



School Handbook

St. Timothy's Primary School

Session 2023 – 2024



Introduction

Welcome to St. Timothy's Primary School.

Historical Note

The original school was opened on the 16th August 1966 when Baillie Charlotte Toal on behalf of the Education Committee introduced the first Head Teacher Miss Annie Gallagher to parents, staff and pupils.

The official opening was performed by the Very Rev. Cannon Battel and the Right Reverend Francis Thomson, Bishop of Motherwell on the 21st November 1966 at a dedication ceremony.

Head Teachers in the original building:

Annie Gallagher	1966 – 1975
Gerry McFarnon	1976 – 1988
George Kavangh	1989 – 1996
Ann Allan	1996 – 2004 when original building was demolished

St. Timothy's amalgamated with St. James' Primary in January 2005 and were accommodated in St. James' Building till May 2006. The new school was built as part of the PPP programme. The school opened on May 22nd 2006. Bishop Joseph Devine formally opened the school on June 8th 2006. Mrs Ann Allan continued as head teacher until 2015, when Mr Forbes was appointed.

Aims of St. Timothy's

To provide a happy, secure environment with equal opportunities for all to develop their full potential.

Through a variety of teaching approaches, to assist every child to be numerate, literate and to enhance their communication skills in order that they fulfil their role in society.

To provide a broad and balanced curriculum which encourages children to become independent learners in all areas and aspects of life.

To promote positive behaviour as a means to achieve self-esteem and self-worth and to create an atmosphere of mutual respect within the school where children learn tolerance and concern for others.

To support the moral, social and spiritual development of everyone within the school community.

To promote the school as part of the wider community by providing a welcoming atmosphere and thus developing links with parents and other groups.

Covid -19 Pandemic

NLC will continue to align supports, from across the service, in response to the Covid-19 Pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council's website www.northlan.gov.uk

School Information

NAME	ST. TIMOTHY'S PRIMARY
ADDRESS	OLD MONKLAND ROAD, COATBRIDGE ML5 5EA.
TELEPHONE	01236-632134
E-MAIL	enquiries-at-st-timothys@northlan.org.uk
DENOMINATIONAL STATUS	Roman Catholic. However please note that the nursery class is non-denominational.
PRESENT ROLL	The present roll is 421 (including 21 in phonological unit). We have 90 Nursery places. Nursery is situated within the main building. The age range is 3 yrs - 12 yrs.
CAPACITY	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.
STAGES	Primary one to Primary seven.
TYPE	Co-educational
COMMUNITY FACILITIES	Assembly Hall – GP Room
LETTING PROCEDURES	It is North Lanarkshire's Policy that school accommodation be made available as far as possible out with school hours for use by the community. Such use by groups, clubs etc. These will be in accordance with approved letting procedures, and enquiries should be directed to the Area Community Education Boards under direction of the Education Authority Offices. Schools assist in the letting of the school premises. Rules governing Conditions of Let are given at time of application.
ASSOCIATED SECONDARY SCHOOLS	Pupils from this school normally transfer to: St. Andrew's High School, Coatbridge, (Tel. 01236 632163)

St. Timothy's Security Policy

MOTTO:

“At St. Timothy's we belong together in a loving, successful and happy family”

We ask staff and pupils to think carefully about their own safety.

We lock pupils' gates and doors after the start of the school day.

We ask all staff to wear identification badges at all times.

We ask visitors to follow carefully the direction signs both inside and outside the building.

We ask you to share with us any ideas you may have to make our school safer.

We ask you to let us know if you see anyone acting suspiciously near our school.

And In Particular

We ask everyone to be patient - good security can be frustrating.

Staff List

Head Teacher	Mr Colin Forbes	Head Teacher
Depute Head Teacher	Mr Iain Robertson	Depute Head teacher
Principal Teacher	Mrs Elaine Hannaway	Principal Teacher
Principal Teacher	Miss Marie Walsh	Principal Teacher
Principal Teacher	Mr Ben Fawcett	Principal Teacher
Principal Teacher (A- PEF)	Mrs Mairi Rigg	PEF Intervention Support Teacher
	Mrs Nicola Smith	PEF Intervention Support Teacher
	Mrs Rebecca Stanway	Support Teacher
Family Support Worker	Miss Antonia Taylor	Action for Children
McCrone / Mentor	Mrs Jillian McAllister	Languages
Primary 1	Mrs Faye Antoinette Priesty	R1
Primary 1	Mrs Nicole Barr	R2
Primary 1	Mrs Donna Harper	R3
Primary 2	Miss Katie Paterson	R4
Primary 2	Mrs Bridget Hynes	R5
Primary 3	Miss Sharon Pettigrew	R6
Primary 3	Mrs Dionne Bisset	R7
Primary 4	Mrs Paula Marie Prunty	R8
Primary 4	Miss Angela Canavan	R9
Primary 5	Mrs Estelle McPhee	R10
Primary 5	Miss Lauren Dickson	R11
Primary 6	Mr Martin Doyle	R12
Primary 6	Mr Michael McGuigan	R13
Primary 6	Miss Rachel Murphy	R14
Primary 7	Mrs Jenna McKinstry	R15
Primary 7	Miss Louise Meina	R16
LCSC - Phonological Unit	Mrs AnnMarie Brown - Teacher	
LCSC - Phonological Unit	Mrs Clair Docherty – Teacher	Mon/Tues/Wed-am
LCSC - Phonological Unit	Mrs Claire Milligan – Speech & Language Therapist	Tues/Thurs
Nursery		
Principle Leads	Mrs Amanda Jane Cardno	
Principle Leads	Mrs Linda McCulloch	
Lead	Mrs Alana Gallagher	
Early Learning Practitioner	Mrs Avril Douglas	
Early Learning Practitioner	Miss Lisa McGarrell	
Early Learning Practitioner	Ms Magdelana Nitecka	
Early Learning Practitioner	Mrs Caroline Landels	
Early Learning Practitioner	Mrs Nicola Gibb	
Early Learning Practitioner	Mrs Laura Strachan	
Early Learning Support Worker	Mrs Agnes Berry	
Early Learning Support Worker	Mrs Margaret O'Donnell	

Office Manager	Mrs Catherine Campbell	
Clerical Assistant / Learning Assistant	Mrs.Nicola Denholm	
Clerical Assistant / Dining Room Supervisor	Mrs Pamela Thompson	
Classroom Assistant	Mrs Liz Murphy	
Learning Assistant	Mrs Deborah Hanlon	
Learning Assistant	Miss Joanna Myslicka	
Learning Assistant	Mrs Carol Colquhoun	
Learning Assistant	Mrs Gaynor McGivern	
Learning Assistant	Mrs Lorraine Day	
Learning Assistant	Miss Tracey Gillooly	
Janitor	Mrs Andrea McCluskie	

School Hours

Monday - Friday	Opens	9.00 a.m.	-	Closes 3.00 p.m.
	Interval	10.40 a.m.	-	10.55 a.m.
	Lunch	12.35 p.m.	-	1.20 p.m.

N.B. Children in Primary One classes attend full-time from the first day of session.

Nursery Hours

St. Timothy's Nursery – Our nursery class has the capacity for 48 children at the AM session and 48 in the PM.

Monday - Friday	Morning Session	8.00 a.m.	-	12.45 a.m.
	Afternoon Session	1.15 p.m.	-	6.00 p.m.
Monday – Friday	Term time Session	8:55 a.m.	-	2:55 p.m.

Out of School Care

Pupils from St. Timothy's have access to after school care although it does not take place in St. Timothy's School building. There are several venues where this takes place. Our Zone after school care, based at St. Andrew's High School (Tel. 01236 638499) and Lanarkshire Child Care Services (Tel. 01236 437662). For further information of after school care please contact Coatbridge Area Office (number at back of Handbook).

Composite Classes

A composite class is defined as a group of pupils of more than one primary stage being taught together in one classroom normally by one teacher.

At times it may be necessary to organise composite classes in this school. As a general principle discussion with parents will be held in advance.

In St. Timothy's composite classes are normally formed on the basis of language and/or mathematics working groups. This means that pupils working at broadly the same pace and level in language and/or mathematics are grouped together. Such an arrangement makes for the most efficient use of teaching resources. After due consideration and discussion with parents the responsibility for the final decision rests with the Head Teacher.

Enrolment

Parents who might wish to enrol a child for attendance at this school are invited to make an appointment with the Head Teacher to discuss details. Appointments may be made by telephone or by calling at the school. Similarly, parents wishing or intending to withdraw a child from the school should arrange to discuss the matter with the Head Teacher. Children being enrolled for the very first time are generally invited to the school for this purpose during one week in January.



School Arrangements 2023/2024

June 2023

School closes: Wednesday 28 June 2023

August 2023

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

In-service day: Tuesday 15 August 2023

Pupils return to school: Wednesday 16 August 2023

September 2023

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

October 2023

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

November 2023

In-service day: Monday 13 November 2023

December 2023 - January 2024

School closes: Friday 22 December 2023

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

February 2024

Mid-term break: Monday 12 February 2023 and Tuesday 13 February 2024

In-service Day: Wednesday 14 February 2024

April 2024

School closes: Thursday 28 March 2024

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

School closes: Wednesday 26 June 2024

Equal Opportunities, Curriculum for Excellence

Access to and provision of courses in each curricular area is open to all children regardless of sex, race, colour or religious persuasion (see religious education/observance). Mr Forbes, Head Teacher has particular responsibility for Equal Opportunities policy within the school. Parents requiring information and advice in this area should contact her at the school.

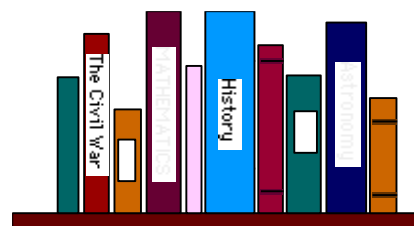
The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

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
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

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

Curriculum Areas and Subjects

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

The 8 curricular areas are:

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

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.

Curriculum for Excellence (CfE)

With the introduction of Curriculum for Excellence allowing for more flexibility and choice, we have endeavoured to use whole school topics to cover the areas of environmental studies (e.g. Scotland, Europe) and to link this new knowledge with literacy and numeracy, and Health and Wellbeing as these are the 3 core elements of Curriculum for Excellence. Educational visits to places of interest linked to these topics provide further interest for the children.

- Joint work with the nursery class and primary one pupils
- Implementation of Active Literacy throughout school.
- Further developing Active Learning throughout school.

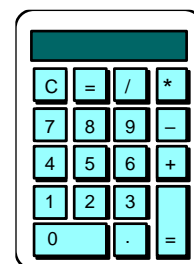
A high standard of visual displays in classrooms and corridors show the enthusiasm and interest of the pupils for these subjects.

We have worked with LTS (Learning & Teaching Scotland) in piloting CfE and have 3 case studies on the LTS website. In June 2010 we won the "Innovation Challenge Award" organised by NLC which was linked which was linked to our implementation of CfE. With the introduction of Pupil Learning Communities (PLC's) we have further embedded CfE across the curriculum.

Mathematics and Numeracy

Children and young people need to be confident and competent in their numeracy skills to be able to function responsibly in everyday life and contribute effectively to society. Strong skills in numeracy provide foundations which can be built on through lifelong learning and in the world of work.

Opportunities – planned and spontaneous, in and out of school – for developing and reinforcing numeracy across the curriculum allow children and young people to strengthen their skills. Children at younger stages learn numeracy strategies through maths work in class but also through "Big Games" and Purposeful Play.



Language and Literacy

We use novel studies at Pr 4-7 which gives pupils experience of extended reading and supports them in producing extended writing pieces. At Pr 1-3 we have **introduced Active Literacy which is a multi sensory approach** to teaching reading, spelling and writing. It also assists with talking and listening. Big Books are used from Pr 1 -7. They are used for a variety of approaches; grammar, punctuation, reading for information, genre, comprehension. Once a child has been taught to read, formal reading is not confined to one particular book but includes reading in all the other areas of the curriculum for example problem solving in mathematics, the ability to use reference books and the pleasure of private reading. Thus, throughout the day, a child will have many different reading experiences. There is a variety of fiction in classroom libraries and in the school library. There is also a good selection of interesting and helpful reference books, which benefit the children in all areas of the curriculum.

Physical Education as part of Health and Well Being

Each class covers a programme of expressive movement, inventive movement and games skills, which is developed from the Early Stages through to Pr 7. During the school year weekly swimming sessions are arranged for Primary 5 and the children are encouraged to participate. School sports teams are encouraged e.g. football, volleyball, athletics and children who are interested are offered the opportunity to be involved. All classes receive **2 sessions** of P.E. per week in line with the Scottish Executive Guidelines.



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.

Raising Achievement

Raising Achievement for All forms the overarching strategy for the service. Subtitled 'Experiences to Last a Lifetime', this strategy aims to harness the combined forces of Learning and Leisure Services to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire."

Role of Staff

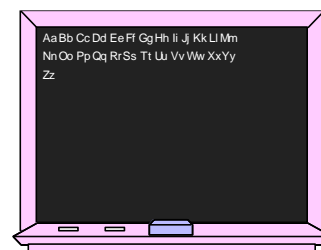
Class teachers should set homework on a regular basis and respond to and correct it promptly. The frequency and quantity of homework issued to pupils will vary from stage to stage depending on the age, aptitude, and ability of the pupils. It is essential that homework reflects the wide diversity of the curriculum and should not be restricted to reading, writing and number work. Although homework does assist in allowing pupils further practice in those important areas, over the school session teachers should offer a wide range of activities e.g. collecting data, watching/listening to news items, preparing a talk to give to class etc. It is important to emphasise that not all homework tasks will be or should be written tasks. Much homework is now set using Teams.

Role of Pupils

It is expected that pupils complete the homework task within the time scale prescribed by the teacher. Pupils must also inform their parents that they in fact have homework to complete (depending on age of child). Pupils should at all times complete the work to a high standard in both effort and presentation. For those pupils who do not carry out homework tasks as instructed on three consecutive occasions their parents will receive a standard letter informing them of the situation. A section on frequency and standard of homework done throughout the year is included in pupil's annual report. Parents who do not wish their child to receive homework should inform the school in writing.

Assessment and Reporting

As children develop at differing speeds and levels of ability teachers make judgements based on written and oral work on a day-to-day basis, the child's progress being checked against his/her previous work and not against that of other children. In this way progress can be monitored and action taken immediately to encourage the child to achieve success. Standard reports are made to parents around May; arrangements are then made for parents to visit the school to discuss it. During the school session teachers may, after consultation with the Head Teacher, invite parents into the school for discussion on particular difficulties that individual pupils may be experiencing. Each teacher maintains an individual record of his/her own pupils' progress; these records form the basis of the parental interview.



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.

Additional Support Needs

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

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice" and "GIRFEC (Getting It Right for Every Child)", a copies of which are 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 education authority's staged intervention pathway is Universal, Additional, Intensive. This pathway is available on our website.

It is no disgrace for children to experience difficulties as often the problems can be solved quickly by our experienced staff. Obviously individual difficulties are diagnosed at as early a stage as possible. Every method of resolving the pupil's difficulty is attempted by encouragement and reassurance; children may receive tuition in a small group within the classroom, from another teacher out with the classroom or receive individual instruction from the class teacher.

In the case of a child with more serious learning difficulties or experiencing behavioural problems we may refer him/her to the Psychological Services but only after receiving permission from the parents concerned. If support is required on a multi-agency basis, then a C.S.P. (co-ordinated support plan) may be drawn up. Again, parental input is vital. **Support is also available for pupils who have English as their second language.** There is also a Phonological Unit within the school for children with phonological disorders. There is an admissions procedure for the Unit.

Care Experienced Children i.e. Children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. The Head Teacher will make any relevant arrangements within the school for Care Experienced Children.

Parents and pupils are an essential part of the assessment; planning and review processes and your views will be actively sought. Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan. They can also request an assessment at any time.

Getting it Right for Me Plans

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

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

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

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

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

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

CSP's

Some children may require significant support from education and at least one other agency, such as health, social work, 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 and are very much part of the process. A CSP may be initiated by the school or another agency. Parents will receive letters from the Education Authority throughout the process of producing a CSP. Parents 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/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve and independent of the Education Authority.

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

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

Improvement Plan

2023-24 Improvement Plan

Establishment Priority 1:	To develop our use of play pedagogy across the school.
Establishment Priority 2:	To eliminating exclusions and challenge and reduce violence, especially domestic violence, in our community.
Establishment Priority 3:	To update our curriculum rationale to reflect and develop our curriculum post Covid.
Cluster Priority:	To improve attendance across the cluster with a specific focus on a targeted group of pupils with attendance below 85% by building pupil and parent/carer resilience through wellbeing programmes and increased parental engagement including family learning.

Education, Youth & Communities Priorities

Priority 1: Improvement in attainment, particularly literacy and numeracy

Improvement Actions

- Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
- Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
- Raising attainment in Literacy and Numeracy
- Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

Priority 2: Closing the attainment gap between the most and least disadvantaged children

Improvement Actions

- Effective analysis of data to identify the poverty related attainment gap
- Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
- Effective use of the Pupil Equity Fund to support targeted young people
- Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

Priority 3: Improvement in children and young people's health and wellbeing

Improvement Actions

- Developing nurturing interventions and parental engagement to meet children and young people's individual needs
- Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
- Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
- Ensure transition enhances children and young people's well-being and raises attainment

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Actions

- Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
- Develop an effective approach to careers education which supports children and young people into sustained positive destinations
- Improve the creativity and employability skills of our children and young people
- Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

Homework Policy

Rationale

It is recognised that homework is an important ingredient in the educational experiences provided for our pupils. Children's learning does not begin and end at the school gates. It is widely accepted that continuous learning takes place out with the school therefore the teaching staff would wish to assist parents in supporting this learning in their homes and their community.

It is of some importance that the homework presented to pupils reflects each dimension of the school curriculum and that the parental partnership is enhanced by the process of sharing in the tasks. Unlike "traditional" homework, which the child alone completes to be corrected by the teacher, this work on many occasions should be designed by the teacher to be shared by the child and the parent.

Aims

Homework will be digital this term and will be set via Teams which can be accessed via the pupils Glow account. Homework must have a sound purpose; the teacher, the child and the parents should be clear on what it is expected will be achieved by the homework set. Through this policy and its implementation, it is expected that;

- teachers will regularly set and respond to homework that reflects all curricular areas
- pupils complete and respond to set homework tasks accepting homework as normal practice
- parents expect that pupils receive regular homework and collaborate as/when required.

Examples of Homework

As has already been stated homework must reflect the whole curriculum, in addition to setting of language and maths as appropriate our approach should develop pupils' abilities and interests. There are many opportunities to present and gather relevant information on a topic and so interest and involve the parents in their children's learning. For example, at the Early Stages children could be encouraged to bring in items for display; by Pr 4 - 5 they could be encouraged to visit the public library with a parent to find an appropriate book or tape for class topic; Pr 6-7 could be set specific tasks such as producing an oral presentation for class outlining their research on a chosen subject.

GLOW – All classes now regularly have homework put on GLOW for completion at home. A lunchtime homework club is being introduced and can be attended by pupils who do not have internet access at home.

Spirit, Social, Moral and Cultural Values



The religious education curriculum in all Catholic schools is determined by the church authorities. This is Our Faith Religious programme is established throughout the school from Pr 1 to Pr 7. This scheme covers the whole range of religious instruction, which we regard as necessary for the pupils. In this area of the curriculum, the teachers are supported by regular visits and assistance from the clergy of St. James' Church. The R.E. programme provides the opportunity for celebration, prayer and reflection in implicit and explicit ways. Preparation for the sacraments of Reconciliation, First Communion and Confirmation is effectively implemented at the appropriate stages in the child's development. Moral and Sex education is taught at all stages. Parents are notified when this will happen. 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 such pupils will not be placed at any disadvantage with respect to secular instruction. Parents can exercise this right on consultation with the Head Teacher. However, it is manifest from the history of denominational education in Scotland and particularly from the continuing guarantees given at the time of the passing of Education (Scotland) Act 1913 that such religious instruction and observance form part of the religious tradition and ethics in Catholic schools, and play an important part in the education provided in this school.

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

Visits to Strathclyde Country Park for outdoor activities is offered to Pr 7 each year. Out of hours learning includes football, netball, art, enterprise, ICT, cooking class, choir and many other sports activities. Parents can offer excellent support in a variety of similar activities after school. Any offers of assistance would be greatly appreciated. Please contact Mr. Forbes, Head Teacher if you feel you can help.

Freedom of Information

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

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

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

Who are we?

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

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

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

Legal basis for using your information

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

Your personal information

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us

with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

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

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

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

How will we use this information?

Your personal information will be used:

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

Who do we share information with?

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

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

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

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

How long do we keep your information for?

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

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

Transferring Educational Data about Pupils

Education authorities and the Scottish Government

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

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

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

Why do we need your data?

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

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

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

Your GDPR rights

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

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

Further details are available on:

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

Any Concerns

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

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

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

Want more information?

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

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: Mr C Forbes – Telephone Number: 01236 632134.

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: Mr C Forbes – Telephone Number: 01236 632134.

School Discipline

In St. Timothy's we wish to create and maintain a pleasant working atmosphere. The relationship between pupils and teacher, is similar to that between a child and his/her own parent, requiring reciprocal respect and consideration. Unlike the home, there are approximately 421 pupils in St. Timothy's, and as such, rules for safety and protection are paramount.

There are inherent safety problems in a two-storey building. To facilitate safety and the smooth running of the school, rules must be clearly defined and understood by staff, pupils and parents.

Discipline is the responsibility of teachers, pupils, and parents and therefore we should have a defined role for each.

Expectations of Staff

1. Every member of staff must follow the discipline policy as agreed.
2. Each teacher is responsible for maintaining a pleasant working atmosphere in the classroom - firm but fair.
3. Discipline is primarily the responsibility of the class teacher.
4. Teachers must inform the pupils of her/his expectations.
5. Whole school discipline is the responsibility of each and every member of staff.
6. Staff have responsibilities out with the classroom i.e. line supervision throughout the school.
7. Teacher's duty to reprimand any badly behaved pupil.
8. Every member of staff to be treated with respect i.e. janitor, dining staff, office staff, cleaners and all visitors.
9. Good behaviour to be rewarded. Teachers to devise own method/system.
10. Monitor pupil behaviour i.e. discipline book and/or pupil punishment record sheet.

Expectations of Pupils

1. Good manners and courtesy expected.
2. Pupils should respond to the directives of any member of staff, teaching and ancillary.
3. Obedience.
4. Respect for - one another
 all members of staff
 any visitor
5. Orderly acceptable movement around the school.
6. Pupils are expected to be punctual.

Expectations of Parents

1. Parents are expected to co-operate and support the school.
2. Assure children's punctuality.
3. Assist in discipline procedures i.e. sign reflection sheets



Anti-Bullying

Bullying is an intricate and widespread problem throughout society and St. Timothy's is no exception. All staff have a duty to stop any bullying or possible bullying they may see. A climate must exist within the school where pupils feel safe to report any instances of bullying they come across. They must be reassured that they are doing the right thing in reporting any incidence of bullying. All staff in St. Timothy's is committed to combating all bullying behaviour. NLC's Promoting Positive Relationships: Respect for All: Anti Bullying Policy (May 2019) can also be referenced if required.

What is Bullying

Bullying in Primary schools is not always physical but is more usually verbal, social or emotional. It can manifest itself in a variety of ways e.g.

- name calling
- ignoring/isolating
- talking about
- pushing
- kicking

All bullying is serious, especially to the victim, and the school will not treat any alleged and/or reported incidences lightly.

Parents, School and Pupils should work together in trying to stamp out bullying

Our aim is to minimise occurrences of bullying by;

- developing awareness among pupils and parents that bullying is unacceptable.
- working in partnership with parents to minimise bullying
- encouraging a climate of openness and a listening culture
- developing a range of strategies to deal with bullying
- creating a sense of shared responsibility among pupils.

What to do if you are being bullied

Stay calm

Stay with friends

Report incidence of bullying to an adult e.g. class teacher, member of office staff, Depute Head Teacher, Head Teacher.

Report incidence of bullying to parent/guardian.

Don't hit back

What to do if you suspect your child is being bullied

Parents, staff and pupils must be fully aware that bullying is unacceptable at school. Parents and pupils must be made aware of the fact that the school will not condone any form of violence and so parents should not encourage their child to hit back in the face of bullying. Indeed retaliation [physical or verbal] will often:

- Lead to worsening of the original situation
- Make it more difficult to determine who is at fault
- Encourage violence
- Lead to someone being hurt

If the incident has happened in school and has been reported to the school Parents should give the school sufficient time to deal with the matter - bullying can be complex and difficult to solve.

What the school will do

Where an incidence of bullying has been reported by a pupil or adult, a member of the Senior Management Team will investigate what exactly has happened, and who was involved. If bullying is found to have happened, then the bully will be dealt with by the Management Team accordingly.

Sanctions will be carried out against the perpetrator where deemed necessary. These may vary according to;

- The age of the pupil concerned,
- The nature of the incident,
- Whether it is a repeat incident or a first offence.

Sanctions may take the form of counselling, punishment exercise or withdrawal of privileges.

Parents of pupils found to be being bullied will be informed of any major incidents of bullying.

Parents of pupil[s] doing the bullying will be asked to come to the school for a parental interview with a member of the Senior Management Team.

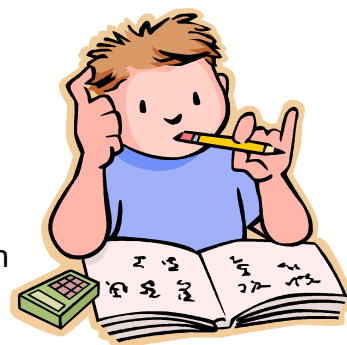
Follow up interviews will take place [formally and/or informally] to ensure that there are no further episodes

Home and School Links

Parents are encouraged to visit the school when an emergency has arisen, or a situation may be developing which could affect the welfare of the child. Parents are welcome at any time to discuss progress or lack of it. Where there is no pressing need for a visit the Head Teacher would be pleased if an appointment could be arranged by telephoning the school.



Parental Interviews are arranged during the school year to allow parents to visit the school and discuss with teachers their child's development. Special Meetings are held for parents of First Communicants and children being Confirmed. Homework is an important link between parents and school. Teachers often set homework which children are expected to carry out. In the Early Stages time spent should be limited to 10 mins. As the child's span of concentration increases homework in Pr 7 may take up to 30 mins.



Attendance at School

Section 30 of the 1980 Education Act places a duty on every parent/carer 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, you will be asked to provide contact details including at least one emergency contact number. You are required to inform the school if these contact details change during the course of the school year.

Please inform the school if your child 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. In the interests of child safety, the police will be contacted if all attempts to locate your child have been exhausted.

Please inform the school by letter or telephone if your child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.

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. Please inform the school by letter of the dates before going on holiday.

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

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

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

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

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

Extended leave with parental consent

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

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

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

Exceptional Domestic Circumstances

You 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/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

Procedures for Non-Attendance at St. Timothy's Nursery:

Parents/guardians should notify the nursery as early as possible on the first day of a child's absence and should indicate if possible the expected length of absence. If no contact is made the following procedure will be implemented.

Nursery should telephone parent/guardian on 3rd day of absence.

Absence letter sent to parent/guardian on 5th day of absence

Absence letter, recorded delivery 10th day of absence

Absence letter, final sent on 15th day of absence

If no contact is made with the nursery, thereafter the place could be withdrawn and reallocated if necessary after the 20th day of absence.

- (a) Family Holidays During Term Time
- Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday.
- Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:
- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.
- A family holiday classified under the 'authorised absence' category will not include such reasons as:
- The availability of cheap holidays
 - The availability of desired accommodation
 - Poor weather experience during school holidays
 - Holidays which overlap the beginning or end of term
 - Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)
- Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.
- (b) Extended Leave With Parental
- 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:

Consent

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

(c) Exceptional Domestic Circumstances

Parents 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 attendance officer 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 hearings, if necessary. (See section 23 about parent council involvement).

Attendance and Absence Data

Attendance and absence information for pupils in the school.

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.

The data for North Lanarkshire and Scotland include all education authority and grant - aided primary schools but excludes all special schools.

School/Community Links

As the school and children are an integral part of the local community, children and teachers are encouraged to develop relationships with various groups e.g. Senior Citizens Club, Church's Gala Day, Committees, local shops etc. Many curricular activities take place out with the school building involving visits to places of local interest e.g. Drumpellier Country Park; Heritage Park, Summerlee.

Clothing and Uniform

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

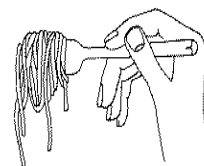
valuable items and unnecessarily expensive items of clothing, jewellery, etc., are not brought to school. Parents/carers should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

SCHOOL MEALS

Meals are provided each day at lunchtime in the dining room. Money for meals can be added to the pupil account via iPayimpact:

<https://myaccount.signin.mygovscot.org/CASServer/login?service=https%3A%2F%2Fmyaccount.signin.mygovscot.org%2Fidp%2FAuthn%2FRemoteUser&RelyingPartyId=https://www.ipayimpact.co.uk/IPI/&LACode=CRBS>

Snacks and drinks can also be bought in the dining room at lunchtime.



Children who require a special diet should have this fact made known to the school office together with relevant details, in order that proper care can be taken in food preparation.

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 the 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 service.

Other:

If dining supervision arrangements alter at different stages this should be outlined.

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

Information and application forms for free school meals can be downloaded from the council website www.northlan.gov.uk

Arrangements for those bringing packed lunches should also be included.

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.

Information and application forms for clothing grants may be downloaded from the council website www.northlan.gov.uk

From 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), are 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

Arrangements for nursery snacks should also be included.



Packed Lunches

Children who take packed lunches are accommodated in the dining hall. The children are encouraged to be responsible for tidying up when they are finished.

Nursery Snacks

A healthy snack is provided for each child daily. This usually consists of a variety of fruits, breads and toppings or cereals. Parents are asked to let staff know if their child is on a special diet or any allergies your child may have developed since completing the enrolment form. We encourage all children to participate in snack time thus fostering independence and developing social and independence skills.

Children of parents receiving Income Support, Job Seekers Allowance (income based), 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 and Municipal Buildings, Coatbridge.

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), housing benefit, council tax rebate.

Only those children who receive a free school meal are entitled to free milk. Milk however may be available for purchase in the school during the lunch period.

Transport

General



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

Parents/carers who consider they are eligible can apply on the Council website. Applications should be submitted by 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/carers responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's/carers responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

Placing Requests

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

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

Medical Healthcare

The medical examination of children is undertaken during each child's school life, normally in the first year of primary schooling, and then at ages 10/11 years and 13/14 years, by staff of Lanarkshire Health Board. Parents may refer their child at other times to the Clinical Medical Officer for examination and advice. 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. Parents' permission will be sought to allow these procedures to occur. Secondary school pupils receive examination and treatment at the local community dental clinic on request.

Emergency Contacts

Please let us have an emergency contact phone number in case of Accident/Illness during school hours and advise us of any change in such emergency contact. In the event of an accident or sudden illness the parent is contacted immediately and failing this the emergency contact. Should neither be available the Head Teacher has the authority to send the child to his/her own doctor where possible, or, as a last resort to Monklands Hospital. The child will travel by taxi and will be accompanied by a teacher or school auxiliary who will stay with the child until the parents arrive. **NO CHILD WILL BE ALLOWED TO LEAVE DURING THE SCHOOL DAY UNLESS A PARENT OR ADULT NOMINATED BY THE PARENTS, CALLS TO COLLECT THE CHILD.**

NOTE: It is essential that the School Authorities be advised of any particular medical problems, which may affect a pupil's attendance, involvement in physical education activities or performance in normal class. If parents wish any special arrangements to be made if a child has to be taken home, please advise the school. 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, 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 now 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 you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the NLC website and twitter.

The Parent Forum

As a parent/carer 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/carers 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 Parent Council as agreed by the parent forum is
 - 3 parent members, 1 staff member, 1 co-opted member, 1 church representative. Mr Forbes, Head Teacher, will be the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

- (a) supporting the work of the school;
- (b) representing the views of parents;
- (c) consulting with parents and reporting back to the Parent Forum on matters of interest;
- (d) promoting contact between the school, parents, pupils, providers of nursery education and the wider community;
- (e) fundraising;

- (f) taking part in the selection of senior promoted staff;
- (g) receiving reports from the head teacher and education authority; and
- (h) receiving an annual budget for administration, training and other expenses.
- (i) Improving home school partnership and facilitating parental involvement.

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

P.T.A.

The P.T.A was established at St. Timothy's Primary October 2006. The current members are listed below:

Chairperson	Siobhan Cunning
Secretary	Lee Anne Gilroy
Treasurer	Christina Bennett
Signatory	Siobhan Cunning
Signatory	Lee Anne Gilroy
Signatory	Christina Bennett
Parent Member	Charlene Spence
Parent Member	Kirsty Allen
Parent Member	Lisa-Marie Docherty
Teacher	N Smith
Head Teacher	C Forbes

Supervision in Non-Class Times

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

Our procedure for our LCSC children arriving at school and leaving school are on our school website.

Wet Interval

Internal arrangements are made during inclement weather using senior staff, the janitor and support staff. Older children also offer assistance although an adult is always close at hand.

Wet lunch times can present special difficulties. It would be extremely helpful if those children who go home for lunch came back as near to 1.20 p.m. as possible.

Placing Requests

You have the right to make a placing request for your child to be educated in a school other than the local school.

In December each year, the authority will advertise its arrangements for placing requests.

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

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

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

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

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

Gaelic Provision

Opportunities are available at Tollbrae Nursery Class and Condorrat Primary School.

Transfer from Primary to Secondary

Pupils normally transfer between the ages of 11 1/2 and 12 1/2 so that they will have the opportunity to complete at least four years of Secondary Education.

Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils from this school normally transfer to

ST ANDREW'S HIGH SCHOOL

Old Monkland Road

Coatbridge.

(TEL. 632163)

There are provisions whereby a child, at the request of his /her parents, may attend at a school of their choice. Such a request is granted subject to certain commitments on the part of the parents.

Addresses

<p>Gerard McLaughlin Head of Education North</p> <p>Civic Centre Council Headquarters Windmillhill Street Motherwell, North Lanarkshire ML1 1AB (Tel. 01698 403200)</p>	<p>Lorraine McBride Education & Families Manager (EFM)</p> <p>Civic Centre Council Headquarters Windmillhill Street Motherwell, North Lanarkshire ML1 1AB (Tel. 01698 403200)</p>
<p>Des Murray Chief Executive</p> <p>Civic Centre Council Headquarters Windmillhill Street Motherwell, North Lanarkshire ML1 1AB (Tel. 01698 403200)</p>	<p>Psychological Services</p> <p>Queen Victoria Street Airdrie ML6 0DL</p>
<p>Local Councillors</p> <p>G Woods / F MacGregor / T Castles T Carragher</p> <p>Civic Centre Council Headquarters Windmillhill Street Motherwell, North Lanarkshire ML1 1AB (Tel. 01698 403200)</p>	<p>Out of School Care</p> <p>Lanarkshire Child Care Services (01236 437662)</p> <p>Our Zone (Tel. 01236 638499)</p>

Qualifying Statement

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

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

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

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

Contacts in relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from the school management team in the first instance.

You can also get more help and advice from:

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

0845 123 2303

infor@enquire.org.uk

www.enquire.org.uk for parents and practitioners

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

Resolve 0131 313 8844

(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh

EH3 6BB

enquiry@siaa.org.uk

www.siaa.org.yk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotand

Glasgow Tribunals Centre

80 York Street

Glasgow

G2 8GT

Helpline : 0141 302 5860

Fax: 0141 242 0141

Email: ASNTSInquiries@scotland.gsi.gov.uk

NHS Lanarkshire

Coatbridge

Coatbridge Health Centre
1 Centre Park Court
Coatbridge
ML5 3AP
01236 432200

Airdrie
Health Centre 01236 772200

Bellshill
Bellshill Health Centre 01698 575700

Cumbernauld
Kildrum Health Centre 01236 721354

Cumbernauld
Condorrat Health Centre 01236 723383

Kilsyth
Kilsyth Health Centre 01236 801677

Motherwell
Motherwell Health Centre 01698 242610

Wishaw
Wishaw Health Centre 01698 355511

Social Work

Coatbridge

Municipal Buildings
Kildonan Street
Coatbridge
ML5 3BT 01236 622100

Airdrie
Coats House
Gartlea Road
Airdrie
ML6 9JA 01236 757000

Bellshill
303 Main Street
Bellshill
ML4 1AW 01698 346666
Cumbernauld/Chryston

Bron Chambers
 Bron Way
 North Carbrain Road
 Cumbernauld
 G67 1DZ 01236 638700

Motherwell
 Scott House
 73/77 Merry Street
 Motherwell
 ML1 1JE 01698 332100

Wishaw/Shotts
 Scott House
 73/77 Merry Street
 Motherwell
 ML1 1JE 01698 348200

Glossary of Specialist Terms

CSP	Co-ordinated Support Plan
GIRFMe Plan	Getting It Right for Me Plan
ASNA	Additional Support Needs Assistant
C.A.	Classroom Assistant
GIRFEC	Getting it Right for Every Child
ASD	Autistic Spectrum Disorder
CfE	Curriculum for Excellence
SLT	Speech and Language Therapist
HWB	Health and Wellbeing
CP	Child Protection
PLC	Pupil Learning Community
BTC	Building the Curriculum
SHANARRI	All children should be; S afe H ealthy A chieving N urtured A ctive R espected R esponsible I ncluded
LTS	Learning and Teaching Scotland
NLC	North Lanarkshire Council
DHT	Depute Head Teacher
HT	Head Teacher
EFM	Education & Families Manager