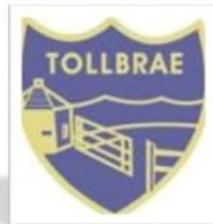
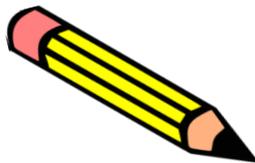


Tollbrae Primary School



Respect, Achievement, Enjoyment

<https://twitter.com/tollbraeps>



School Handbook January 2026



Contents

	Page
Head Teacher's Introduction	3
School Information	4
Community Facilities	4
School and Nursery Class Hours	4
School and Nursery Class Staff	5
School Calendar	6
Arrangements for Enrolment	7
Induction Programme for Primary One Pupils	7
Placing Requests	7
Curriculum For Excellence	8
Homework	12
Assessment and Reporting	12
Extra Curricular Activities (including residential)	13
Additional Support Needs	13
Spiritual, Social, Moral and Cultural Values	16
Equal Opportunities and Social Justice	16
Aspirational Vision and Values	16
School Improvement Priorities	17
Home School Community Links	17
Pupil Voice	17
School Discipline	18
Antibullying	18
Parent Helpers	19
Child Protection	19
School Attendance	19
School Meals Service	20
Clothing and Uniform	22
Transport	23
Information in Emergencies	23
Medical and Health Care	23
Security Policy and Procedures	24
Supervisions of Playgrounds	25
Tollbrae Parent Forum	25
Tollbrae Parent Council	25
Transfer from Primary to Secondary School	26
Data Protection Act	26
Complaints	31
Important Names and Addresses	32

Head Teacher's Welcome

Welcome to Tollbrae Primary School and Nursery Class/Sgoil Àraich Tollbrae,

At Tollbrae Primary School, we believe that learning should be relevant, purposeful and enjoyable. We work together to equip each child with the skills that they need for learning, life and work in an ever changing world. We aim to develop confident individuals, who have high expectations and are proud of their achievements

We are committed to *Getting It Right for Every Child*. Through working with parents and partners, we aim to meet the needs of all pupils in a safe, supportive and inclusive environment.

Within our school, we value **RESPECT, ACHIEVEMENT AND ENJOYMENT** and these three things underpin all that we do. Every child deserves respect, to have success and be happy in school. Together we can achieve this and help our children to meet new challenges with confidence and enthusiasm.

Thank you for taking to time to read our school handbook. If you have any comments or questions, please don't hesitate to contact the school.

Best wishes,

Mrs Clare Welsh

Head Teacher

Tollbrae Primary School



Respect, Achievement, Enjoyment

School Information

Denominational Status	Non-Denominational
Address	South Biggar Road, Airdrie
Telephone Number	01236 794886
Head Teacher Email	enquiries-at-tollbrae@northlan.org.uk
Website Address	www.tollbrae.n-lanark.sch.uk
Present Roll	256
Planning Capacity	386
Current Working Capacity	326
Stages	P1-7

New joint campus with St Edward's Primary School and Nursery Class

In June 2019, we moved into our new joint campus building with St Edward's Primary School and Nursery Class. Tollbrae Primary School will continue to provide Nursery places for 3 - 5 years olds in both English and Gaelic medium.

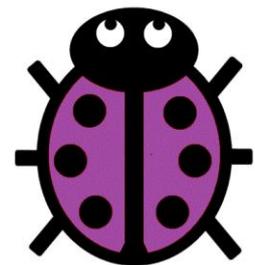
Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Primary 1	19	Primary 2	33	Primary 3	30
Primary 4	48	Primary 5	40	Primary 6	50
Primary 7	37				

To book a community let, please contact Culture NL Limited, 01236 632778 or email, school & facilitybookings@culturenl.co.uk

School and Nursery Class Hours 2026/2027

Breakfast Club	8.15 am - 8.45 am
Morning Session	9.00 am - 12.15pm
Interval	10.30am -10.45am
Afternoon Session	1.00 pm. - 3.00pm
Nursery Class Hours	8.45 am - 2.45 pm
	11.15 am - 11.45 am



Sgoil Àraich Tollbrae

School and Nursery Class Staff 2026-2027

Head Teacher

Mrs Clare Welsh

Depute Head Teacher

Mrs Elspeth Mosher

Principal Teacher

Mr Steven Lamb



Primary 1	Base 2	Mrs Joanna Lander
Primary 2	Base 3	Ms Louise Shek
Primary 2/3	Base 4	Mrs Ann Harries
Primary 3/4	Base 6	Miss Karolina Choluj
Primary 4	Base 7	Miss Shona Smith/Mrs Deborah Murphy
Primary 4/5	Base 8	Mr Dylan Kerr
Primary 5/6	Base 9	Mrs Raquel Anguita
Primary 6	Base 10	Miss Leanne Tamburrini
Primary 6/7	Base 11	Mrs Linda Gibson/Mrs Stefanie Cowan
Primary 7	Base 12	Mr Craig Bissett
NCCT		Miss Sally Rawlinson
NCCT		Miss Heather Fraser

Total number of teaching staff - **15.06fte**

Nursery Class Staff	Mrs Deborah Aitchison, Mrs Donna Hughes (Lead Early Years Practitioner) Miss Emma Campbell (Early Learning Practitioner) Mrs Lorna Craig (Early Learning Practitioner) Mrs June Orr (Early Learning Practitioner) Miss Abbie McSeveney (Early Learning Practitioner)
Early Years Support Workers	Sarah Travers, Eilidh Clelland, Katie Hammond
ASN Assistants	Ms Myra Campbell, Mrs Tracy Dawson, Mrs Caroline Morris, Mrs Margaret Ewen
Music Instruction	Mr Kevin Flynn (Woodwind) Mrs Sarah McQueen (Kodaly)
Clerical/Admin Staff	Mrs Vicky Lowe (Senior Clerical Assistant) Mrs Heather Johnston (Senior Clerical Assistant) Mrs Lydia Macfarlane, Miss Sara Cameron
Janitor	Mr William Sloan

School Calendar 2026 – 2027

August 2026

Monday 10 August 2026 (Return date for teachers & In-Service Day)

Tuesday 11 August 2026 (In-Service Day)

Wednesday 12 August 2026 (Return date for pupils)

September 2026

Friday 25 September and Monday 28 September 2026 (September weekend)

October 2026

Monday 12 to Friday 16 October 2026 (October Week)

November 2026

Monday 16 November 2026 (In-Service Day)

December 2026 – January 2027

Schools close at 2.30pm on Friday 18 December 2026

Monday 21 December 2026 – Monday 4 January 2027 (inclusive) (Christmas holidays) Schools return on Tuesday 5 January 2027

February 2027

Monday 15 February and Tuesday 16 February 2027 (Mid-term break)

Wednesday 17 February 2027 (In-service day)

March 2027

Friday 26 March (Good Friday)

Monday 29 March (Easter Monday)

April 2027

Friday 2 April (Schools close at 2.30pm)

Monday 5 April – Friday 16 April 2027 (Spring break)

Schools return on Monday 19 April 2027

May 2027

Monday 3 May 2027 (May Public Holiday)

Thursday 6 May 2027 (In-service day – Scottish Government Elections)

Friday 28 May 2027 and Monday 31 May 2027 (May Weekend)

June 2027

Schools close at 1pm on Friday 25 June 2027

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 North Lanarkshire Council's website www.northlan.gov.uk

Arrangements for Enrolment

This takes place in January of each year for those children who are due to start formal primary education in the following August.

The dates and times for enrolment are given in the local press each year. The school also tries to ensure that the community gets to know through local communications.

Enrolment at other times of the year to any stage in the school can take place by contacting the Head Teacher who will provide the necessary information.

Parents are welcome to visit the school prior to enrolment, please contact the Head Teacher.

Induction Programme for Primary One Pupils

There is a comprehensive induction programme for Primary One pupils.

After enrolment, children are invited to visit the Primary One classrooms to try out some of the activities they will meet on starting school. They have the opportunity to experience a playtime and parents and children are invited to join us for lunch. Parents are also invited to meet the staff and learn more about the school, our routines and our curriculum.



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 into 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 transschool 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.

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 end of P7
- Third and fourth level 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 covers years S1 to S3. and may be subdivided further into individual subjects.

The 8 curricular areas are:

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

The Senior Phase

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

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

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

How will my child's learning be assessed?

- National 4 and 5 qualifications were introduced in 2013/2014.
- 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 nursery/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.

Health and Well Being (Including Physical Education)

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. In Tollbrae we work with partners in order to take an holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context. We fully implement all aspects of Health and Wellbeing including themes relating to substance misuse, relationships, sexual health and parenthood. A copy of the health and wellbeing programme is available on request.



The school has recently developed a community room. This multipurpose room is used for focus on food activities, circle time, nurturing activities and a place for relaxation and meditation.

The school is working towards UNICEF's Rights Respecting Schools Award. We value our rights respecting ethos and this is reflected through our school and classroom charters. Examples of this work can be found on our school website and blog.

All pupils participate in a planned programme of P.E. and Sports development. At P5 and P7, children have the opportunity to take part in a residential excursion to an outward bounds centre. However, this is dependent on staff being able to give up their own time to take the children on overnight trips. We work closely with our Active School's Coordinator to provide a variety of extra curricular clubs and to participate in a range of sporting events, such as; Football and Netball Festivals, Cross Country and Athletics. Children at P5 visit John Smith Pool in Airdrie for a block of swimming lessons.

Language (and Literacy)

One of the greatest gifts we can give a child is the ability to read. We believe that reading should be an enjoyable activity, and our approach to reading is based on this.

In the very early stages, children develop the ability to hear and articulate the sounds in words. As they progress, learning focuses on the relationship between sounds and letters, developing their ability to read frequently used words and using their experience and prior knowledge to gain meaning from the text.

For beginning readers, we use texts from a variety of reading schemes which have been colour banded according to level of challenge. As children progress, they move from skinny novels to longer novel studies. Children experience poetry, playscripts and non-fiction texts throughout all stages. We aim to develop a love of reading and therefore encourage our pupils to take books home and share them with you.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation.

We use the North Lanarkshire Writing Pack which encourages a whole school approach to the teaching of writing, thus ensuring progression and continuity throughout the stages. At each stage, children meet a range of genres, including; narrative, instructional and persuasive. They have opportunities to apply this knowledge in other curriculum areas and in writing for a real purpose, e.g. letters, posters, contributing to website and blog.

Listening and Talking skills are developed in all language activities and through other curriculum areas. Further opportunities to practice talking and listening are provided in the early years through purposeful play activities and at the later stages through debates, presentations and public speaking.

Modern Languages - French and Gaelic

We have a programme to teach French across the school. In P5, children have exposure to Gaelic and share their learning with the children in Sgoil Àraich Tollbrae. We have also introduced Spanish in line with the National 1+2 languages agenda.

Mathematics (numeracy)

In our Maths and Numeracy programme, children study the basic number skills of addition, subtraction, multiplication and division as well as developing problem solving and practical skills, such as measuring and weighing. Calculator work, information handling and the use of databases develop the skills necessary for learning, life and work. Teachers use a variety of published resources and text books, ICT programmes and active tasks to engage and meet the differing needs of our learners. Children are also encouraged to apply their maths and numeracy skills across the curriculum.

A range of resources are used to teach children mathematics e.g. Heinemann Active Maths, Primary Maths in Action, TeeJay Mathematics. All children will have experience in the following areas of Mathematics:

- Number, Money and Measurement
- Shape, Position and Movement
- Information Handling
- Problem Solving and Enquiry



Sciences

At Early Level, children explore a variety of science concepts through interdisciplinary learning themes and purposeful play activities. At all other stages, there is a planned programme of science themes which will encourage pupils to develop a curiosity and understanding of their environment and their place in the living, material and physical world.

Through our science curriculum, children develop and practice a range of investigation skills, such as; predicting, testing, experimenting, presenting and interpreting data and drawing conclusions.

Technologies (Including ICT)

All classes, including the nursery, use our ICT Suite to develop and apply computing skills. The school has a range of Computer hardware, including Apple iBooks, laptops, PCs and iPads. There are Interactive Smart Boards and internet access in all classrooms and playroom and we have additional computers in our learning resource room for support and challenge and small group tasks. We have a well resourced Cooking Classroom which is used by all classes to deliver our Focus on Food programme and to prepare food associated to class themes and special occasions.



Social Studies

Through the Social Studies programme, our pupils will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. Children learn about local, Scottish and World history and study our local area, other parts of Scotland and the wider world.

Educational visits are often arranged to places such as Summerlee, Motherwell Heritage Centre or other local places of interest to support our social studies programme. In addition children explore

North Lanarkshire Council, the Scottish Government and the European Parliament, as they develop as citizens of Scotland and the wider world.

Expressive Arts (Drama, Art and Design, Music and Dance)

Planned programmes and interdisciplinary learning experiences encourage our children's expressive and creative development. Theatre visits, class assemblies, participation in performances and celebrations, further enhance this area. Children in P5, 6 and 7 have the opportunity to receive music tuition from visiting instructors and all P5 pupils have Kodaly training.



Religious and Moral Education

Our RME programme gives opportunities for children to reflect on their own values and develop respect for beliefs and practices that are different from their own. Children look in detail at three main religions: Christianity, Islam and Judaism. Themes such as Anti-Racism, Anti-Sectarianism and Anti-Semitism are also explored. We create opportunities for children to experience aspects of festivals and celebrations (e.g. music, customs and food) and to visit a variety of places of worship.

Homework

Although homework is not compulsory in Scottish schools, we value and encourage parents' active involvement in their child's learning. Homework tasks are designed to involve closer partnership between home and school. Types of homework might include:

- Reading (class reading book, Home Reader)
- Language and Maths (Number, Reading/Spelling activities)
- Project Work (reading, researching, writing, designing, making within the class theme)

Parents know their child well and they should be aware of how long he/she can spend on homework tasks. We recommend, however, that no more than 30 minutes should be spent on homework, particularly at the early stages. If homework presents a problem, it is important that the class teacher gets to know. Please do not hesitate to contact the school if this proves to be the case.

Assessment and Reporting

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff. In turn, teachers and staff work with pupils to reflect their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgements on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

Methods of assessment include:

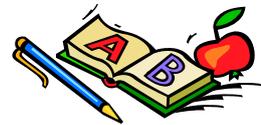
- Teacher observation
- Written and oral tests
- Practical assessment

We encourage children to self-assess their own work and to discuss their learning, progress and next steps. Children also have opportunities to peer assess.

Throughout the year, there are regular opportunities for parents to find out about children's learning, progress and achievements:

Meet My Teacher evening
Parent/Teacher Consultation
Share My Learning evening
Written Progress Report

September
November and June
February
March



Parents are encouraged to visit the school if they have concerns about any aspect of their child's education.

Extra-curricular Activities

A range of extra curricular activities are offered to pupils in the school throughout the year. Every encouragement is given to pupils to participate in these activities which include sports and choir. All children have the opportunity to experience a variety of educational outings, usually with a curricular link, throughout each session.

Tollbrae Primary School is committed to offering this rich source of learning. However, there are times when the cost cannot be borne solely by the school. Voluntary contributions may be asked for to ensure that the activity takes place.

Additional Support Need

Tollbrae 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 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 term additional support needs refers to any child who, for whatever reason, requires additional support for learning. These support needs can arise from any factor which causes a barrier to learning. Children who require additional support for a variety of reasons may include those who:

- Have motor or sensory impairments
- Are experiencing bullying behaviour
- Are particularly able or talented
- Have experienced a bereavement
- Have a learning difficulty
- Are living with parents who are misusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register
- Are young carers.



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. Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required.

Implementation

Our school has clear procedures in place at class/playroom level to provide for the identification and support of individual pupil needs. The framework is as follows:

Stage One - Support Within the Class

Class teachers take responsibility for managing the progress of all children in their class and use their professional skills to adapt the pacing and content of the curriculum to meet the individual needs.

The teachers should:

- Identify, through assessment, any child who needs support.
- Plan for this through, personal learning planning, class/group learning plans, additional support plans.
- Implement plans in the classroom.
- Review and consider progress with all staff involved, child and parent at least annually.
- Through discussion and review of progress with all staff involved, child and parent identify next steps based on progress.
- When a teacher is concerned a request for assistance is to be completed and submitted to the Learning Support Co-ordinator.

Stage 2 - Support Within Education and Families

The Learning Support Co-ordinator will arrange for further consultation with the class teacher and an action plan will result if the child is identified as requiring support outwith the classroom but within Education and Families.

The Learning Support Co-ordinator will:

- Specify the support required e.g. small group support, referral to the school's Educational Psychologist, Sensory Support, Micro-Technology, English as an Additional Language teacher.
- If required, ensure that level of intervention is supported through the development of an additional support plan.
- Review and consider progress with all staff involved, child and parent usually termly, at least annually.
- Through discussion and review of progress with all staff involved, child and parent identify next steps based on progress.

Stage 3 - External Support - Multi-Agency

Some children may have more complex needs with greater implications for their education over time, and which require a greater degree of co-ordination because they involve a range of agencies beyond those within the school and Education and Families.

The Learning Support Co-ordinator will:

- Agree the support required from other services outwith such as Health and Social Work, and/or the voluntary sector.
- If required ensure that level of intervention is supported through the development of a co-ordinated support plan. In these circumstances the Learning Support Co-ordinator will meet with the Head Teacher and the Additional Support Needs Manager to discuss the matter and they would follow the guidelines in the Code of Practice: Supporting Children's Learning.
- Ensure that the plan is implemented.
- Review and consider progress with all staff involved, child and parent at least termly for an ASP and annually for a CSP.

- Through discussion and review of progress with all staff involved, child and parent identify next steps based on progress.

Mrs Elspeth Mosher, Depute Headteacher, is the Additional Support for Learning Co-ordinator. Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

Planning

Getting it Right for Me plans (GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought. Some children and young people may require significant support from Education and at least one other agency, such as health, social work, and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered.

A CSP may be initiated by the school or another agency. Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

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

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve and independent of the Education Authority. In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication (see contact details at the back of this handbook) can be made by parents/carers free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

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

Spiritual, Social, Moral and Cultural Values

Weekly Assemblies are held in school throughout the session, where the emphasis is on coming together and a sense of belonging. The development of children's moral, spiritual and cultural values is based on North Lanarkshire's guidelines on religious observance (1993). Parents/carers have the right to withdraw their children from Religious Observance by notifying the Head Teacher in writing. Alternative arrangements will be made where possible. 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.

Equal Opportunities and Social Justice

Equal opportunities are provided for all children irrespective of race, colour, gender or background. All children are actively encouraged to pursue all curricular activities, extra-curricular activities and any special interests they may have. All members of staff are responsible for implementing The Equal Opportunities for All and Race Equality Policy. 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 details the essential requirements of the Equality Act 2010 for schools. This can be accessed at <http://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

Aspirational Vision and Values

Our School Values are RESPECT, ACHIEVEMENT AND ENJOYMENT. We believe that learning should be relevant, purposeful and enjoyable. We work together to equip each child with the skills they need for learning, life and work in an ever changing world. We aim to develop confident individuals, who have high expectations and are proud of their achievements. We are committed to Getting It Right for Every Child. Working with parents and partners, we aim to meet the needs of all pupils in a safe, supportive and inclusive environment. At Tollbrae Primary School, we care about and care for each other, encouraging respectful relationships and actively promoting children's rights. We are committed to sustainability, equality and fairness, and believe that our school communities can make a difference to our world at a local, national and global level. We are proud of our school and work hard to make Tollbrae Primary School the best that it can be.

Improvement Priorities 2022/23

Cluster Priority:

To embed the empowering cluster models to support children, young people and their families to realise their potential.

Priority 1:

To increase attainment in Numeracy for targeted groups of children in P4 and P7.

Priority 2:

To increase pupil and parent engagement in learning and participation in school life.

Priority 3:

To evaluate and refresh our Curriculum Rationale and further develop our curriculum offer in line with this.

Nursery and Sgoil Àraich Priority:

To evaluate and further develop our tracking and reporting of children's learning and progress.

Home School Community Links

Close partnership is actively encouraged to ensure children benefit fully from the services on offer.

- Home/School Communication Diary
- Opening evenings and workshops
- Parent Council
- Induction Programme for Nursery and P1 intake
- Regular school newsletters, website and blog
- Harvest Celebration
- Class Assemblies
- School Performances

Pupil Voice

At Tollbrae Primary School, we recognise the importance of the pupil voice and ensuring children actively contribute to the decision making process. The school has an elected Sports Committee, Rights Respecting Schools Committee and Eco Committee. The groups meet regularly, representing all pupils by putting forward new ideas, suggestions and agreeing ways of solving problems. At all stages, children are encouraged to volunteer for roles of responsibility. These include; class monitors, buddies, C.H.U.M.S. (Children Helping Us to maintain Safety) and Junior Road Safety Officers. We encourage an enterprising 'can do' attitude in our pupils. All classes take part in at least one Enterprise initiative every year. These range from creating a display of knowledge, organising a school community event, setting up a profit making business or charity fundraising.

School Discipline

The relationship between pupils and teacher is similar to that between child and his or her own parents, requiring mutual trust and respect. The school's Promoting Positive Behaviour and Anti Bullying policy is actively promoted by all members of staff.

A broad outline of how the policy works is given below:

- At the beginning of the school year teachers form their Classroom Charter through discussion with the children. This will be sent home for parent/child discussion.
- Each charter has details of the rights and expectations placed on each member of our school community.
- A Home/School Communication Diary is used to inform parents of their child's behaviour and effort on a daily basis.
- Each day results in a new start for every child.

We use a Restorative Practice approach to support children in recognizing the affects of and repairing the harm caused as a result of unacceptable behaviour. Whole School and Class Awards, Privilege Time, P7 Passports and Termly Challenges are used to encourage effort, achievement, respectful behaviour and attendance at school. Although there are a wide variety of supportive strategies in place, there may be occasions where sanctions have to be applied, this can include suspension or exclusion from school.

Anti-bullying

'North Lanarkshire Council is committed to the belief that every child and young person has the right to grow up free from bullying. We want children and young people to live, learn, socialise and work in an inclusive community where differences between people are valued, people support one another and treat each other with respect, empathy and compassion.'

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

(NLC Anti-Bullying Strategy, Bullying: It's Never Acceptable 2012)

We continue to prevent and address bullying behaviour using the following strategies:

- Promoting a positive ethos and creating a climate of respect, responsibility and positive behaviour.
- Raising awareness of rights and responsibilities.
- Mental, emotional and social health and wellbeing programmes, e.g. Circle Time, Promoting Alternative Thinking Skills, Social Stories, Restorative Practices.
- Proactive information strategies and campaigns e.g. Show Racism the red card, anti-bullying week, anti-sectarianism strategy.
- Positive behaviour strategies within the classroom and wider school.
- Repairing relationships through restorative approaches.
- Increased playground supervision, peer support and Playground Buddies.
- Personal support and additional support for those involved.



Parent Helpers

The school is pleased to have the regular support and commitment of a group of parents who lend a hand with day-to-day activities. Any parent is welcome to help on a regular basis or as a helper on school excursions. The experience proves to be valuable for pupils, parents and staff. Parents wishing to become included in these types of activities have to undergo a PVG (formerly Disclosure Scotland) check. This is to safeguard pupils and parent helpers. Please contact the school if you wish to volunteer as a Parent Helper



Child Protection

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations. The Head Teacher is responsible for the school's actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Mrs Clare Welsh **Telephone No.** 01236 794886

Adult Protection

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

Adult Protection Co-ordinator is: Mrs Clare Welsh **Telephone No.** 01236 794886

School Attendance

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. If a pupil is absent for any reason, parents should contact the school office at the beginning of the day and give the child a note on his/her return to school, explaining the reason for the 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 but will always be recorded. 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 experienced during school holidays
 - Holidays which overlap the beginning or end of term
 - Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences). Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

Extended Leave with Parental Consent

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

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

Exceptional Domestic Circumstances

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

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

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.

School Meals Service

A Cashless Cafeteria system operates in the dining room. This offers the pupils a choice of a hot meal or snack, prepared and served on the premises, with additional choices of fresh fruit, home baking, fruit drinks and milk.

Free School Meals

Children of parents receiving Income Support or 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, Revenue & Benefits Support team, Dalziel Building, Ground Floor, Scott Street, Motherwell, ML1 1SH. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based).

Employment & Support Allowance (income related), universal credit, housing benefit, council tax rebate.

All P1 - P5 pupils are entitled to a free school meal.

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related) Universal Credit (income below £660 per month), housing benefit and council tax rebate.

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

Packed Lunches

Provision is also made for those pupils who wish to take packed lunches.

The Availability of Special Diets

Diets required as a result of a medical condition (a medically prescribed diet e.g. Coeliac disease, diabetes, PKU food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be assessed online through North Lanarkshire's website, by the school, the catering service or also in some cases by the child's dietician or doctor. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements. All forms should be returned to the email specialdiet@northlan.gov.uk

All eligible two-year-olds and all children aged from 3 to those not yet attending primary school, that attend a North Lanarkshire Council Nursery or a Funded Provider (childminder or voluntary/private nursery), 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

School Milk

Only those children whose parents are receiving support will be entitled to free milk. Milk may, however, be available for purchase in the school during the lunch hour

Tollbrae Nursery Class/Sgoil-àraich Tollbrae

BOYS: Nursery sweatshirt (yellow), purple polo shirt.

GIRLS: Nursery sweatshirt (yellow), purple polo shirt.

Tollbrae Primary School

BOYS: Grey/black trousers, white shirt and school tie, purple sweatshirt, white or yellow polo top.

GIRLS: Grey//back skirt or trousers, white blouses and school tie, purple sweatshirt, white or yellow polo top.



PE Kit

Gym shoes / trainers for outdoor PE
tracksuit bottoms and t-shirt

Shorts or

Leave jewellery at home.

Earrings should be taped before coming to school.

North Lanarkshire PE Guide for Parents is displayed on our website and a copy of this can be supplied on request

Clothing and Uniform

Please ensure that your child's name is written on all items, including shoes and bags please.

The school uniform may be bought Scotcrest, Clark Street, Airdrie. All North Lanarkshire schools must have a dress code which encourages all 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 any school or First stop shop and can be downloaded from the Council website www.northlan.gov.uk

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Universal Credit (with an income below £660 per month) housing benefit, council tax rebate. The deadline for school clothing grants is 31st 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 well being of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure. The council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/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 things are likely to be met only where the authority can be shown to have been negligent.

Transport

The council has a policy of providing free transport to all primary pupils who live more than one mile from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision 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.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasion's 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 in informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and on North Lanarkshire's website and Twitter.

Medical and Health Care

Routine medical inspections are carried out during Primary 1 by the School Nurse. Parents will be notified in advance regarding appointments. Dental Inspections are also carried out on a routine basis in primary school and parents are offered any necessary treatment for their children although they may choose to go instead to the family dentist.

First Aid Procedures Schools can deal with routine matters of First Aid. However, in the event of a more serious incident, parents will be informed. Children who receive a minor head injury during the school day will receive a note to take home to parents.

Medical Requirements:

It is necessary that parents inform the school of any particular medical requirements relating to their child. A parental request form must be completed for the daily administration of medicines.

Emergency Contact:

In case of an illness or an accident occurring to your child, it is essential that the name, address and telephone number of an emergency contact is given to the school. It is equally important that this information is kept up to date and the school notified of any change in arrangements.

Snacks / Tuck Shop

You may like your child to have a mid-morning snack. As a school committed to Health promotion, we would ask you to ensure that your child does not bring chewing gum, fizzy drinks, sweets or products which may contain nuts into school.

Water in School

We have water fountains in school which provide chilled fresh water. We encourage our pupils to drink water during the day and ask you to provide a suitable plastic bottle, i.e. one with a retractable drinking spout. Please note that you should ensure that your child brings his/her water bottle home regularly so that it can be washed. Only still clear water is permitted in class.

Security Policy and Procedures

"Our aim is to make our school welcoming, happy and safe for everyone"

At Tollbrae Primary School, staff and pupils think carefully about their own safety.

We welcome visitors to the school and ask them to sign in at our office and wear a visitor's badge. We lock pupils' gates and doors after the start of the school day.

To protect pedestrians and avoid congestion, our school car park is for staff and visitors only. During a special event, other arrangements are put in place.

To ensure pupil safety, the bus bay on South Biggar Road is for School Buses only. Please do not park or drop off in the bus bay.

We ask all staff and pupils to report any unauthorised person in the school building or grounds. Staff will not allow pupils to leave the school at lunchtime or during the school day, unless we have parents' permission.

Staff will not allow pupils to leave the school with adults other than parents/carers, unless we have prior permission.

Our school is a 'Mobile Phone Free Zone'. If pupils need to bring their mobile phone to school for emergency use, this must be placed in an envelope stating the child's name and handed in to the school office during school hours.

During adverse weather conditions we open the school building at 8.45am to allow pupils to come in. However this is totally dependent on staffing levels.

Supervision of Playgrounds

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

In Tollbrae Primary School, our playgrounds and dining halls are supervised by the janitor, classroom assistants, ASNA staff and members of the SMT. The same presence is provided during indoor playtimes and lunchtimes.

Road Safety

We actively encourage children to walk or cycle to school. For safety reasons we ask that:

- cyclists should not ride through school property (this includes the car park, playgrounds and pedestrian area).
- cyclists must wear a helmet and bring a chain to secure their bike during the school day. Please note that bikes are left at pupils' own risk.

Bringing Money to School

Please ensure that all monies sent to school are secured either in a purse, bag or envelope, clearly marked with your child's name, the amount, and the purpose of the money. The school is not responsible for money lost by pupils.

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

N.B. Parent Council came into force on 1st August 2007.

The composition of the Parent Council should be stated. (This is determined by the Parent Forum). Include e-mail address & website (if any) for the Parent Council. The Head Teacher being the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

- supporting the work of the school
- representing the views of parents/carers
- consulting with parents/carers and reporting back to the Parent Forum on matters of interest
- promoting contact between the school, parents/carers, pupils, and the wider community
- fund raising
- taking part in the selection of senior promoted staff
- receiving reports from the head teacher and education authority and
- receiving an annual budget for administration, training and other expenses.
- improving home school partnership and facilitating parental involvement.

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

Chair Person: Mr Matthew Higgins

Transfer to Secondary Education

Pupils normally transfer between the ages of 11½ and 12½ so that they will have the opportunity to complete at least 4 years of secondary education. Parents/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 in this school normally transfer to:

AIRDRIE ACADEMY
SOUTH COMMONHEAD AVENUE
AIRDRIE ML6 6NX
TELE: 632161
OR

CALDERVALE HIGH SCHOOL
TOWERS ROAD
AIRDRIE ML6 8PG
TELE: 794855

Data Protection Act

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to Freedom of Information and Records Management officer.

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.



Data Protection

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

How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people

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

Who do we share information with?

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

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

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

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

How long do we keep your information for?

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

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

Your rights under GDPR

You can:

- **Request access to your information** - you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.

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

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

The Council's Data Protection Officer

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

Data Protection Officer (DPO)
 Civic Centre
 Windmillhill Street
 Motherwell
 ML1 1AB
 Or by email to
AlTeam@northlan.gov.uk

The Information Commissioner

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

Information Commissioner's Office
 45 Melville Street
 Edinburgh
 EH3 7HL
 Or by email to
casework@ico.org.uk

Transferring Educational Data about Pupils

Education Authorities and the Scottish Government

Education Portfolio (SGEP) exchange data about pupils either on paper or 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 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, SGEP, 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.gov.scot/collections/scottish-exchange-of-data-scotxed/>

Freedom of Information

The 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 tight time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each service.

The Freedom of Information Co-ordinator can be contacted at: foirequest@northlan.gov.uk

Complaints

Any complaints about school matters should first be brought to the attention of the Head Teacher and relevant staff. If the complaint is not resolved, a formal complaint may be to Education and Families.

Additional Information

NL Digital School

It is recognised that digital technology is already making a significant contribution to learning and teaching practices. When used appropriately and, with all stakeholders being supported it can enrich learning and teaching, help to raise attainment.

North Lanarkshire Council have developed a range of supports to enhance the use of digital learning within our schools. This includes the development of resources and training materials to support school staff, young people and their families with their digital learning and the provision of a universal offer the NL Virtual Classrooms, providing digital learning materials for all curricular areas at every level, up to and including the BGE.

Parents Portal

Parentsportal.scot is a digital service to help provide direct communication to parents and carers through a selection of online services. This includes

- Annual data checks
- Online payments
- Permission slips
- Reporting absence
- Viewing timetables (secondary schools)
- Pupil reporting

Information and guidance relating to North Lanarkshire Council Digital offering including how to access [parentsportal.scot](https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school) can be found on the NL Digital School page available on the Councils website <https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school>

Glow and M365

All pupils in staff in NLC have access to Glow - Scotland's national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the

whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.

Pupils will be given a login to Glow when they start school, and these details will follow the young person throughout their school journey. Glow passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on Glow passwords can be found [here](#). All staff in schools have the ability to reset a pupil's Glow password.

Once logged into Glow, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint and MS Word. Users also have the option of downloading O365 to install on up to 5 additional personal devices and this can be accessed from the national section of the Glow Launchpad.

Armed Forces Covenant Duty

North Lanarkshire Council is committed to the Armed Forces Covenant.

The Armed Forces Covenant Duty - Statutory Legislation 2022 is a legal obligation placed on relevant bodies, when exercising relevant functions, such as Education, Health Care and Housing Services, to have due regard to the three principles of the Armed Forces Covenant.

Further details on the Armed Forces Covenant can be found on [Scottish Armed Forces Education Support Group - gov.scot \(www.gov.scot\)](http://www.gov.scot)

Important Addresses

<p>North Lanarkshire Council Education and Families Civic Centre Motherwell ML1 1AB</p> <p>☎ 01698 302222</p>	<p>Janie O'Neil Head of Education Education and Families Civic Centre Motherwell ML1 1AB</p> <p>☎ 01698 302222</p>	<p>Bernadette Hunter Senior Education and Families Manager Civic Centre Motherwell ML1 1AB</p> <p>☎ 01698 302222</p>
<p>Gordon Reid CIIL Chapelside Primary School Chapel Street Airdrie ML6 86LH Email: ReidGo@northlan.gov.uk</p>	<p>Airdrie Social Work Department Coats House Gartlea Road Airdrie ML6 9JA</p> <p>☎ 01236 757000</p>	<p>NHS Lanarkshire Airdrie Health Centre 117 Graham Street Airdrie</p> <p>☎ 01236 772200</p>

<p>Airdrie CLD Locality Office Chapelside Community Centre Waddell Street Airdrie ☎ 01236 638538 Email: CLD-Airdrie@northlan.gov.uk</p>	<p>Councillor Logue Motherwell Civic Centre Windmillhill Street Motherwell ☎ 01698 302222</p>	<p>Councillor Costello Motherwell Civic Centre Windmillhill Street Motherwell ML1 1AB ☎ 01698 302222</p>
<p>Councillor Jarvie Motherwell Civic Centre Windmillhill Street Motherwell ☎ 01698 302222</p>	<p>Councillor Toner Motherwell Civic Centre Windmillhill Street Motherwell ☎ 01698 302222</p>	

You can also get 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.

0345 123 2303

Children in Scotland
Roseberry House
9 Haymarket terrace
Edinburgh
EH12 5EZ

Email: info@enquire.org.uk

Website: www.enquire.org.uk for parents/carers and practitioners

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

Children in Scotland - Resolve Mediation

Telephone number: 0131 313 8844

Email: resolve@childreninscotland.org.uk

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

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

Tel: 0141 302 5860

www.asntscotland.go.uk

Qualifying Statements

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

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

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. Shops and community centres, announcements in local churches and announcements in the press on local radio, on NLC website and twitter.