and detailed forms completed.

If 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, other than at an educational establishment.

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 Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

## **25. Information in Emergencies**

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

## **26. The Parent Forum**

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

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

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

## **The Parent Council**

Parent Councils came into force on 1 August 2007.

- (1) The composition of the Parent Council is determined by the Parent Forum. The head teacher will be the professional adviser to the Parent Council.

The Parent Council's rights and duties will include:

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

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

### **Parent Council Members**

Chair	Mrs L Devlin
Vice Chair/Secretary	Mrs J Wilson
Parent Rep	Mr C. McHugh
Parent Rep	L. Houston
Parent Rep	Mrs McNamee
Parent Rep	Mrs E McNally
Church Rep	Fr G Haddock
Teacher Rep	Mrs McIntyre
Clerk	Mrs L McGhee

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

### **Procedures for electing Parent Representatives**

St. Patrick's Primary follows National Guidelines for such elections. An election takes place only in circumstances where the number of candidates outnumbers the number of vacancies available.

**Parents Association**

There is an active Parent Fundraising Group. The Group meet regularly, dates are included in school newsletters. They have organised a number of events to raise funds for the school.

**The Children's Council**

The Children's Council allows both staff and children the opportunity to improve the school by working closely together to discuss issues arising. Each class is represented by two delegates voted for by the pupils.

**27. Supervision in Non-Class Time**

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

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

Pupils normally transfer between the ages of  $11\frac{1}{2}$  and  $12\frac{1}{2}$  so that they will have the opportunity to complete at least four years of secondary education. Parents \carers 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 normally transfer from here to:

**Taylor High School,  
Carfin Rd,  
New Stevenston  
ML1 4JP.**

Telephone - 01698 274976

**29. Names and Addresses**  
**Education and Families**

**North Lanarkshire Council**  
Municipal Buildings,  
Civic Centre  
Motherwell.  
ML1 1TW

**Local Councillors**

P. O'Rourke, O. Carson,  
A. Weir, S. Farooq

Civic Centre,  
PO Box,  
Motherwell.  
ML1 1TW  
01698-302522

**Chief Executive Area Office**

Civic Centre  
Motherwell.  
ML1 1TW

**Motherwell Community Learning and Development Office**

C/O Our Lady's High School  
Dalzell Drive,  
Motherwell ML1 2DG  
01698 403830

**Education Manager** - Pauline O'Neill

01236 812222

**Additional Support Needs Manager**- Donna McCann

Berryhill Primary  
Hillcrest Ave  
Wishaw  
ML2 7RS  
01698 274656

**Contacts in relation to Support for Learning**

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

Additional Support Manager

South Locality (Motherwell Wishaw Shotts)

Donna McCann (Motherwell Area)

Donna McCann may be contacted directly or through the school.

You can also get more help and advice from:

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

0345 123 2303

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

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

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

**Resolve** 0131 313 8844 (Independent Adjudicator)

**Scottish Independent Advocacy Alliance**

Mansfield Traquair Centre

15, Mansfield Place

Edinburgh

EH7 6BB

0131 554 1975

[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

**Reference to Additional Support Needs Tribunal (Scotland)**

ASNTS

Health and Education Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20, York Street

Glasgow

G2 8GT

Helpline: 0141 302 5860

[www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

**NHS Lanarkshire**

Motherwell

Motherwell Health Centre

01698 242610

**Social Work**

Social Work Office (Bellshill)

303 Main Street

Bellshill

ML4 1AW

01698 346666

Scott House (Motherwell)

73/77 Merry Street

Motherwell

ML11 1JE

01698 332100

Community Learning & Development Locality Offices

Motherwell CLD Locality Office  
Our Lady's High School  
Dalziel Drive  
Motherwell  
ML1 2DG  
Email: CLD-Motherwell@northlan.gov.uk

01698 403830

### 31. Glossary of Specialist Terms

ASSESSMENT:-	VARIOUS WAYS OF GRADING PUPIL PROGRESS.
CLASS SIZE:-	THE MAXIMUM SIZE OF A CLASS OF CHILDREN FROM A SINGLE INTAKE AGE GROUP IS 33 PUPILS. FROM AUGUST 1999 NORTH LANARKSHIRE COUNCIL PLANS TO HAVE MAXIMUM SIZE CLASSES OF 25 PUPILS IN P1 AND 30 IN P2 & P3.
COMPOSITE CLASSES:-	CLASSES MADE UP OF CHILDREN FROM MORE THAN ONE AGE GROUP e.g. Pr.1/Pr.2 or Pr.5/Pr.6. THE MAXIMUM SIZE OF A COMPOSITE CLASS IS 25 PUPILS.
CURRICULUM:-	SUBJECTS TAUGHT IN CLASS.
ENROLMENT:-	REGISTRATION FOR EDUCATION - USUALLY TAKES PLACE IN JANUARY PRECEDING AUGUST ENTRY.

### 32. Qualifying Statement

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

- before the commencement or during the course of the school year in question
- in relation to subsequent school years

Education Authorities are required by law to issue a copy of the school handbook to certain parents in December each year.

It details the current policies and practices of both the council and the school.