



Tannochside Primary School



Handbook

2012

Christine Pollock, Executive Director, Learning & Leisure Services, Windmillhill Street, Civic Centre, Motherwell ML1 1AB

Service and People First



December 2011

Dear Parent,

I hope you will find the information in this handbook helpful. Pupils and staff would like to welcome you to our school and hope that your child finds school an enjoyable, safe and happy place to learn and develop his/her skills for life. We wish to develop the spirit of partnership between teachers, pupils, parents and friends of the school.

HM Inspectorate of Education (HMIE) visited the school and nursery in January 2011 and our inspection report was published on 22nd March 2011. Our current improvement report reflects the areas highlighted and also link to our improvement agenda.

We are only too happy to talk with you at any time about any aspect of school life, please either speak to a member of the management team or telephone if you feel it is more appropriate and we will endeavour to answer any queries.

The new Tannochside building opened to pupils on 23rd August 2006 (the pupils of Burnhead Primary School and Tannochside Primary School joined together as one school), staff and pupils work as a team to learn and grow together.

You will receive regular newsletters and you can log on to the school website to keep up to date with events. (www.tannochside.n-lanark.sch.uk)

If you have any queries or concerns please do not hesitate to contact me.

Yours sincerely,

Yvonne Bryson
Head Teacher



3. Staff



In Tannochside Primary School and Nursery Class we will continue the process of consulting all stakeholders within our school community in taking the school forward. This is part of the improvement plan process where we in consult with staff, the Parent Council and Pupil Council.

To work in partnership to continuously improve the quality of teaching and learning, care and welfare and support that we provide to enable our students to take learning to a new level of excellence.

Our current aims are:

- To provide a flexible, caring, welcoming and stimulating environment which supports and values each individual and promotes active learning.
- To help and inspire all members of our school community to develop their skills and talents, and to achieve as successful learners, confident individuals, responsible citizens and effective contributors in a safe environment.

We will achieve these by: Improving learning and teaching

Raising achievement and realising potential

Encouraging lifelong learning

Working with communities for a better future

Listening and learning together

Celebrating success

Respecting the dignity and value of all

Giving pupils and staff a safe, happy and attractive place to work.

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1. Educational Aims

In Tannochside Primary we aim to create a stimulating and educationally sound environment where children are encouraged to feel confident in developing a healthy approach to learning. They are encouraged to work co-operatively with others to develop a caring, responsible attitude within their community.

At Tannochside, the children follow a balanced curriculum that includes Languages (literacy), Mathematics (numeracy), Expressive Arts, Social Studies, Health and Well Being, Sciences, Technologies and Religious and Moral Education where they discover the world in which they live; find out about the other peoples of the world and their differing beliefs; use new technology and experience the wonders of Art, Music and Drama.

By following such a wide and varied curriculum, inside and outside the school, our children will become caring adults with a knowledge and understanding, not only of their community, but also of the wider world around them

2. School Information

Tannochside Primary School
Douglas Street
Tannochside
Uddingston
GLASGOW G71 5RJ
Tel: 01698 352524
Fax: 01698 813275
E-mail: ht@tannochside.n-lanark.sch.uk

Website: www.tannochside.n-lanark.sch.uk

Head Teacher Yvonne Bryson
Depute Head Teachers Liz Denney
Angela Paterson
No. of Teaching Staff: 22.71
Present Roll: 404
Capacity: 565
Nursery: 168
Stages Covered: Primary 1-7 & Nursery
Denominational Status: Non Denominational
Co-Education:

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.

Sixteen classes have been formed for this session 2011- 2012

Class organisation normally takes place before the end of the school session and we endeavour to inform parents of their child's class for the new session. This may be changed due to an unexpected increase/decrease to the school roll or by movement of staff.

Composite classes may be formed where there are too many children to form a "straight" class (maximum size P4 - P7 - 33, P2 - P 3 - 30, P1 - 25 from August 2007) or too few to form two classes in relation to available staff. Our authority's guidance is for classes in P1 no larger than 23 and in P2 no larger than 25. A 'composite' class (maximum size - 25) is simply a class where more than one 'year group' is being taught by the same teacher in one classroom.

An information sheet about composite classes is available to give further information and allow the opportunity for discussion. School staff consult with parents regarding this when forming new classes.

Community Lets

The school is regularly used by the local community. There is one community room available and a crèche facility. We are always pleased to help the community where we can by providing accommodation and facilities for local groups

Anyone wishing to use the accommodation within the School should either contact the School or apply direct to:

The Area Community Officer
Community Education
John Street
Bellshill
Tel. 01698 844607



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3. Staff

Senior Management Team

Head Teacher	Yvonne Bryson
Depute Head Teachers	Liz Denney Angela Paterson
Principal Teachers	Clare Ferrie Scott Clark Carol Burke

Promoted members of staff have an agreed remit detailing their responsibilities for the year - these are linked to on-going work in the school, the school improvement plan and pastoral responsibilities.

In line with the changes recommended by the McCrone Review all classes have at least two and a half hours when another teacher provides part of the curriculum to the class. This is allocated as a morning or afternoon session 8.55-11.45 or 11.45-3.00, the blocks are timetabled throughout the week for the individual classes by the following staff:-

Sadhna Bhopal Pamela Smith Claire Brogan

Members of staff have undergone additional training in teaching a modern language in the primary school and may teach French in P6 and P7:-

Pamela Smith Angela Paterson Scott Clark
Catherine McDonald Val Harkins Sadhna Bhopal
Claire Brogan Lindsay McCarthy

Our teaching complement this year is **22.71**

This session **16** classes have been formed.

Nursery Staff

Anne Marie Bell (Teacher)
Denise Kelso (Senior Early Years Worker)
Dawn McFadden/Anne McAree (Early Years Worker)
Michelle Baillie (Early Years Worker—Temporary)
Kelly Commins (Early Years Worker—Temporary)
Lisa Ogston (Early Years Worker—Temporary)
Lisa Weir (Early Years Worker—Temporary)

Class Teachers

		Number of Pupils
Primary 1A	Val Harkins	19

Primary 1B	Lorna Halbert	19
Primary 1C	Lorraine Fleck/Sadhna Bhopal	20
Primary 2 A	Carol Burke	25
Primary 2 B	Emma Rintoul/Laura Mc Gregor	24
Primary 2C/3C	Lorna Bradshaw	20
Primary 3A	Victoria Kearney	25
Primary 3B	Eleanor Simpson	26
Primary 4A	Moira McMann	27
Primary 4B	Catherine McDonald	26
Primary 5A/6A	Lynsey St John/Claire Brogan	25
Primary 5B	Clare Ferrie	32
Primary 6B	Lindsay McCarthy	33
Primary 6C	Mary Grant	32
Primary 7A	Lynn Fullerton	25
Primary 7B	Scott Clark	27

Network Support

Fiona Marks

Elizabeth Henderson

Office/Support Staff

Kathleen Prentice

Joyce Robertson

Liz Stokes

Carol Kane/Moira Wallace

Additional Support Needs Assistants

Leslie Coia

Alison Lindsay

Active Literacy EYW - Anne Donaldson

Parent Support Worker - Louise Savage

Janitor : Margaret Kelly Zeek Holland

Supervision in Non-class Times

During non-class times children are supervised by Additional Support Needs Assistants, Classroom Assistants and Members of the Management Team.

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

In Tannochside, our Additional Support Needs Assistants and Classroom Assistants provide supervision of the playground.

School Psychologist

Roger Kerr

Classroom Assistant

Morag Blair

Ailsa Hunter

Margaret Sneddon



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4. SCHOOL HOURS

Morning	8.55 a.m.-12.30 p.m.
Interval	10.40 a.m.-10.55 a.m.
Lunch Break	12.30 p.m.- 1.20 p.m.
Afternoon	1.20 p.m.- 3.00 p.m.

Children who start Primary 1 in August 2012 attend school from 10.00am until 3.00pm on the first day of term, 8.55 until 3.00pm thereafter.

NURSERY

Morning Session	8.45am. till 11.30am.
Afternoon Session	12.45pm. till 3.30pm.

For further information and application forms please call at the school office.

After-School Care

There are facilities locally for after-school care, please contact :

Uddingston Out of School Care	Viewpark Parish Church 01698 323753
Viewpark Family Centre	Fallside Neighbourhood Centre McCulloch Avenue 01698 844800

5. THE SCHOOL YEAR

Holiday Dates for Session 2012/2013 are included in the Appendices.

6. SCHOOL RUNNING COSTS.

The School, Authority and National running costs are included in the Appendices.

7. ENROLMENT

The enrolment date for Primary One entrants is fixed by North Lanarkshire Council and is usually around the third week in January. Notices will be placed in local newspapers and the school will put posters in local shops, library, school newsletters and website.

These notices will give the dates and times when children may be enrolled and will ask parents to bring with them the child's birth certificate and proof of address. If you are not able to come to the school on any of the dates listed, please telephone the school to arrange an alternative.

You are very welcome to visit the school if you are thinking of enrolling your child, parents wishing to see round the school should contact the Head Teacher.

Parents who wish to seek a place for their child in another school should register with us and ask for a Placing Request at that time.

Parents who need a place for a child at any other time of the year should contact the Head Teacher to discuss availability and to make arrangements to visit the school.

When children are enrolled at the school they will be asked by letter to bring Mum or Dad back in May/June for a series of workshops to meet other children/parents, school staff and their classrooms. This helps to familiarise children with their new environment, to put them at ease and makes their new surroundings less frightening to them when they start in August.

Parent workshops introduce you to teaching methods and materials, this gives opportunities for discussion of any concerns either in the small group situation or privately.

Any parent wishing to enrol a child from another school should make an appointment at the office to arrange this.



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8. Equal Opportunities and Social Inclusion

Tannochside strives positively to ensure that the curriculum is not bound by traditional sex stereotyping - boys and girls have equal opportunities to take part in all areas of the curriculum and endeavours to treat people equally on the grounds of gender race and ability.

Children are encouraged to work in harmony with each other regardless of any differences. We follow North Lanarkshire Council procedures in dealing with racial harassment. Pupils involved are counselled and sanctions are implemented accordingly, parents are also contacted and given the opportunity to work with pupils and staff.

It is our aim that every one of our children should be provided with a variety of learning experiences and have access to a full and challenging curriculum, regardless of race, creed, gender or disability. Specialist services may be enlisted to support this policy as required.

The school is committed to assessing all policies and practices to ensure there is no negative impact on any group of people.

9. Curriculum for Excellence

What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3-18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament—wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities—to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

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

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

Learning is divided into two phases.

The **GENERAL PHASE** is from nursery to the end of Secondary School Year 3. Learning is divided into levels. These levels will replace the 5-14 levels that you are familiar with. The new levels are as follows:-

LEVEL	STAGE
Early	the pre-school years and P1 or later for some
First	to the end of P4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some.

The **SENIOR PHASE** is from Secondary School Year 4 and beyond

Senior Phase	S4-S6 and college or other means of study
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How will my child's learning be assessed?

There will be new ways of assessing each child's progress to make sure that potential is achieved. New qualifications are being developed:-

- Literacy and Numeracy Tests (at the end of S3) from 2012/13
- National 4 and 5 qualifications from 2013/2014
- Access Highers and Advanced Highers to be updated to reflect Curriculum for Excellence

In playrooms and classrooms staff will be using 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.



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

Raising Achievement for All

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 nursery, classroom 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."

Literacy

In Tannochside we follow North Lanarkshire Council's Active Literacy Approach. This Literacy programme uses a variety of strategies that are designed to incorporate visual, auditory and kinaesthetic (active) learning. 'Phonics', the sound of the letters, is taught alongside early reading skills such as using pictorial clues. Work is carried out within the contexts of the class or group reading lessons and throughout many other curricular areas.

From First Level onwards the focus for teaching and learning moves to more complex skills of comprehension with children again using a variety of materials to consolidate and extend their skills. We use a range of novels and commercially produced resources to develop reading and comprehension skills. Talking and listening and knowledge about language skills are linked to work in reading.

Children are given opportunities to develop their talking and listening skills in our Purposeful Play Area.

Talking and listening skills are also developed across all other areas of the curriculum.

French at P6 & P7

Children in these two stages receive instruction in French. Mrs Paterson, Mrs Smith, Mrs Harkins, Mr Clark, Miss Bhopal, Mrs McDonald, Miss Brogan and Mrs McCarthy have undertaken additional in-service training to gain the qualification to teach another language in the primary school. This introduction to another European language will be an added benefit for our pupils

Numeracy

Children learn basic number skills, ie. Addition, subtraction, multiplication and division, as well as developing problem-solving and practical skills and knowledge. Oral and mental maths has a significant role to play in developing mental agility and time is spent on this area of maths in each class on a daily basis.

To assist our teaching and learning a variety of resources are used including Teejay Maths and Heinemann. Other materials available are a variety of software programmes. Here as in other areas of the curriculum, ICT is used to reinforce work and give additional practice of skills. Information handling is covered through text books, topics and also ICT, data handling programmes and spread sheets.

Social Studies

In Social Studies children learn about the world around them (locally and globally) and develop the understanding, skills and attitudes necessary to interpret it. Children are encouraged to make informed decisions about their own behaviour. Positive and caring attitudes are fostered using problem solving, decision making and practical action.

Children are encouraged to learn in a variety of ways, through explanation, enquiry, activity and discussion. They also learn in a variety of settings within and beyond the classroom. Social studies also provides a context for and brings relevance to learning across the curriculum. Children are taught how to develop enquiry skills in researching, recording planning and evaluating.

We are currently developing our programme to ensure balance and progression throughout the school and to ensure an appropriate balance of knowledge and understanding and enquiry skills. This includes inter-disciplinary learning from Primary One and continues through to Primary Seven.

Educational visits are arranged, where appropriate to support learning and teaching in Social Studies. Likewise members of the community and visiting specialists as practical and personal contributions to our programmes of study



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Sciences

Through learning in the Sciences, children and young people develop their interest in, and understanding of the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen. They also support the development of a range of skills for life and skills for work, including literacy, numeracy and skills in information and communication.

Technologies

The technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge and understanding and attributes through creative, practical and work related activities. In the wider world these skills can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.

Expressive Arts

This area of the curriculum includes Art and Design, Drama, Music and Dance. We encourage our children to take part in school productions throughout the year.

Art and Design

Through Art & Design children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imaginations are stimulated through various mediums, eg. Music, poetry, the work of famous artists, etc. All children are encouraged to develop their creative talents through participating in activities, which include the use of different materials, eg. Paints, and collage work, plasticene and clay.

Drama

Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world about them. Drama extends and builds on this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, children have the opportunity to role play, improvise, use movement and mime, use sound to express their own and others' ideas. The opportunities to develop these skills often arises through other curricular areas and these may often be linked to topic and language work in Tannochside.

Music

Through Music our aim is to foster in children a lasting interest in and enjoyment of musical skills. Children have the opportunity to realise their full potential, whatever their talent and abilities. A variety of activities encourage this and may include listening and responding to music, making and inventing their own music by using instruments available in the school and, and singing modern and traditional songs. P5 pupils receive voice instruction from a specialist tutor trained in Kodaly techniques. Some children receive saxophone and flute lessons from an instructor who visits the school once a week.

Dance

Through dance, learners are encouraged to experience opportunities to be creative and to experience inspiration and enjoyment. Creating and performing are the core activities for all learners and taking part in dance contributes to their physical education and activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. Further development of knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on the work of others.



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Health and Wellbeing

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. Learning through Health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

It also enables them to perform at high levels in sport or prepare for careers within health and leisure industries.

As part of the Health and wellbeing programme staff and pupils will also explore subjects such as Personal safety, Sexual Health and relationships, Drug and Alcohol abuse, Road safety, Bully Proofing, Keeping Healthy etc..

Participating in the Health Promoting school initiative we have gained North Lanarkshire's Gold Health Promotion award for the work which we do in school and we are committed to continuing this good practice. As part of the health promotion work our pupils receive high quality health education and take part in a range of activities throughout the year including sport taster sessions, visits from our dental hygienist, a variety of after school clubs and opportunities to prepare healthy food.

Physical Education

We are working towards all pupils having two hours of P.E each week, some of which will be outside (weather permitting). This provides them with opportunities to develop physical skills, encourage confidence and co-operation with others and to foster a positive attitude to health and fitness. Primary 5 pupils attend swimming lessons for a 12 week block; a variety of coaching sports such as flag football, hockey and netball are offered when available.

10. Homework

Children are given homework assignments to complete. Although voluntary, these tasks are geared to your child's needs and further development. Consequently parental co-operation, support and encouragement are of great importance, it would be beneficial if you can ensure they complete these tasks. Homework given will be indicated in your child's homework diary or by a letter to parents, please sign the homework diary.

Primary 7 pupils participate in a European link topic with Uddingston Grammar School with some entries being selected for The Royal Scottish Geographical Society Competition.



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11. Spiritual Social, Moral and Cultural Values

The policy in Tannochside is to hold a weekly assembly (infant and junior/senior) in which the children take an active part. Our assemblies promote positive behaviour where achievements in both curricular and personal development are recognised. End of term services, Christmas, Easter and Summer also take place in the school hall during the session to which parents and friends are invited.

Our aims are:

- To allow children to explore and gain some understanding of the Christian religion and other religions
- To encourage children to have respect and consideration for other people and for people of cultures different from their own

In addition to our assemblies we follow North Lanarkshire Council Guidelines for Religious and Moral Education. Christian festivals such as Christmas and Easter are celebrated within the school and the children also learn about festivals which are celebrated by other religions of the world.

It is recognised that the Education Act allows parents to withdraw their children from any religious subjects and from any religious observance and any such pupil will not be placed at any disadvantage with respect to secular instruction. Should you prefer that your child does not take part in religious subjects, please send a letter to Mrs Bryson at the start of the first term.

Parents/Guardians 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.

12. Extra-Curricular Activities

Throughout the year a number of extra-curricular activities are organised at lunchtime or at the end of the school day. Parents are asked to give their permission by completing a consent form.

Activities such as Art, Mini Netball, Board Games, Digital Camera, Volleyball, Basketball, Football, Relay Running, Creative Photography, Book Club, Cookery, Scottish Country Dancing and School Newspaper have been organised by teachers, parents and our Active Play Coordinator.

Classes studying the local environment will go out on short visits accompanied by teachers and parents. Other classes may go further a field to study e.g. to the seashore or places of historical interest.

Our Primary Seven children visit Kilbowie Outdoor Educational Centre in Oban for an annual week long visit.



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13. School Discipline

The relationship between pupil and teacher is similar to that between child and his or her own parent, requiring mutual consideration on both sides. At Tannochside we try to form a close relationship with parents so that they are kept informed of any behavioural problems that may develop in the school.

In our school through our Promoting Behaviour Policy we aim to instil a sense of responsibility and pride in each child. The child will gain self discipline which will enable him/her to choose the right course of action in matters relating to the benefit of the school community and ultimately to the wider community. This would be done through a positive approach where positive actions would be rewarded in positive ways and negative actions would be dealt with in positive ways which will encourage the child to modify his/her behaviour. We also expect pupils to look after the school premises by keeping it tidy and making it a place of which they are proud

We have in place the following:

- A clear set of general school rules
- Achievement Awards are presented at weekly assemblies:-
 - a) Teachers /Principal Teachers' Award
 - b) Citizenship Awards

Staff employ Circle Time strategies. We also make use of a progressive curriculum called PATHS (Promoting Alternative Thinking Strategies).

When a child's conduct causes concern it is in the interest of the pupil that parents and school work together as soon as the difficulties arise in an attempt to obtain a satisfactory solution to the problem. We would hope that self-discipline on the part of the child will be encouraged both at home and in school and that the school thereby will function efficiently.

Our Anti-Bullying Policy is in place and forms an integral part of our overall Promoting Positive Behaviour Policy

If serious misbehaviour continues then the pupil can be excluded. Exclusion is a serious matter and is carried out in accordance with regulations issued by North Lanarkshire Council.

14. Home and School Links

Tannochside Primary School values its links with you, the parents. Parents are welcomed into the school and to help the teachers, the children and the management team whenever possible.

Throughout the school year parents are invited to the school on both formal and informal occasions. Parents will be invited to the school to talks and social events related to all aspects of the curriculum and school life. We also ask for parent helpers to assist in school activities: library, swimming baths, educational visits and extra-curricular activities. During the session, formal parents visits will be held on both afternoons and evenings in November and March. Parents will be notified of the dates for these visits closer to the time.

Communication between the school and parents will take the form of regular newsletters, but you are free to make an appointment to see a member of the senior management team to discuss any matter should you feel it necessary. Translations of letters for ethnic minority parents are available.

Most evenings, the school is used by a variety of local groups. There are close links with Viewpark Health Centre, the local library and the Community Police. We enjoy a good relationship with Aitkenhead Primary, Bothwell Primary, Muiredge Primary, John Paul II Primary, Laburnum Nursery Centre and Uddingston Grammar.

15. Assessment

At Tannochside, assessment of your child starts on the first day. This is a positive formative assessment, looking for the skills and strengths your child has and using these to progress further. We look at what your child can do. You are informed continuously of your child's progress and are welcome to visit the school by arrangement with the Head Teacher, Depute Head Teachers or the class teacher to discuss any problems or concerns you may have about your child's progress or well being.



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16. Additional Support Needs

In Tannochside Primary we ensure that all children are provided with a curricular experience which is appropriate to their age, stage and development. This may be achieved through class, group and individual teaching approaches enabling children to reach their full potential. However, some pupils may, at some point in their school life, experience a learning difficulty or a barrier in accessing the curriculum fully. Through ongoing formal and informal assessment class teachers will identify where a pupil requires additional support. At this point targets are set in the form of a Learning Plan, in consultation with pupils and parents/carers. These plans are formally reviewed on a termly basis.

Class teachers are responsible for meeting the needs of all the children in their class. Additional support may be provided by the support for learning teacher. This support may include additional tuition, advice to the class teacher, provision of appropriate resources and practical help within the classroom.

Tannochside Primary complies with the Education (Additional Support for Learning)(Scotland) act 2009.

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

The school follows North Lanarkshire Council's Support for Learning Policy through the implementation of a staged intervention process:

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

Level 2 — Internal support, where education staff identify that a child or young person needs support or planning from beyond the school or early years establishment.

Level 3 — External support from within learning and leisure services, where it is identified that the child or young person requires support or planning from beyond the school or early years setting but within educational services.

Level 4 — External support provided on a multi-agency basis, where the child or young person's needs are identified as requiring support or planning from multi-agency services and these support needs will last for more than one year.

Tannochside is able to cater for a wide range of additional support needs. The school works closely with Psychological services and regular meetings are held with the school educational Psychologist to discuss progress and support for pupils. Other services include N.H.S Lanarkshire, Hearing and Visual Impairment, Bilingual Services, Speech and Language Therapy, Occupational Therapy and Child, Adolescent Mental Health Service (C.A.M.H.S) and Social Services including Transport and Housing.

Where a child has English as an additional language they will be supported within the school and, where appropriate, by North Lanarkshire's Bilingual services.

Looked After Children are deemed to have Additional Support Needs unless assessment determines otherwise. We have procedures in place which ensure that all Looked After Children are closely monitored and supported. Within Tannochside the Senior Management Team take responsibility for Individual Looked After Children, monitoring their educational progress and overall well-being. However, the Head Teacher retains overall responsibility.

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

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

Planning

Additional Support Plans (ASP's) enable staff to plan for children with additional support Needs. Some children and young people may require significant support from education and at least one other agency, such as health, social work, 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. 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.



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Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

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

The additional support Needs **Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Coordinated Support Plans and placing requests. If you disagree with any decision relating to your child's Co-ordinated Support Plan or the content of it you may be able to refer to the Tribunal.

17. Improvement Planning

North Lanarkshire Council promotes life long learning. It is dedicated to raising the achievement of all the children in our schools. Each school produces a improvement plan identifying priorities. This year as a result of our HMIE inspection and linking with North Lanarkshire priorities Tannochside is focusing on:

- To improve the quality of teaching and learning experiences for all children, taking account of Curriculum for Excellence to ensure progression, consistency and raise attainment.
- To develop and implement assessment strategies and arrangements for children in line with Building the Curriculum 5.
- The development of rigorous self evaluation procedures to improve outcomes for learners.

18. Freedom of Information

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005. The Act allows anyone to ask for information from the Council and imposes a very tight time-scale for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Infor-

mation Officer with the backing of an officer in each Service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01236 812308.

19. Data Protection

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 at Municipal Buildings, Kildonan Street, Coatbridge, ML5 3BT.

Transferring Educational Data about Pupils

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils 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 your address that is transferred. Data is held securely and no information on individual pupils can or would 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 exam results. Accurate and up-to-date data allows SGEP, education authorities and schools to:



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- 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 data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will 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 HM Inspectorate of Education 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 individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual.

Concerns

If you have any concerns about the ScotXed data collections you can email school.stats2scotland.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, www.scotxed.net.

Photographs/Video Footage

On occasion, events in school may receive coverage from the local or national press resulting in photographs/video footage of children appearing in newspapers, leaflets and/or school/council documents. Parents/carers who would not wish their child to be included should write to the Head Teacher to make this known.

20. 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.

The Child Protection Co-ordinator in Tannochside Primary School is: **Mrs Liz Denney – Depute Headteacher.**

Concerns may also be raised with Social Care & Social Work Improvement Scotland (SCSWIS)

The Scottish Commission for the Regulation of Care The Care Commission

The Scottish Commission for the Regulation of Care (the Care Commission) was established in April 2002 as the new, independent regulator set up under the Regulation of Care (Scotland) Act 2001 to regulate care services in Scotland. On 1st April 2011 they changed their name to Social Care & Social Work Improvement Scotland (SCSWIS)

What the Care Inspectorate does:

The Care Inspectorate is the independent scrutiny and improvement body for care and children's services. They have a significant part to play in improving services for adults and children across Scotland. They regulate and inspect care services and carry out social work and child protection inspections. They make sure that people receive the highest quality of care and that their rights are promoted and protected.

You can contact the Care Commission on 0845 600 9527 or enquiries@careinspectorate.com if you have any queries or concerns.



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21. Attendance at School

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

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

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

Parents are asked to inform the school on the 1st day of the absence and keep in regular contact with the school by letter or telephone if their child is absent for some time and to give the child a note on his/her return to school confirming the reason for absence. If the child is not returning to school in the afternoon we ask that parents inform the school by telephone. Failure to do so will result in school staff accessing all contact numbers provided for the child. In the interests of child safety police will be contacted if all attempts to locate the child have been exhausted.

A request for permission to leave school during the day for dental or doctor's appointment must also be accompanied by a note/appointment card and the child must be collected by an adult who will be asked to sign out the child. We **cannot** let any child leave school on his/her own during a school day.

Please note that children who take school meals or have packed lunches are required after eating these to stay within the confines of the school playground.

Nursery Attendance

Parents of children who attend the nursery for the morning or afternoon session are asked in the event of any absence to telephone the school office regarding the absence and its likely duration. School staff will contact you or the emergency contact to verify an absence or its reason if there has been no communication from home, this is part of our Child Protection procedures. and also assists school and nursery staff to be alert with regard to certain illnesses etc and ensure necessary precautions are taken.

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' 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

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

- 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 .



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Pupil attendance is monitored on a weekly basis by the Head Teacher. Any patterns of unexplained absence will be investigated by the School Attendance Officer, following a letter requesting a discussion with the parents. The authority has the power to write to, interview or prosecute parents for non-attendance or to refer children to the Reporter of the Children's Panel.

Attendance and Absence Data

Attendance and absence information for pupils in the school for Session 2009/2010 is set out in the Appendices, titled Primary School Attendance and Absence School Year 2010/2011.

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.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and *** is inserted in place of the figures.

Adults attending day school classes are excluded. The data for North Lanarkshire and Scotland includes all education authority and grant-aided primary schools, but excludes all special schools.

22. Clothing and Uniform

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

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially, encourage factions (e.g. football colours);
- could cause offence (e.g. anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery.
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring
- carry advertising, in particular for alcohol or tobacco, and
- could be used to inflict damage on other pupils or to be used

by others to do so.

Parents in receipt of a grant for footwear and clothing 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 Learning & Leisure Services. Information and applications forms may be obtained from the school or area office. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits:- **Income Support, Job Seeker's Allowance (income related), housing benefit, council tax rebate**

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

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

Our school uniform is:

- White shirt/polo shirt
- School tie
- Navy blue trousers/skirt (tartan skirt optional)
- Black/dark coloured school shoes

Children are asked to remove their outdoor shoes on entering the school building, they should bring indoor shoes to wear – black or white plimsolls/gym shoes would be most appropriate rather than going to the expense of parents buying costly trainers. (Normal school shoes are allowed on the all- weather pitch but no high heels are permitted)

Gym Kit:- White polo shirt/t shirt

Navy blue shorts

Black/white gym shoes/trainers

NB All jewellery should be able to be removed because of Health and Safety Regulations. Parents are asked to refrain from getting pupils ears pierced during the school year since this may impact on their ability to remove **all** jewellery.

The management team will monitor the dress code policy and will update the Parent Council and parents regularly. Concerns regarding pupil dress will be raised with parents by the senior management team.



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Le Mirage in Motherwell is our current supplier, contact details are

Le Mirage Tel No: 01698 252990.

Arrangements are underway to organise an order for the coming session 2012/2013, details will be sent out in February 2012.

23. Meals

Each day snacks and midday meals are served in our dining hall. We have a cashless cafeteria which means that each child is issued with a card which they swipe at the reval machine and put their money into this which loads the amount on their card, pupils in receipt of free school meals have the daily amount loaded onto their cards electronically, thus all children are treated the same. This can be done on a weekly or daily basis and means that children are less likely to lose money. When they wish to buy anything at breakfast club, tuckshop or at lunchtime the child hands their card to the member of staff who will swipe it taking the amount required. The staff are good at reminding pupils to top up their cards or pupils can check the amount left by swiping their cards at the reval machine. The school cafeteria opens at 12.30p.m. every school day - the choice of a Mega meal or Light meal is available. Money/tickets for meals is taken by the kitchen staff. There are two sittings for lunch:- P1 – P7 School Lunches and P1 – 3 Packed Lunches; and P4 - P7 Packed Lunches. Two promoted members of staff and 1 classroom assistant are normally on lunch duty, other duties permitting.

The availability of special diets

Diets required as a result of a medical condition (a medically prescribed diet eg. Coeliac disease, diabetes or 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.

Arrangements for Packed Lunches

Pupils having a packed lunch are seated at tables in the dining hall whilst school lunches are being served. Classes are placed

in a rota system where space is available. Arrangements are made in class to store packed lunch boxes, - we request that no glass bottles or cans of juice are brought into school for health and safety reasons.

Children are **not encouraged** to buy lunch in local shops or snack bars as they are then out with staff care and beyond First Aid help and can be at risk

Nursery Snacks and the promotion of healthy eating

Milk is provided for nursery children by the council, we also receive fruit on a weekly basis from the high five project. Other snacks are provided by voluntary contributions from the nursery fund or by donations from parents.

The promotion of healthy eating is incorporated into the nursery curriculum and is offered to the children, through a wide variety of activities.

Through the curriculum the children will have the opportunity to sample a wide variety of traditional and ethnic foodstuffs.

Restrictions placed on a child's diet for religious or medical reasons, should be notified to the child's key worker. These will be taken into account when staff are planning the content of the nursery curriculum.

School Meals—Eligibility

Children of parents receiving Income Support or Job Seeker's Allowance (income based) are entitled to a meal without charge. In addition children of parents in receipt of Child Tax Credit with a gross annual income below £15,860 with no element of working tax credit are also entitled to a meal without charge.

Children whose parents are in receipt of both maximum Child Tax Credit and maximum Working Tax Credit with an income below £6,420 are also entitled to a meal without charge.

Information and application forms for free school meals may be obtained from schools, area registration offices, 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 may however be available for purchase in the school during the lunch period.

Breakfast Club

A breakfast club is open from 8.15 to 8.50 am serving a breakfast of fruit juice, toast, and cereal to pupils at a subsidised cost. Please ask for details at the school office.



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24. Transport

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

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

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

Pick Up Points

While free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point in any one direction will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

Placing Requests

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

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

A 'contract' bus transports some of our pupils to school. Please contact the school for details of eligibility.

25. Medical and Health Care

Your child is examined medically during the first year of school life and then at ages 10/11 and 13/14 years. This is carried out by staff of the Lanarkshire Health Board. Parents are notified in advance and will be informed if any issues arise from the medical. If parents are worried about any aspect of their child's health, he/she may be referred by the school at any other time for an examination or advice.

Tannochside maintains close contact with the public health nurse who makes regular visits to our school. These are more frequent when necessary. Please do not hesitate to inform Mrs Bryson if you wish your child to be seen by the nurse.

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.

There are outbreaks of Head Lice from time to time and I ask you to inspect your child's hair frequently in order to control this problem which is unrelated to poor hygiene. It would be helpful that if you discover this problem concerning your own child that you report this to the school as a log of occurrences is kept and contact with the school nurse is maintained by the school if there are a number of outbreaks at the same time. Your child should be treated and their hair should be clear from lice/eggs before returning to school. Special lotions and shampoo can be given on prescription from your doctor or at your local chemist. You may wish to seek advice from the public health nurse - please contact the school if you have any queries or concerns.

If a child becomes ill or has an accident at school, office staff are alerted and they may enlist the expertise of our First Aider. Every effort will be made to contact the parent/emergency contact so that he/she may take appropriate action. If the parent/emergency contact cannot be contacted, the Head Teacher calls the child's doctor and, if necessary, takes the child to the surgery. If hospital treatment is required, someone from the school accompanies the child until the parent arrives to assume responsibility.

It is very important that all school records are kept up to date and that the school is informed of any change of address, telephone number or emergency contact. **We must have a telephone contact for every child.**

Please let us know if your child requires any special medical treatment of which the school should be aware and update these as/when they change.

Parents whose children require medication (e.g. inhalers) will be asked to complete a form to detail dosage and timing of medication during the school day.

If a young person is unable to attend a suitable education 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.



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

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

26. 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 in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio on North Lanarkshire website and twitter

27. The Parent Forum

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

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

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

Parent Councils came into force on 1 August 2007.

The composition of the Parent Council is determined by the Parent Forum.

The constitution adopted by our Parent Forum states that it should consist of a minimum of 4 and a maximum of 14 Parent Forum members. Names of Parent Council members will be issued. The head teacher is the professional adviser to the Parent Council and has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to the public.

The Parent Council's rights and duties include:

- supporting the work of the school;
- representing the views of parents;
- consulting with parents and reporting back to the Parent Forum on matters of interest;
- promoting contact between the school, parents, pupils, providers of nursery education and the wider community;
- fundraising
- taking part in the selection of senior promoted staff;
- receiving reports from the head teacher and education authority; and
- receiving an annual budget for administration, training and other expenses.

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.

Electing Parent Representatives

Any member of the Parent Forum can volunteer to be a member of the Parent Council. If the number of volunteers is more than the maximum number of places on the Parent Council then members will be picked by drawing lots.

Annually in September volunteers will be requested from the Parent Forum to become members of the Parent Council. Anyone wishing to volunteer shall do so in writing or by e-mail.

Parent Council members will serve for a period of 1 year from the beginning of the new school year each August until the start of the next school year in the following August.

Parent Council members who have been members of the Parent Council in a previous year or years shall be entitled to volunteer to be a member of the Parent Council in subsequent years.

The Parent Council will select a Chair, Secretary and (if required) a Treasurer at the first meeting following its formation. It will also consider whether to have co-opted members from the local community and teacher representatives.



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The constitution has been drawn up for the Parent Council. We have a Parent Council with meetings scheduled throughout the school session.

Local Councillors may also be invited to attend the Parent Council Meetings.

28. 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. 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 a 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. All placing request details and procedures are available from the school or the council's website.

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



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29. Transfer from Primary School to Secondary School

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 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 attending this school normally transfer to:

Uddingston Grammar School

Old Glasgow Road

UDDINGSTON

G71 7HQ

Tel: 01698 805050

Fax: 01698 805051

30. Important Addresses

Learning & Leisure Services

Municipal Buildings

Kildonan Street

Coatbridge

ML5 3BT

Tel: 01236 812222

Quality Improvement Officer– Irene Pandolfi

Quality Improvement Manager– Joe McAvoy

Councillors for the School

Councillor Robert Burrows,

Member Services

Civic Centre

Windmillhill Street

MOTHERWELL

ML1 1AB

Tel: 01698 302697

Councillor James McCabe,

Member Services

Civic Centre

Windmillhill Street

MOTHERWELL

ML1 1AB

Tel: 01698 302697

Councillor Duncan McShannon

Member Services

Civic Centre

Windmillhill Street

MOTHERWELL

ML1 1AB

Tel: 01698 302697



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Chief Executive Area Office

20 Motherwell Road
BELLSHILL
Tel: 01698 346780

Area Community Learning and Development Officer

Patrick H. Marron
John Street
BELLSHILL
Tel: 01698 844607

Contacts in relation to Support for Learning

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

Dawn Cunningham (Additional Support Manager)

St Gerard's Primary School

Kelvin Road

BELLSHILL

ML4 1LN

Tel: 01698 841743

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.

Tel: 0845 123 2303

Email: info@enquire.org.uk

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

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

Resolve (Independent Adjudicator)

Tel: 0131 222 2456

Scottish Independent Advocacy Alliance

Melrose House

69a George Street

EDINBURGH

EH2 2JG

Tel: 0131 260 5380

Reference to Tribunal

Europa Building

450 Argyle Street

GLASGOW

G2 8LG

Tel: 0141 24 20367



Tannochside Primary

NHS Lanarkshire

Viewpark Health Centre

Tel: 01698 810171

Bellshill Health Centre

Tel: 01698 747 572

Social Work

303 Main Street

BELLSHILL

ML4 1AW

Tel: 01698 346666

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

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

By law Authorities are required to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.



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Appendix A

Glossary of Specialist Terms

Circle Time	A weekly time in class for staff and pupils to talk interrupted about matters brought up by the children or by the teacher; a time/forum used for the development of personal and social skills.
Composite Class:	A class with pupils at more than one stage.
Curriculum	The range of subjects taught in every class and school, eg. Numeracy, Literacy, Social Studies etc.
Co-operative Teaching:	More than one teacher teaching in a class.
DHT:	Depute Head Teacher.
DSM	Devolved School Management (Budget).
Education Committee:	Group of Elected Members who control all areas of education.
Emergency Contact	The person(s) named by a child's parent/guardian to be the first to be contacted if a parent/guardian is not available.
Ethos	This term related to the specific characteristics of the school; the spirit or principles of the school.
Group Teaching	Children are normally taught and work in groups with other children—for Literacy and Numeracy, these groups are normally ability groups where children of a similar ability progress at a similar rate; for most other curricular areas children are taught in mixed ability and social groups.
HT:	Head Teacher
Progress Reports:	reports on child's progress at school which are issued twice yearly
Psychologist:	member of authority's team of specialist Staff who assist schools in assessing children's progress and in devising programmes of work for individual pupils
CSP	Co-ordinated Support Plan – supports an individual child's needs
SMT	Senior Management Team of school
Out of School Hours Learning	Subjects which are not taught in the formal curriculum eg. After school clubs
PT	Principal Teacher
Transition	This term usually relates to the movement of children from nursery to primary school, or primary to secondary.



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Appendix B

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

School: Tannochside Primary School	Id No.: 320 - 8514828
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Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	404
Total School Running Costs at April 2011 (£)	2,333,525
Cost per Pupil (£)	5,776

Key to symbols: The symbol ## indicates that the data are not available

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half)	19460	23594	19368	18018	23306	19478	22240	145464
Percentage Authorised Absences	4.2	4.3	4.4	3.5	4	2.6	3.4	3.8
Percentage Unauthorised Absences	3.7	2.9	3.4	6.2	4.6	4	3.3	4

Key to Symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence	Absence recorded (2010/2011) Average number of half days absence
Absence	31.3	29.5

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.



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Appendix B (continued)

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

Education Authority: North Lanarkshire

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	1345477	1412613	1331777	1306377	1299073	1353020	1361142	9409479
Percentage Authorised Absences	4.2	4.2	3.9	4	4	4	4.1	4.1
Percentage Unauthorised Absences	1.5	1.7	1.7	1.6	1.8	1.8	1.7	1.7

Key to symbols:

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- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence	Absence recorded (2010/2011) Average number of half days absence
Absence	21.4	21.9

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.



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Appendix B (continued)

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	364,284
Total School Running Costs at April 2011 (£)	1,490,002,771
Cost per Pupil (£)	4,090

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage						
	P1	P2	P3	P4	P5	P6	P7
Total Number of Possible Attendance (Pupil Half Days)	18951308	19116971	18672816	18136151	18404407	18748517	19075039
Percentage Authorised Absences	4.2	4.1	3.9	3.8	3.8	3.9	3.9
Percentage Unauthorised Absences	1.2	1.2	1.3	1.3	1.2	1.3	1.2

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence	Absence recorded (2010/2011) Average number of half days absence
Absence	19.4	19.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.



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Appendix C

School Holiday Arrangements 2012-2013

August 2012	
Inservice day (all areas)	Tuesday 14 August 2012
Inservice day (all areas)	Wednesday 15 August 2012
Pupils return - Open	Thursday 16 August 2012
September 2012	
September Weekend 2012	Friday 21 and Monday 24 September 2012
October Week 2012	
October break	Monday 15 to Friday 19 October 2012 (Inclusive)
November 2012	
Inservice day (all areas)	Monday 19 November 2012
Christmas 2012	
Christmas and New Year	Monday 24 December 2012 to Friday 4 January 2013 (inclusive)
Mid Term February 2013	
February Break	
Inservice day (all areas)	Monday 11 and Tuesday 12 February 2013 Wednesday 13 February 2013
April 2013	
Easter	Friday 29 March 2013 to Friday 12 April 2013 (inclusive)
May Day 2013	
May Day	Monday 6 May 2013
Inservice day (all areas)	Tuesday 7 May 2013
May Weekend	Friday 24 May and Monday 27 May 2013
Summer 2013	
Schools close	Thursday 27 June 2013



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Appendix D

Tannochside Primary Anti-Bullying Policy

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

Aims

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

Identifying Bullying

Bullying is a persistent, intentional abuse of the power to hurt. It is not always purely physical. More serious bullying is usually verbal, social or emotional in nature.

It can manifest itself in any of the following ways:

- ✦ tripping
- ✦ name calling
- ✦ ignoring
- ✦ pushing
- ✦ kicking
- ✦ talking about
- ✦ hitting

The school should involve the silent majority by making pupils aware that there are no innocent by-standers.



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The Role of the Head Teacher

To work with staff to create a caring and supportive ethos throughout the school by:

- ✦ fostering a whole school approach to bullying
 - ✦ promoting the partnership between parents and school
 - ✦ supporting class teachers in their efforts to deal with bullying
 - ✦ ensuring that both victim and bully are counselled and supported
- applying sanctions where deemed necessary

The Role of the Teacher

To support the children and to prevent and deal with bullying by:

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

The Role of the Non-Teaching Staff

- ✦ observe and monitor the children's behaviour while outside the classroom
- ✦ intervene to defuse incidents
- ✦ report incidents which give rise to concern
- ✦ provide a channel of communication through which bullying could be reported
- ✦ support the children
- ✦ report any incidents of bullying to appropriate teaching staff



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Procedures to deal with Bullying

- ✦ give children strategies to report bullying without fear of recrimination
- ✦ record incidents of bullying which have been established
- ✦ support the victim and counsel the bully
- ✦ report incidents of a more serious or persistent nature to DHT or HT
- ✦ discuss consequences of their actions with children and make the bullies accountable
- ✦ involve parents where necessary and enlist their support and co-operation in resolving the situation

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

The Role of the Parents

Parents should support their children by:

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

Strategies for Children

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

They should be aware that they should not:

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



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They should try to:

- ✦ stay calm
- ✦ look confident
- ✦ stay with friends
- ✦ pretend they don't care
- ✦ tell, someone, friend, classroom assistant, teacher, parent
- ✦ avoid worrying

keep in control

No Hitting Policy

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

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

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