



Woodlands Primary School and Nursery Handbook 2026



EDUCATION AND FAMILIES

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WELCOME TO WOODLANDS PRIMARY AND NURSERY

We hope you will find the information contained in this handbook of interest and that it will help you understand more about our school.

The process of education starts before children come to school and is continuous. We aim to work in partnership with parents, as by working together we will enhance the learning environment for your child to develop intellectually, morally, physically and socially.

We provide a broad and balanced curriculum which allows each child to develop and progress at his/her own rate. We strive to meet the individual needs of all children and ensure that they reach their potential and develop the skills required for lifelong learning.

Woodlands Primary has for many years enjoyed a reputation of high educational standards. We have high but realistic expectations of our pupils, both in terms of working hard in class and life outside the classroom. We encourage our pupils to take care of their surroundings, to be helpful and polite and to consider the needs of others. We strive to ensure exceptional standards of care and welfare for all of our pupils.

We are a Rights Respecting School and children's rights are at the heart of everything that we do at Woodlands. We are an Eco and Health Promoting School and have Fairtrade status.

We hope that your child will be happy with us and will respond to the many opportunities for learning offered. If there is anything in this handbook you wish to discuss further, please do not hesitate to contact us.

Nicola Ferguson
Head Teacher

OUR VISION, VALUES AND AIMS

OUR SCHOOL VISION:

At Woodlands Primary School, pupils, staff, parents/carers and community partners work together to:

- create a safe and inclusive school.
- nurture a positive and caring environment.
- provide relevant experiences to allow everyone to achieve and learn to the best of their ability and fulfil their potential.

OUR SCHOOL AIMS:

We aim for all children to:

- be independent in their learning and use their pupil voice to form and share their own views and opinions.
- be excited about the challenges learning can bring and have the courage to keep trying and the determination to succeed.
- value their role within and contribute to their school, community and the wider world.
- know that we are all important and equal.



SCHOOL VALUES:

The school values are summed up in the Woodlands Spirit agenda:

Woodlands SPIRIT

We are **Safe** - We want Woodlands Primary and its extended school community to be an inclusive space built on a nurturing ethos underpinned by the principles of the UNCRC.

We are **Proud** - We want our children to reflect on their work and their actions. We want children to acknowledge their own and other people's accomplishments.

We are **Inspired** - We want our children to be confident, curious and inquisitive learners. We want children to learn from mistakes with

encouragement to investigate, ask and answer questions and state their opinions.

We show **Respect** - We want our children to show Respect for ourselves, for others and for property.

We are **Independent** - We want our children to be ambitious and be challenged. Children will be supported to try their best, have a go and be positive about their learning. Children will develop skills for learning and understand we all have unique talents.

We are **Tolerant** - We want our children to treat everyone with respect, being aware and respectful of the similarities and differences within our school community and beyond.

SCHOOL INFORMATION

OUR ADDRESS

Woodlands Primary School

Melrose Road, Greenfaulds,

Cumbernauld, G67 4BA

Telephone 01236 632074

E-mail enquiries-at-woodlands@northlan.org.uk

Website <https://blogs.glowscotland.org.uk/nl/woodlandsprimary/>

Woodlands Primary is a non-denominational school for boys and girls from nursery through to Primary 7. The school was opened in 2000. The school is well appointed with classroom accommodation. Expansive open areas accommodate a teacher's resource area, junior technology area, senior music area and infant play area. There is an ICT room, a gym hall, a kitchen for cooking lessons and separate dining area.

The current school roll stands at 265 in the primary stages and a nursery class with 48 children. Our current capacity is 367.

At present the numbers at each stage are as follows:

Nursery - 48	P1 - 35	P2 - 33	P3 - 40	P4 - 44
P5 - 44	P6 - 35	P7 - 34		

Composite classes are formed in line with local authority guidelines and are made up of working groups of children to ensure continuity and progression. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised.

Various organisations have made use of the school facilities, including the kitchen, in the evenings and applications for the use of the school accommodation should be made in writing to:-

Culture NL Community Facilities Section,
Coatbridge Community Centre
9 Old Monkland Road
Coatbridge, ML5 5EA

01236 632778
Fax: 01698 302110
Email: school&facilitybookings@culturenl.co.uk

giving the following details -

Name of Association, Purpose of Let,
Accommodation required, Date of Let, Hours of Let

Requests for the kitchen should be made in addition to requests to the Area Office for any function in the school.

THE SCHOOL DAY

School opens:	9.00a.m
Interval:	10.30 - 10.45a.m.
Lunch:	12.15 - 1.00p.m.
School Closes	3.00pm

ENROLMENT

Annual Registration of Primary 1 pupil's takes place in January each year, and dates for registration will be advertised in the local press early in January. Any parents who would like to visit the school should arrange an appointment by contacting the school office where arrangements will be made to visit the school at the end of the school day.

[Primary school registration \(P1\) | North Lanarkshire Council](#)

Our comprehensive nursery to primary 1 liaison program supports the children in their transition and helps to reassure them that school is a safe, welcoming and exciting place to be. During the summer term, the new P1 intake will be invited to visit the school, this series of visits will give the children the opportunity to meet their class teacher, visit the classroom in which they will work and become familiar with the school. During this time, parents will have an opportunity to talk to the Head Teacher about the school and the curriculum and have any questions answered. Primary 1 pupils attend full time from the first day of the session.

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 moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. 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. All placing request details and procedures are available from the school or the council's website. Parents and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school, 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.

NURSERY HOURS

All children attend nursery from 8.55am until 3pm daily.

SECURITY

In order to ensure the safety of every child we would ask that you sign your child into nursery on their arrival and sign them out when you leave. In the morning parents accompany their child into the cloakroom and at the end of the day collect their child from the playroom. An adult is on the door at all times and all children are signed in and out of nursery by a staff member.

THE NURSERY DAY

During their time at nursery your child will be encouraged to play in a variety of areas. All learning within the nursery is through play and the children are allowed to move freely from one activity to another during the session. Staff use responsive in the moment planning to meet the needs of individual children. They are all welcomed at the start of the session and introduced to the range of activities on offer that day and what they might learn.

Within the nursery there are different areas to support a range of high quality learning experiences including construction, sensory, maths, small world, creative, outdoor and literacy. We have created a living room to provide a strong nurturing approach to meet the needs of our learners.

The outdoor area is an integral part of the nursery and provides a range of experiences similar to those indoors with the addition of loose parts and physical play. The children are encouraged to go out in all-weather as long as it is safe and we provide waterproof trousers, jackets and wellington boots for wet weather play.

All children will be provided with a meal at lunchtime by our catering staff and will go along to the dining area to be served. Cereal is available on entry to nursery until 10am and a small snack is available in the afternoon, milk/water is available within the nursery throughout the day.

During the session the children meet together with their key worker to talk about what they have been learning in nursery that day. This encourages the children to begin to think about their own learning and to talk about what they might like to try the next day in nursery. They will also work together on an activity or game or enjoy a story. Parents are kept up to date with their child's time in nursery through the Learning Journals App.

TEACHING STAFF

Head Teacher	Miss Nicola Ferguson (Overall responsibility for Nursery/Whole School)
Depute Head Teacher	Mr John Green (Responsible for First into Second Level)
Principal Teacher	Miss Joanne Sefton (Responsible for Early into First Level)
Primary 1	Mrs Katie Lennon
Primary 1/2	Miss Pamela Donald
Primary 2	Miss Jennifer Donaldson
Primary 3	Miss Deborah Park
Primary 3/4	Miss Niamh McGinn
Primary 4	Mrs Fiona Pollock
Primary 4/5	Mrs Katy Bellamy
Primary 5	Mr Lewis Haxton
Primary 6	Miss Eilidh Murray/Miss Lynsey Couper
Primary 6/7	Miss Jennifer Stewart
Primary 7	Mrs Lorraine Maher
NCCT Cover	Mr Michael Griffin
HWB/Nurture	Mrs Alison McMillan
Total number of Staff	17
Full Time Equivalent	13.22

NURSERY STAFF

Lead Practitioner	Mrs Kirsty Carnan
Early Learning Practitioner	Mrs Jenna Blades Mrs Jane Docherty Mrs Morven Henderson Mrs Michelle Morrison Mrs Jenna McFarlane (Covering for Jenna Blades)
Nursery Support Worker	Mrs Alison Burgess Mrs Marie Docherty Mrs Emma Hung Mrs Jenna McFarlane Mrs Nicola Wylie

SUPPORT STAFF

Senior Clerical Assistant	Mrs Angela Tagg
Learning Assistants	Mrs Amanda Cannon Mrs Caroline Livingston Mrs Marion MacConnell Mrs Carol Watson
Janitor	Mr Eddie Duffy

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 School App for Parents, letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio, on the NLC website and Twitter.

SUPERVISION DURING NON CLASS TIMES

An adult presence is provided in playgrounds at break time in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. This supervision is undertaken by our learning assistants who will be in the playground from 8.45 - 9.00 am, 10.30 - 10.45 am and 12.00 - 1.00pm.

During wet playtimes, children will be kept indoors and supervised by the above people and in addition the school management team. On mornings where the weather is exceptionally wet, icy or snowy, children can enter the school from 8.50am and will be supervised by support staff and SMT.

SCHOOL SECURITY

Parents should note that **all doors to the school are locked immediately after the children enter the school in the morning and after each break.**

Any latecomers or visitors to the school must arrive at the main door of the school which is operated by a buzzer door release system. **ON ENTRY TO THE SCHOOL, ALL VISITORS MUST REPORT IMMEDIATELY TO THE SCHOOL OFFICE AND SIGN THE VISITORS BOOK. NO PARENT OR VISITOR IS ALLOWED TO GO DIRECTLY TO THE CLASSROOMS.** These procedures must be strictly adhered to, as these measures are taken to increase the security and safety of all in Woodlands Primary.

IMPROVEMENT PLANNING AND REPORTING

All aspects of our school improvement agenda are underpinned by the desire to ensure that all of our children from nursery to primary 7, particularly those at risk of disadvantage or failure, have improved life chances through the highest levels of attainment and achievement possible through the provision of a curriculum that delivers high quality learning experiences and equity for all and promotes ambition. We want all of our children and young people to get the best start in life through the implementation of *Getting it Right for Every Child* (GIRFEC) principles and practice and through early intervention and support to allow all children from nursery to primary 7 to reach their potential.

Some of our key strengths are:

- Confident, enthusiastic children who enjoy their learning.
- Clear focus on children's rights which underpins the values of the school.
- Very high levels of care and welfare for children and families including targeted support for health and well-being.
- Robust procedures for assessing, tracking and monitoring pupil progress.
- Key interventions in place to support children in their learning and improve attainment.
- All children are making progress in their learning.
- Targeted support for children in literacy, numeracy and health and well-being is leading to improved attainment.
- Supports in place to provide equity for all learners.

In 2024-25 continued progress was made in embedding approaches to literacy and numeracy to ensure that children experience challenge, continuity and progression in their learning and attainment in literacy and numeracy continues to increase. Robust systems are in place for monitoring and tracking pupil progress across and this data alongside pupils own assessment of their learning, formative assessment approaches, teacher judgment and class work is used to track and monitor pupil progress and identify areas for future learning. Targeted learning support for literacy including Read, Write, Inc, Rainbow Reading and IDL, a whole school approach to the teaching of numeracy including staff training has raised standards across the school. In HWB there was emphasis on children being able to measure effectively their own learning and identify/develop skills for learning.

In session 2025-26 we are working on:

Implementing a new whole school approach to curriculum design and delivery will empower all learners to achieve their potential in literacy and numeracy, make connections in and across their learning, apply their skills across curricular areas and make choices in what and how they learn. Embedding a robust approach to supporting learners with additional support needs, with a focus on health and well-being, involving all stakeholders will ensure that all learners receive the support needed to build emotion well-being and resilience. Ensuring all learners

in nursery experience high quality play based learning with a key focus on developing their skills in literacy and numeracy.

A parent and pupil friendly improvement plan which is displayed in school and is used to encourage continuous comments and feedback to ensure that children and parents are fully involved in the improvement process and can share their thoughts and ideas throughout the year. In the coming years the main driver for improvement will be in attainment and achievement for all pupils, ensuring equity for all learners and embedding interventions that support and enhance literacy and numeracy skills, enhancing BGE and STEM. The school Inspection Report by HMIE, Improvement Plan and Improvement Report can be accessed via the school website <https://blogs.glowscotland.org.uk/nl/woodlandsprimary/>

CHILD PROTECTION

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

The Head teacher is responsible for the school's actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines

Child Protection Co-ordinator is: Miss Nicola Ferguson

Telephone Number: 01236 632074

ADULT PROTECTION

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

Adult Protection Co-ordinator is: Miss Nicola Ferguson

Telephone Number: 01236 632074

ATTENDANCE AT SCHOOL

Section 30 of the 1980 Education Act lays a duty on every parent of a child of "school age" to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised, as defined by the Scottish Government.

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number, including, where possible, a number that will accept a text message. Parents are required to inform the school if these contact details change during the course of the year. Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing contact numbers provided for the child and may result in the school sending a text message. Parents are asked to inform the school by letter, telephone or Parent Portal, if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. Parents of children attending the nursery class are asked to telephone the school office to inform them of and confirm the reasons for any absence.

(a) Family Holidays during term time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday. Absences will be classified as authorised only in exceptional circumstances but will 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 experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

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

(b) Extended Leave with Parental 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

(c) Exceptional Domestic Circumstances

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

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

The Head teacher regularly reviews the attendance of all pupils and where concerns are noted will contact parents in writing or in person to discuss the reasons for absence. The local authority has the power to write to, interview or prosecute parents, or to refer pupils to the reporter of children's hearings, if necessary.

SCHOOL HOLIDAYS 2026/27

<u>First Term</u>	Monday 10 th August	Teachers Return
	Wednesday 12 th August	Pupils Return
	Friday 25 th September	Closed
	Monday 28 th September	Closed
	Friday 9 th October	Close at 3pm
<u>Second Term</u>	Monday 19 th October	Pupils Return
	Monday 16 th November	Closed In Service Day
	Friday 18 th December	Close at 2.30pm
	<u>2025</u>	
<u>Third Term</u>	Tuesday 5 th January	Pupils Return
	Monday 15 th February	Closed
	Tuesday 16 th February	Closed
	Wednesday 17 th February	Closed In Service Day
	Friday 26 th March	Closed
	Monday 29 th March	Closed
	Friday 2 nd April	Close at 2.30pm
<u>Fourth Term</u>	Monday 19 th April	Pupils Return
	Monday 3 rd May	Closed
	Thursday 6 th May	Closed In Service Day
	Friday 28 th May	Closed
	Monday 31 st May	Closed
	Friday 25 th June	Close at 1pm

TRANSFER FROM PRIMARY TO SECONDARY SCHOOL

Pupils are normally transferred between the ages of eleven and a half and twelve and a half, so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Normally pupils from Woodlands Primary continue to:

Greenfaulds High School
Athelstane Drive
Cumbernauld, G67 4AQ
Tel; 01236 794876

Head Teacher: Mrs Linda Park

We enjoy a good relationship with the staff of Greenfaulds High School and both ourselves and Greenfaulds High aim to make the transition from primary to secondary a simple process for our pupils.

To this end, the following types of activities take place

- In November Greenfaulds holds a meeting for the parents of pupils transferring there in the following August.
- Visits to Greenfaulds High by our P7 pupils in May/June to follow a sample S1 timetable for 2 days and meet some of the staff
- Throughout the year Greenfaulds staff visit Woodlands Primary and our pupils enjoy meeting staff from English, Maths, Guidance, Technical and Learning Support departments.
- Throughout the year pupils take part in a wide range of events at Greenfaulds High School alongside pupils from the other cluster primaries.

There are regular liaison meetings with Mrs K Adler, Depute Head Teacher of Greenfaulds High School who is responsible for all first year pupils and associated Primary Head Teachers to discuss issues and plan co-operatively. Where children require support in their transition, parents will be actively involved in planning the support required. Parents are instrumental in supporting pupils during transition and we aim to keep parents actively involved and informed at all stages.

CLOTHING AND UNIFORM

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

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

- could potentially encourage factions (e.g. football colours etc)
- could cause offence (e.g. anti-religious symbolism or political slogans etc)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery
- are of flammable materials which may be a danger in certain classes, (e.g. shell suits)
- could cause damage to flooring
- carry advertising, in particular for alcohol or tobacco, and
- could be used to inflict injury to other pupils or 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. Approvals of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families.

Information and application forms may be obtained from first stop shops and can be downloaded from the Council website [Free school meals and clothing grants | North Lanarkshire Council](#)

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). For academic session 2025/26 the deadline for school clothing grants is 31 March 2026. For academic session 2026/27 the deadline for school clothing grants is 31 March 2027.

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.

For P.E. suitable clothing for safety and comfort must be worn. Shorts, tee shirt and plain gym shoes should be worn. Again no football colours are allowed. For Health and Safety reasons the only jewellery allowed in school is a watch and small stud earrings, both of which must be removed for P.E.

WOODLANDS PRIMARY DRESS CODE IS:

Tie	Tartan
Shirt/blouse	White
Jersey/Cardigan	Green or red
Pinafore/skirt/trousers	Grey, black or tartan
Sweat Top	Green or red
Polo shirt	Red or white
Hoodie	Red

Branded uniform is provided by Scotcrest and is available online or from their shop. There is however no expectation that parents purchase branded clothing and items can be purchased from local supermarkets.

It would greatly assist the school if parents could **NAME** their child's belongings, as all school uniform items look the same and children might also be wearing similar jackets. Clothing mix ups can very easily happen, particularly after pupils have changed for gym. **Named items** help us to trace lost items more easily.



SCHOOL DISCIPLINE

At Woodlands Primary, we have a **Positive Relationships Policy** to ensure that we work together to make our school an effective and thriving establishment. We want the children in our care to enjoy their years at Woodlands Primary and gain as much as possible from them. Parents are a key part of their child's learning, including behaviour and as such work in partnership with the school to achieve the best for their child. Together we want them to:

- Develop an awareness of themselves as individuals and their place as responsible contributing members of society.
- Develop understanding of the need for self control, self discipline and respect for others in their daily lives.
- Be given the opportunity to develop to their maximum potential in all aspects of their school life.
- Demonstrate awareness and respect for their own rights and the rights of others.

To promote our positive ethos within the classroom, teachers will:-

- Build trusting relationships within the class by being firm, fair and consistent showing a high level of commitment, concern and care towards the children.
- Expectations should be high but realistic in an atmosphere of mutual courtesy and respect
- Be sensitive to the interaction between pupils and act appropriately to diffuse potentially difficult situations. Pupils will be encouraged to be responsible, to show self discipline, self control and co-operation, realising that conflicts can be discussed without anger and can be resolved without the need for aggression and violence. To enable high standards of behaviour to be achieved teachers will implement and work with children to adhere to Woodlands Primary's Positive Relationships Policy and reward children positively.
- Adopt a restorative approach to resolve disputes and conflict.
- Praise pupils for their work and recognise their achievement. Work should be attractively displayed to show that it is valued.

- Pupils should be encouraged to be proud of their achievements, their school and their place within it.

Children's rights permeate all aspects of our school policy. Our Positive Relationships Policy is designed to enable children to **choose** behaviour which is sensible, responsible and which will help everyone around them. The policy is made up of 3 parts: Rules, Rewards and Consequences.

SCHOOL RULES

1. Respect yourself.
2. Respect others.
3. Respect property.

REWARDS

1. Verbal praise from staff
2. Stickers, stamps and/or written comments on children's work
3. Certificates and letters home to parents
4. Pupils sent to other members of staff for extra praise
5. Good work displayed on 'Good Work Boards'
6. Star Pupil Award : at a whole school assembly, each teacher will nominate a pupil for this award, either for behaviour or for work
7. "Cool Class Cup". A special cup will be awarded for the good behaviour of a whole class
8. House Points/Pom Poms for class rewards

SANCTIONS FOR MISBEHAVIOUR

We operate a 'Steps to Success' approach where every day is a fresh start, it is based on a restorative approach and any behaviour resulting in sanctions would be discussed with the child including strategies to improve. Children receive a verbal warning and if this behaviour continues then a warning card would be quietly given at which point the teacher would discuss the behaviour causing concern and how this could be improved. If the behaviour still continues then they DHT or PT will speak to the child to help support their behaviour. At the end of the day any children who have not managed to reflect upon and change their behaviour would speak to a member of the Head Teacher and where necessary parents would be contacted. At all stages children will be fully supported in managing their behaviour and given strategies to help them. It is not a one size fits all approach and children with additional needs may be supported in alternative ways which are more suitable to them as an individual.

ANTI BULLYING POLICY

Our Anti Bullying Policy is in line with Respect for All: A National Approach to Anti Bullying for Scotland's Children and Young People and North Lanarkshire Council Promoting Positive Relationships: Respect for All: Anti Bullying Policy (May 2019). It aims to:

1. To develop awareness that bullying in any form is unacceptable
2. To develop a shared understanding and view of bullying
3. To work in partnership with parents to minimise bullying
4. To encourage a climate of openness and a listening culture

5. To develop a range of strategies to deal with bullying
6. To engender a sense of shared responsibility among pupils

The recording of bullying or alleged bullying incidents are recorded electronically using Seemis as part of the schools monitoring system and in line with NLC policy. An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils)(Scotland) Regulations 1990.

A CURRICULUM FOR EXCELLENCE

What is Curriculum for Excellence?

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education. The purpose of Curriculum for Excellence is encapsulated in the four capacities

- to enable each child or young person to be
 - a successful learner,
 - a confident individual,
 - a responsible citizen and
 - an effective contributor.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity. Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

'The totality of all that is planned for children and young people throughout their education'.

The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.

What are the Curriculum for Excellence levels?

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study.

What is the Broad General Education?

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

Curriculum Areas and subjects

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

The 8 curricular areas are:

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

The Senior Phase

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

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

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

Personal Support/Career Planning

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

How will my child's learning be assessed?

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

Staff at all stages make effective use of a wide range of strategies and approaches to assess children's learning and progress. Summative assessments and standardised tests are used alongside class work, formative assessment and the teachers own judgment to assess pupil progress. Children are actively involved in assessing their own learning on a daily basis in their classwork and through their learning logs, this includes them being able to identify their strengths and next steps for development.

In playrooms and classrooms, staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance.. You will be able to share in your child's learning daily through information shared on the class blog and will be encouraged to engage in family learning opportunities throughout the school year. Parents are invited to meet with their child and their teacher in November and March to discuss their progress however staff are available should you wish to discuss your child's learning at any point throughout the year.

SCHOOL CURRICULUM

Teaching and learning situations are organised to allow teachers to work with the whole class, groups or individuals to ensure that each child works at a level suited to his/her individual needs. There are equal opportunities for all children irrespective of gender, race, religion or disability to participate fully in all aspects of our school curriculum. To ensure breadth in the curriculum, it has been divided into eight main areas which are Mathematics, Language, Expressive Arts, Science, Social Studies, Technology, Religious and Moral Education and Health and Wellbeing. A description of each area, and how it is approached in our school, follows.

Children are actively involved in planning for their own learning, all children use learning ladders to record the learning that has taken place, how they have applied the skills they have learned and their next steps for learning. Children are encouraged to set individual learning targets and review these targets each term with their teacher and their parent/carer. You will be given the opportunity to meet with your child and their teacher to discuss their learning throughout the year and this will include the chance to look at their work in class. Learning is taught within a context in order that children might be able to transfer their skills, where possible real life contexts are used to encourage children to learn the appropriate skills for their future learning, life and work. Children are encouraged to apply what they have learned across curricular areas and to solve problems.

NUMERACY AND MATHEMATICS

We aim to provide a balance of work in number, money and measurement, shape position and movement, information handling and problem solving. We use an active learning approach to the teaching of mathematics with Heinemann Active Maths Resources, workbooks and textbooks being used to assess learning. Opportunities to develop mathematical concepts through the use of suitable concrete apparatus and practical experience exist at all stages of the school. We provide opportunities for the application and practice of mathematical skills

in real situations. The children are organised in groups to allow differing rates of development.

Calculators and computers are also used, making a contribution to the development of the children's mathematical skills. However basic addition, subtraction and multiplication tables are still important as are mental maths strategies. Children at all stages are provided with opportunities to develop problem solving strategies.

LANGUAGE AND LITERACY

Language and literacy development includes TALKING and LISTENING, READING and WRITING.

TALKING AND LISTENING

The children are encouraged to talk and listen to each other, in groups, to the class, to the teacher, and to a wider audience. This helps to develop their skills as both a listener and talker and develops a sense of audience awareness. Situations which allow discussion occur at all stages of the school and we try to develop and progress the skills as the pupils mature. Reading and writing activities are used to assist in the development of talking & listening skills.

READING

We aim to have pupils reading fluently and accurately with understanding. Research and reference skills are developed as the children progress. The infant department are using a book banding approach using a mixture of Oxford Reading Tree, Literacy Links, Literacy Web, PM Gems and Lighthouse Schemes. Jolly Phonics is also used at the infant stages to introduce children to phonics. The upper stages are working on Novel Studies using a wide range of novels from a variety of authors. These provide a vast array of reading materials and allow the development of comprehension skills. Our pupils also make use of non-fiction titles as reading books. The children are encouraged to read for both enjoyment and information.

WRITING

We encourage children to develop their writing skills through a variety of means: personal/imaginative writing and functional writing. All pupils are encouraged and supported to develop skills in spelling, grammar and punctuation through the use of a variety of resources.

All classrooms have computers and pupils are exposed to using the computer for word processing. This enables the children to record information, stories, poems etc., on the computer and provides an attractive presentation of their work, in which the children can take great pleasure.

EXPRESSIVE ARTS

Expressive Arts covers the work done in Art, Drama, Dance and Music.

Work in these areas is tackled in two ways:

- through lessons designed to introduce new techniques and develop specific skills.
- through the incorporation of these areas into topics being studied.

ART

We aim for the pupils to develop the skills to be able to express their own ideas through painting, drawing, printing, collage work and modeling. Displays of our children's work are mounted both in the classrooms and around the school. This helps to create a vibrant school environment, gives our pupils a sense of achievement and shows that we value their efforts.

DRAMA

The children at all stages of the school are involved in role play situations, movement to music and writing and performing simple sketches. On many occasions, drama activities are linked to language work and topics, RME and Citizenship activities.

MUSIC

We make use of a range of approaches to teaching music including teaching of songs, the use of percussion, and building a critical awareness of music by listening to a variety of types of music. There is also the opportunity for some children to have brass and woodwind tuition from primary 5 onwards.

DANCE

The children are encouraged to participate in traditional Scottish dances as well as more contemporary dance. They are also given the opportunity to create their own dances to illustrate a given piece of music.

HEALTH AND WELLBEING

PHYSICAL EDUCATION

All classes are timetabled to have regular use of the gym hall. All children have 2 hours of physical activity per week as recommended by the Scottish Government. We aim to develop awareness of the body through movement, and the children experience a balance of inventive movement and games to aid the development of P.E. skills.

P.E. KIT

We are concerned about our children's safety during P.E. and would advise that the following items of clothing allow the children maximum comfort and freedom of movement:

T-shirt

Shorts

Soft shoes (black gym shoes are ideal)

PLEASE NOTE THAT THE WEARING OF FOOTBALL TOPS IS NOT PERMITTED.

Could I please ask you to ensure that all P.E. kit items are named, to ease the tracing of lost items.

The taping over of jewellery during P.E. is not safe practice, and so, for Health and Safety reasons, pupils **MUST** remove all jewellery, including earrings, before participating in physical activities. Pupils must be supplied with a parental note if there is a medical reason for them not to participate in P.E. A note of the days each class is involved in P.E. is issued at the beginning of each session via the class blog and parents should ensure that pupils bring their P.E. kit with them on the appropriate days.

HEALTH TOPICS

Throughout the year the children will undertake lessons in a range of topics that encourage good health and wellbeing and involve the children in making healthy choices. Where appropriate these topics will link to other areas of the curriculum and may be part of a larger interdisciplinary topic.

PERSONAL & SOCIAL DEVELOPMENT

Our Personal & Social Development Programme, (P.S.D.) concentrates on the development of our pupils' moral, social and cultural values. This is underpinned by our work as a Rights Respecting Level 2 school in line with UNICEF.

SEXUAL HEALTH AND RELATIONSHIPS

We currently implement the 'Proud to be Me' programme as suggested by North Lanarkshire Council and the Scottish Government. This pack was developed by the health board and provides a series of lessons for P.1-7. Each class will be informed by letter when this block of work will be undertaken and where requested the content of that stages lessons.

SCIENCE/SOCIAL STUDIES/TECHNOLOGY

Throughout your child's primary school career, he/she will be exposed to a variety of topics within these areas. All topics are interdisciplinary which means that they are linked to other areas of the curriculum such as writing, art, drama, etc. There exists at present a planned framework of topics to ensure that there is balance and breadth in what your child is learning. The main emphasis is placed on the child acquiring key ideas and skills which will help him/her, gain a better understanding of the world we live in. Work related to current topics is on display in each classroom and around the school throughout the session. Where possible we try to arrange visits related to the topics the children are working on, and these always prove to be both informative and pleasurable for the pupils.

INFORMATION TECHNOLOGY

Information Technology permeates the whole curriculum. We have interactive smartboards and laptops in all classes to support learning and teaching. All classes have access to iPads daily to support their learning and we have a dedicated ICT room with desktop computers which is timetabled for all classes throughout the week.

RELIGIOUS EDUCATION AND OBSERVANCES

Our approach follows the guiding principles and aims of the council's policies on religious education and observance. **It is the parent's right to withdraw their child from any aspect of religious education and observance, and in such cases an alternative educational activity will be provided. Any parent wishing to withdraw their child should contact the Head Teacher.**

Our Religious Education programme allows the pupils to learn about religious, cultural, social and moral issues relating world religions. e.g. friendship and families, celebrations, loving and caring and key figures. Woodlands Primary School is a Rights Respecting School and this forms a fundamental part of our social and moral education. Children are encouraged to learn about their own rights and the rights of others and consider how these might be met or in some cases not met.

We have weekly assemblies where we meet together as a school, giving us an opportunity to come together as a community. This allows us to share together and celebrate important occasions in the life of the school and community. Our work on children's rights is a fundamental aspect of this and as such is the basis for all assemblies. We use these occasions to award special certificates and give special mention to pupils who have achieved well in school. Religious observance, when the chaplain visits the assembly, is also underpinned by children's rights and is directly linked to our work as a Rights Respecting School.

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.

ASSESSMENT

Children are assessed regularly throughout the school year using a range of approaches, this includes checkups and written assessments, review of class work and the teachers professional judgment on how they are progressing. Pupil's progress through CFE is tracked by SMT and discussed regularly with the class teacher and future learning is determined in line with pupil needs. Pupils and their parents are invited to meet with the class teacher in November and March to discuss their learning and next steps for development. During this time parents are given the opportunity to look at their children's work and discuss ways that they can support their learning at home. A written report

detailing progress and next steps for each curricular area is issued to all parents in June, this includes details of their child's wider achievements such as their participation in clubs both in and out of school, whole school events and particular talents and strengths. Our class blogs keep parents informed of what their children are learning in class.

ADDITIONAL SUPPORT NEEDS

Woodlands Primary School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

All pupils learn at a different rate. Some pupils experience difficulty with a particular area of the curriculum, whilst others are beyond the level expected for their stage. In all areas of the curriculum, class teachers try to ensure that each child is working at their own level, with materials for his/her needs. Classes are therefore organised mainly in groups, with provision made for individuals when pupils require additional help or extension work.

Miss Ferguson, Mr Green and Miss Sefton are responsible for the management of support for learning within our school and to this end are the first point of contact for class teachers if they are concerned about a child's learning. They offer support in many ways, e.g. co-operative teaching within the classroom, supporting teachers in drawing up Additional Support Plans for individual pupils, providing materials and occasionally the withdrawal of pupils from the classroom situation to allow them more intensive one-to-one teaching.

Any pupil experiencing difficulties in their learning may be referred to Psychological Services, who provide more specialised help and decide what action is required to allow the child to gain maximum benefit. Parents would always be consulted before any such referral took place. We have supported children with physical disability, sensory impairment, neuro divergent and moderate learning difficulties.

Through a process of staged intervention and, where appropriate, in conjunction with other appropriate agencies, the school will work to support these pupils and

their families within the framework of the new legislation and in line with the Code of Practice.

Woodlands Primary School caters for children from a range of backgrounds including those with English as an additional language, where necessary additional support is provided from within school and by specialist staff.

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. Miss Ferguson is responsible for all Looked After Children within Woodlands and will work with carers, staff and other agencies to ensure their needs are met.

(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 or co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents/carers will receive letters from the Education Authority throughout the CSP process.

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

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact 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 Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved. The **Additional Support Needs Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, ASN placing requests and post school transition. 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.

EXTRA CURRICULAR ACTIVITIES

Clubs run on a monthly basis throughout the school year on Friday afternoons to ensure equity and inclusion for all learners. Children are invited to join a club of their choosing which includes:

- PE
- Art & Craft
- Board Games
- Table Tennis & Archery
- ICT
- Lego
- Yoga
- Cookery
- Music

SCHOOL TRIPS / EXCURSIONS

Excursions and visits to places of interest take place throughout the year for individual classes. These excursions are organised to extend the curriculum of our school, and range from local area visits (e.g. the library, park, church) to visiting museums, exhibitions and participating in workshops.

We arrange a whole school trip every second year for all children from nursery to primary 7, this allows us to enjoy the experience together and builds upon our sense of community and school ethos. We look forward to commencing trips as soon as the COVID restrictions allow.

ASSESSMENT AND REPORTING TO PARENTS

Assessment of pupil progress is conducted in a variety of ways. Continual assessment by class teachers allows teachers to quickly identify any difficulties being experienced by the children and therefore amend the teaching programme to compensate for this. Flexibility in our grouping allows for transfer from group

to group if an individual child is making particular progress or experiencing difficulty. Each child selects examples of good work across curricular areas to include in their pupil profile. Showcase jotters contain examples of class work from primary one to seven and are a great way of seeing how your child has progressed. These records are a means of ensuring that each child is making progress and that continuity in the curriculum is taking place. Formative assessment and standardised tests are used to check specific skills and progression. Learning logs contain pupil targets, current areas of focus and assessment of their own progress including next steps.

Parent meetings are held twice a year, in November and March, children are a vital part of this meeting and share with you what they have learned. Written reports are issued to parents in June and parents will be invited to submit a written comment on their child's report to the teacher. Parents may also telephone or write to the school to request a meeting with either the class teacher or a member of the management team to discuss their child's progress at any time during the school session. Similarly, teachers may ask to meet with parents where they are concerned about a child's work. Contact between home and school at an early stage of a problem can help avoid worry and distress for both the pupil and the parent. Parents are encouraged to keep up to date with what is going on within the child's class on a daily basis by following the class blog where teachers post pictures of the children at work and comment of key aspects of learning that day.

HOMEWORK

Parents are encouraged to support learning at home and teachers share details of practical ways in which parents can reinforce what they have been learning in class using weekly updates on learning and a termly grid with ideas of how to support learning at home which are posted on Teams. Children are encouraged to read at home using either a book from school or material of their own choice. There is a strong focus on communication and in supporting children to develop life skills through everyday experiences which including going shopping, sharing a meal with family or friends, playing at the park. Families also have access to Virtual School which provides learning for children who are absent from school or for those who want additional practice. Details are shared through Teams.

HOME AND SCHOOL LINKS

We believe that parents have an important role to play in the life of the school and their child's education. The relationship between home and school should be seen as a co-operative partnership, which serves to ensure that each child feels secure in the school environment and is able to achieve his/her full potential.

A newsletter which informs parents of events in the school each term is emailed to all parents, posted on the school website and a paper copy is issued to all

parents who request it. The school uses Parents Portal and Group Call which allows us to message parents with regular updates and provides them with all information they would need including access to the school blogs, school news and the school calendar. Microsoft Teams will keep you informed of what is happening in your child's class on a daily basis and of general events in the school. Parents are invited to attend school events e.g. stay and plays, parent consultations, shows and sports days etc.

Should you have any concerns regarding your child we would encourage you to contact us as soon as possible so that we might work together to support both you and your child. Please contact a member of the management team to discuss any concerns.

In order to keep parents up to date with their child's progress, we hold parent/teacher/pupil meetings in October and February each year. At these meetings the children are encouraged to share their successes and discuss their next steps for learning. Parents are given the opportunity to view their child's work and talk to the teacher about any concerns they might have, the Head Teacher is also available to discuss any issues arising. A full written report detailing your child's progress in all areas of the curriculum will be issued in May. Parents are given the opportunity to comment on their child's report. Children in the nursery class will receive a learning story which documents their own learning in nursery in June which will include a summary of their skills.

In addition :-

- The school will contact parents at an early stage if there are any problems relating to their child at school.
- We have a very active and supportive Parent Council who are there to represent your views and meet together every second month, details of their meetings and contact details can be found on their blog and facebook page.
- School policies can be found on the school website and cover all aspects of school life, there is also a link to NLC policies.
- We are very proud of our school and you are always welcome to come and see what we do.
- The nursery class is part of the school community and we have established successful links which greatly aids the transition period for children when starting school.

SCHOOL AND COMMUNITY

We play a prominent role in developing children educationally, emotionally and socially in the hope that they will benefit greatly from the facilities available at the school and from the involvement of the school in community ventures. We work together to develop the children's awareness of themselves as part of our community.

We endeavour to maintain a high and positive profile in our community, and have been actively involved in promoting children's rights in local schools and the

community. We are involved in community events and competitions and are supported by local organisations and businesses. We strive to support the local community through participating in local gala days and special events. The expertise of members of our community is enlisted in many curricular areas. We welcome visitors into our school to share their knowledge and expertise and show that we appreciate and value their time and service. We also visit services and special places within the community to promote awareness of our community, how they serve us and our part in it.

We raise money and give donations to many charities including Comic/Sport Relief, Children in Need, Salvation Army, Local food banks and charities identified by the children through personal experience.

MEDICAL AND HEALTH CARE

Should your child have any particular medical requirements, please inform the school. If your child is required to take any medicine in school, e.g. inhalers, the parent must call at the office, with the medication and complete a form giving details of the condition, the medicine, and the dosage required.

Should your child fall ill, or have an accident at school, we will do our best to contact you. When your child enters school, you will be asked to give two emergency contact numbers where we can reach either yourself or your representative during the school day. **I would therefore like to stress the importance of the school having accurate records regarding parents home/work telephone numbers and those of your nominated emergency contacts. Please ensure that you keep the school fully informed of any changes.** In the event of a child being ill at school and requiring to go home, either the parent or representative will be contacted by the school and requested to call at the school to collect the child.

Please try to avoid making dental or doctor's appointments during the school day. However, if your child has to leave school to attend an appointment, the teacher must be informed by letter and your child must be collected from the school by the adult named in the letter.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment. In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not 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.

HEAD LICE

Please note that routine checks of children's heads are no longer carried out by the Health Board. Could I please ask you to check your child's hair on a regular basis for head lice using a fine tooth detector comb after washing the hair and applying conditioner to wet hair.

TRANSPORT

General:

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

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Applications can be made online at the Council website [Free school transport | North Lanarkshire Council](#)

Pick up Points:

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

Placing Requests:

The education authority 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.

Children arriving at school via free transport are supervised by support staff and are escorted to their transport at the end of the school day.

MEALS IN SCHOOL

A cafeteria operates in school at a daily cost of £3.40 for a main meal with either soup or a cake. Water and milk are also available. Parents can pay money onto their child's account online and check their balance. Each time your child visits the cafeteria, money will be deducted from their card. All children from primaries 1 to 5 are entitled to a meal free of charge.

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 1a must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

It is important that the Head Teacher is aware of any medically prescribed diets within the school and, on occasion, parent/carers may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services

(FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible. Special Diets such as Vegan and ethnic diets can also be accommodated. In this case a form b should be completed and can be signed by the parent.

All completed forms should be returned to the email specialdiet@northlan.gov.uk

All children are supervised in the dining room by support staff and members of the management team, children who bring a packed lunch to school are also accommodated in the dining-hall or open areas. Children within nursery can access water and milk and throughout the session and are provided with cereal at the start of the day, a meal at lunchtime and a small afternoon snack. Any specific dietary requirements should be discussed with the nursery staff as per the guidelines detailed above.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £796 per month), are entitled to a meal without charge.

All P1 to P5 pupils are entitled to a free meal and free milk. Pupils in P6-P7 who qualify for a free school meal are entitled to free school milk. However, milk will be available for purchase in the school during the lunch period. All nursery pupils are entitled to free milk and a fruit or vegetable snack.

Information and application forms for free school meals can be downloaded from the council website [Free school meals and clothing grants | North Lanarkshire Council](#)

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.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

Woodlands Primary is a Rights Respecting School and as such we are firmly committed to equal opportunities and social inclusion. Every member of the school community is valued as an individual who has a contribution to make to the life of the school. The school encourages all staff and pupils to work together to create an atmosphere of tolerance and respect for each other. We are committed to eliminating all forms of discrimination including disability, gender and religion.

Equal opportunities is reinforced throughout the school curriculum and we ensure that no materials or books are used which reflect prejudice of any sort.

We try to include materials and books which handle issues such as disability in a positive manner, in an attempt to allow each child to appreciate that every human being has similar needs and emotions. Through this approach, we aim to help pupils develop an understanding of, and respect for, all fellow human beings. 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. Our practice is in line with the Equality Act (2010), the Service's Equality and Diversity Policy 2018 and the Council's Equality and Diversity Policy and Equality Strategy 2019 -2024. Implementation of the Education and Families Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at [Technical guidance for schools in Scotland | EHRC](#)

DEALING WITH RACIAL HARASSMENT

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of North Lanarkshire Council to eliminate unlawful racial discrimination. In 1999 the guidelines, "Dealing with Racial Harassment" were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education. North Lanarkshire Council recognises that support from the home is essential if these aims are to be achieved.

MULTI-CULTURAL EDUCATION

We endeavour to promote multi-cultural education across all areas of the curriculum through our educational programmes and whole school assemblies. Our work towards Gold Rights Respecting Schools Award is fundamental to this.

THE PARENT FORUM

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

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

THE PARENT COUNCIL

Information on the work of the Parent Council can be found via their Parent Council Facebook page. If you wish to contact the Parent Council this can be done by emailing woodlandsparentcouncil@gmail.com . Our Parent Council comprises of:

Chairperson -	Alison Burgess
Vice Chair -	Rachel Hesford
Treasurer -	Lindsay Shah
Vice Treasurer -	Lynsey Robertson
Secretary -	Vacant
Members -	Alanna Ferguson, Joanne Homer, Louise Langridge, Patricia Rolland, Debbie Steven, Claire Wylie

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

The Parent Council's rights and duties include:

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

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available. The Parent Council is made up of parents from children from Nursery to Primary 7. Elections to the parent council take place every 2 years and anyone interested in joining the parent council should contact the Parent Council Chairperson.

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

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

Who are we?

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

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

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

Legal basis for using your information

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

Your personal information

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually. We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

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

How will we use this information?

Your personal information will be used:

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

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

Who do we share information with?

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

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

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

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

How long do we keep your information for?

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

Your rights under GDPR

You can:

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

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

The Council's Data Protection Officer
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.
Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to AITeam@northlan.gov.uk

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

or by e-mail to
casework@ico.org.uk

Transferring Educational Data about Pupils

Education authorities and the Scottish Government

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

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

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data.

However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

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

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

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

target resources better.

Your GDPR rights

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

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public

as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

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

Any Concerns

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

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

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

Want more information?

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

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. These requests - which - generally have to be in writing - can come in to any part of the Council. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the backing of an officer in each Service. The Freedom of Information Coordinator can be contacted at : foirequest@northlan.gov.uk.

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 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 \(www.gov.scot\)](https://www.gov.scot)

USEFUL ADDRESSES

Education and Families -

Civic Centre
Windmill Hill Street
Motherwell
ML1 1AB
01698 403140

Continuous Improvement Officers -

Vicky Sherry
Civic Centre
Windmill Hill Street
Motherwell
ML1 1AB
01698 403140

CIIL

Gavin Ross
Greefaulds High School
Auchenkilns Road
Cumbernauld
RossGav@northlan.gov.uk

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

Enquire

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

0345 123 2303

info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

www.enquireorg.uk/yp for children and young people

Children in Scotland - Resolve Mediation

0131 313 8844 Email: resolve@childreninscotland.org.uk

Independent Adjudication

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

Reference to Additional Support Needs Tribunal

ASNTS, Health and Education Chambers
First Tier Tribunal for Scotland, Glasgow Tribunals Centre
20 York Street
Glasgow, G2 8GT
Tel: 0141 302 5860
www.asntscotland.gov.uk

NHS Lanarkshire

Condorrat Health Centre	01236 723383
Kildrum Health Centre	01236 721354
<u>Social Work</u>	01236 638700

Bron Way, Town Centre, Cumbernauld, G67 1DZ

LOCAL COUNCILLORS

Ann Ballinger, William Goldie, Peter McDade, James McPhilemy
Members Services
PO Box 14, Civic Centre
Motherwell, ML1 1TN

COMMUNITY LEARNING AND DEVELOPMENT

Pivot Community Centre
Glenmanor Ave
Moodiesburn
G69 0DL
Tel: **01236 638393**
E: CLD-North@northlan.gov.uk

GLOSSARY OF TERMS USED IN THE HANDBOOK

ASSESSMENT - The evaluation of pupil's progress.

CONTINUAL ASSESSMENT - Based on regular evaluation of pupil's work as opposed to a single test.

CO-OPERATIVE TEACHING - A situation where two or more teachers are working together with the same class.

CURRICULUM - The whole learning process offered by the school.

DATABASE - The store of information on a computer.

EXTRA CURRICULAR - Activities which take place outside normal class teaching.

LEARNING SUPPORT - Additional teaching support for children experiencing difficulties.

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

Education authorities by law 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.