



Hallside Primary School

When We Work Together at Hallside,

Everything is Within Our REACH

Handbook





Education Resources

Hallside Primary School Handbook December 2024



Contents

1. Introduction by the Head Teacher
2. About our School
3. School Ethos
4. Staff List
5. Attendance
6. Parental Involvement/Parent Council
7. The Curriculum
8. Assessment and Tracking
9. Reporting
10. Enrolment and Transitions
11. Support for Pupils
12. School Improvement
13. School policies and practical information
14. General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 0303 123 1023 Email: education@southlanarkshire.gov.uk.

1. Introduction by the Head Teacher

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the lives and prospects for everyone in South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

At Hallside Primary School we take pride in working together to provide a happy, safe and stimulating environment for all our children. We work hard to ensure that learning is challenging, enjoyable and relevant. Visitors to the school will be impressed by our welcoming and nurturing ethos, the commitment and dedication of the staff team and our hardworking courteous children and young people.

As a school community we work together to develop the whole child, to be aware and provide for the physical, social, emotional and intellectual needs of each individual.

We realise this vision by maintaining high teaching standards, a clear commitment to pastoral care, and an active partnership between home and school.

I look forward to working in partnership with you as your child begins their learning journey at Hallside Primary School.

Mrs Susanne Sandilands
Head Teacher



2. About our school

Hallside Primary School Profile

December 2024

Hallside Primary is situated in the village of Halfway within Cambuslang. The school serves a catchment area of the village of Hallside, most of the village of Drumsagard and part of Halfway.*

Our recently refurbished two-storey building was opened in June 2018. The school has a 3G MUGA Pitch, wildlife garden area, trim trail and extensive school grounds to facilitate outdoor learning. The school has 14 classrooms, 2 general purpose rooms, computer suite, lending library, large dining hall including stage, gym hall and a number of break-out areas to enhance teaching and learning.

Our current pupil roll is 297 children across 11 classes. The school senior leadership team consists of the Head Teacher, Depute Head Teacher and a Principal Teacher. The teaching staffing entitlement for this session is 14.9 full time equivalent.

The school has a Parent Council and a separate, equally supportive fundraising group in "The Friends of Hallside". We welcome parent and community helpers in school and enjoy a very good level of support from parents and the community.



**Hallside Primary School
Newton Station Road
Cambuslang
Glasgow
G72 7XN.**

Phone. 0141 641 3289

Office email address: gw14hallsidepsoffice@glow.sch.uk

School Web address: <https://blogs.glowscotland.org.uk/sl/HallsidePrimary/>

- Present Roll: 297 children
- Stages Covered: Primary 1 to Primary 7
- Denominational Status: Non-Denominational



*Please be advised school catchment can be checked by inserting your postcode on South Lanarkshire Schools Catchment Checker. Link included for your convenience.
https://www.southlanarkshire.gov.uk/info/200140/education_and_learning/770/school

Absence Reporting Procedure

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised and unauthorised absence. In cases where your child is unable to attend school parents are asked to:-

- If you know in advance of any reason why your child is likely to be absent from school e.g dentist/doctor appointment please notify the school office by email or phone call. Please also give your child a note for their class teacher explaining the reason for the absence.
- Notify the school first thing in the morning by telephone when your child is going to be absent e.g. Illness. There is a dedicated answer service for this purpose. Please leave the name of your child, their class, the reason for absence and the likely return date and keep us informed if this date changes;
- If you do not notify the school of your child's absence we will use the contact phone numbers you have provided to establish the reason for absence, therefore it is important to inform the school of any changes to the following:-
 - **home telephone number**
 - **mobile number**
 - **work number**
 - **emergency contact details**

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

Information on proposed transfer of school

Children and young people may transfer to or from a school for a number of reasons such as families moving house, parental choice etc.

If you are proposing a change of school for your child please provide as many contact details as possible in relation to the new school so that a smooth transfer of information relating to your child is ensured.

Contacting the School

The school office is staffed by Mrs Tomlinson and, at times, Mrs O'Hara between 8.45am and 3.30pm daily. The best way to contact the school is by telephone or an email to the school office address. The office team will then direct your enquiry to the relevant member of the staff team. Mrs Tomlinson is also the school First Aider and may be unable to answer calls during playtime and lunchtime. However, the school answer phone is checked regularly throughout the day and any messages are followed up as soon as possible.

Complaints

Parents are encouraged to share any concerns that they may have so that problems or issues can be resolved as quickly as possible. Parents can phone the school office and arrange to speak with a member of Senior Leadership Team or the Class Teacher.

We hope that your concerns will be answered to your satisfaction. However, we know that there may be times when you are unhappy, or you may want to suggest ways to improve things. We can normally resolve concerns quickly. However, if we cannot sort out your problem this way, the complaints procedure is here to help you. Your complaints are important to us. They help us to:

- Put things right when they go wrong
- Listen and learn; and
- Change and improve the way we provide services.

When should I complain?

Our complaints procedure is intended for those times when you feel we have failed to deliver what we should.

How can I complain?

We want to make it as easy for you as possible to let us know if you feel something has gone wrong. You can complain:

- By telephone to the head teacher or via the office staff if head teacher is not available
- In writing either by letter or by emailing: gw14hallsidedepsoffice@glow.sch.uk

What will we do?

We will contact you and talk about what we can do to ensure we are delivering the best possible service and if you do not feel the matter is resolved then we will put you in contact with our quality improvement officer who can assist with this.

3. School Ethos

Hallside's School Vision

“When we work together everything is within our REACH”



**REACH represents Hallside's Hi-Five Values:
Respect, Excellence, Active, Confidence and Honesty.**

The Vision and Values were created over session 15/16, via the Rights Respecting Committee, pupils, staff and parents. The vision and values are regularly reviewed. The school community are able to eloquently articulate the school's vision and values and the values are visible in staff and children's interactions.

In 2020 the school community also reviewed its promoting positive behaviour system. As part of this process we developed Hallside Heroes system and introduced a new collective code of conduct of, Be Safe, Be Kind and Be Learning.

The school has well established links with other local schools, early learning and childcare establishments and organisations. Our P7 pupils also engage in a range of Primary/Secondary transition arrangements for local secondary schools.

The school provides a wide variety of activities and opportunities to develop the life and ethos of the school and promote wider achievement for all. We have achieved a Health Promoting School Gold Award, Rights Respecting Schools Award, John Muir Award and we put great emphasis on promoting our school values. Each year the P7 pupils undertake a residential experience and visit Abernethy Outdoor Activity Centre where they experience a wide range of exciting outdoor activities, including archery, zip wire, high ropes, low ropes and abseiling. There is a range of extra-curricular clubs provided in the school on a regular basis, including football, netball, drama, arts and crafts, athletics, scripture union, reading and family homework club.

We are involved in liaison with local Early Learning and Childcare Establishments and Secondary schools and maintain useful links with other Primary schools in the area. Pupils visit the local Library and we advertise all the activities organised locally for young people. Classes also utilise the excellent local transport links to engage in learning experiences beyond the local area. We like to encourage our pupils to take pride in their community and to contribute in any way possible. We welcome community members who are willing to share their particular expertise with our children. This is a valuable community resource and it helps build mutual respect between our children and other adults in the community. We enjoy good relationships with the local churches, School Health Service, Community Groups including Cleaning up Cambuslang, Project 31, Particip8, Camglen Radio, local Morrisons Champion.



Play Time / Lunchtime

Break times are very important to our children and we have a wide range of play equipment to support active and fun play during interval and lunch breaks.



There are various outdoor toys such as bats, balls, ropes, cars and scooters available for children to play with.

We have a Trim Trail that all children have the opportunity to use on a rota basis as well as a MUGA (Multi Use Games Area).

We ask that the children are dressed appropriately for the weather as they will be outside in all types of conditions. In winter wear warm, waterproof coats, hats and scarfs. In summer remember to apply sun protection on sunny days before they come to school.

Hallside Primary School places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

In wet and inclement weather at intervals and lunchtimes, we can comfortably accommodate all children indoors. For this to be a practical alternative the children's co-operation and support is needed. Older children learn to take responsibility for younger ones under supervision and children of all ages learn to act in a responsible way.

Educational Excursions

We take the children on various outings out with the school such as visits on foot to local places of commercial, historical, industrial or cultural interest, such as local parks and shops.

They may also visit places of interest further afield. This may be museums, exhibitions, libraries, galleries.

School and Community

The school is an important part of the local community and plays an active part both in involving itself with community activity and the community in the life of the school.

The school wishes to be part of the community and it always welcomes contributions the local community makes through showing interest and involvement.

Learning Community

A learning community is made up of schools and education establishments from the area including the secondary school, primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services. It is about working together to plan better outcomes for children and young people.

The learning community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and delivered as effectively as possible.

Hallside Primary is part of the Cathkin Learning Community which includes Cathkin High School, Loch Primary, West Coats Primary, Cairns Primary and Cathkin Primary. We value this partnership and are forging strong links with the learning community to further improve learning experiences for our children.

4. Staff List

Hallside Staff Team

- **Head Teacher**
- **Depute Head Teacher**
- **Principal Teacher**

Mrs S. Sandilands
Mr R. Bamford
Mrs E. O'Neill

- **Class Teachers**

P1a
P1b
P2a
P2b
P3
P4
P4/5
P5
P6
P6/7
P7

Ms L. Belardo and Mrs S. Macdonald
Mrs K. Byrne
Mrs L. Maxwell and Ms L. Belardo
Mrs H. Miller and Mrs E. O'Neill
Miss K. Baker and Miss S. Martin
Mrs J. Linn
Mr M. Russell and Mrs K. Johnston
Mr G. Hamilton
Mrs H. Duffy and Mrs G. Welsh
Mrs H. Talent
Miss M. McCarroll

- **CCC and Nurture Teacher**
- **CCC Teacher**

Mrs G. Welsh
Miss L. Muir

School Support Team Leader **School Support Assistants**

Mrs T. Tomlinson
Mrs E. Paterson
Mrs A. Canning
Mrs W. McWilliam
Mrs L. O'Hara
Mrs K. Powell
Ms L. Leslie
Mrs T. Neilson

Janitor **Cook-in-Charge** **Facilities Assistants**

Mr P. Ferrie
Mrs S. Crossan
Miss A. Spiers
Miss D. Carlin
Miss A. Stark
Miss J. McKeown
Mrs A. Friel

Cleaning Supervisor **Facilities Assistants**

Miss E. Foy
Miss M. Chisolm
Miss D. Donnelly
Miss L. Belchamber

5. Attendance

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. It is important for the school to work with parents/carers in encouraging children to attend school. All absences are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:

- If you know in advance of any reason why your child is likely to be absent from school e.g. dentist/doctor appointment please notify the school office by email or phone call. Please also give your child a note for their class teacher explaining the reason for the absence.
- Notify the school first thing in the morning by telephone when your child is going to be absent e.g. illness. There is a dedicated answer service for this purpose. Please leave the name of your child, their class, the reason for absence and the likely return date and keep us informed if this date changes;
- If you do not notify the school of your child's absence we will use the contact phone numbers you have provided to establish the reason for absence, therefore it is important to inform the school of any changes to the following:-
 - **home telephone number**
 - **mobile number**
 - **work number**
 - **emergency contact details**

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 7).

Information on emergencies

Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through text messages and our social media channels.

Severe Weather Protocol

In the event of severe weather like snow or heavy frost, if the school cannot open at the usual time, we will delay the start until 10 am. Notifications will be posted on social media and the council's website.

Communication

The Council's website, www.southlanarkshire.gov.uk, will provide updates on school

closures or delays including further information about the next school day.

Parental Responsibilities

- Inform the school of any changes to your contact details.
- If unsure about the school's status, visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk.

Your Commitments

We ask that you:

- Support and encourage your child's learning.
- Respect and adhere to the school's policies.
- Respect school staff and support the school's commitment to your child's education.

Family Holidays During Term Time

Please ensure your child attends school during term time and avoid holidays during this period as it disrupts education and reduces learning time. If a holiday during term time is unavoidable, inform the school in advance by letter.

Holidays during term time will be marked as unauthorised absences, except in exceptional circumstances where parents can demonstrate the inability to obtain leave during school holidays. Unexplained absences will be recorded as unauthorised.

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school.

For your convenience, school holiday dates and in-service dates can be found on the council's website: www.southlanarkshire.gov.uk.

6. Parental involvement/Parent Council

Parental Involvement

The Scottish Schools (Parental Involvement) Act 2006 offers guidance for education authorities, Parent Councils, and others. Parentzone [Parentzone Scotland | Education Scotland](#) provides resources for parents and Parent Councils, and the National Parent Forum for Scotland offers additional information at www.npfs.org.uk.



Parental Involvement/Parent Council

South Lanarkshire Council values parents as partners in their child's education and has published a strategy called 'Making a difference – working together to support children's learning', available on the Council's website: www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019

The Importance of Parental Involvement

- Parents, carers, and family members are the most significant influences on children's lives.
- Children spend only 15% of their time in school between the ages of 5 and 16.
- Research shows that parental involvement in learning leads to better outcomes at school and in life.

Our Aims for Parents/Carers

- To be welcomed and involved in the life of the school.
- To be fully informed about their child's learning.
- To be encouraged to contribute actively to their child's learning.
- To be able to support learning at home.
- To be encouraged to express views and participate in discussions on education-related issues.



Parent Forum and Parent Council

- Every parent with a child at school is automatically a member of the parent forum.
- The Parent Council is a formal group with a constitution that acts as the Parent Voice of the school.

Getting Involved

- To learn more about becoming a parent helper or joining the Parent Council and/or Parent Teacher Association, contact the school or visit our website.
- A guide on the role of a Parent Council, created by parents for parents, is available via this link [Parent Councils](#)

Parentzone Scotland

- A unique website for parents and carers in Scotland, offering information from early years to beyond school.
- Provides up-to-date information about learning in Scotland and practical advice to support children's learning at home.
- Offers more detailed information on additional support needs
- Explains how parents can get involved in their child's school and education.
- Includes details about schools, performance data for school leavers from S4-S6, and links to national, local authority, and school-level data on the achievement of Curriculum for Excellence levels.

Hallside Primary Parent Council



Our Parent Council meets on the first Wednesday of every month during school terms and makes a valuable contribution to the life and ethos of Hallside Primary. They support the work of the school and work in partnership with staff, children and the local community to drive forward school improvement. We seek their views on a wide range of issues and benefit from their perspective as parents. The school, Parent Council, and 'Friends of Hallside' enjoy very positive relationships and work well together for the good of our school community.

Hallside Parent Council meet on the 1st Wednesday of each month at 6:30pm in the school. To contact the Parent Council email parentcouncilhallside@gmail.com

Hallside Primary Parent Teacher Association

The PTA in Hallside is known as, "Friends of Hallside". It is a very active group and works hard to fundraise and support the school in many ways. The group organises regular fundraising activities to benefit our pupils and to purchase extra resources to enhance our children's learning environment and experience. This year, the PTA have fund-raised to help support the cost of transports to outings and sporting events and funded the cost of a theatre company to visit the school to perform a pantomime for pupils. We are always looking for new members to join the 'Friends of Hallside'. It is an enjoyable and rewarding way of actively helping the school and our pupils. If you wish more information or you can help in any way, please contact the school office or email: hallsidefriends@yahoo.co.uk.



Communication with our School Community

An annual calendar is issued at the beginning of the school year with important dates to help families plan ahead. A school newsletter is issued regularly giving details of additional events, important information and celebrating our successes. We also have our own school website.

We have a Twitter account which is used to shared photographs of learning experiences and information about upcoming events. You can follow us @hallsideprimary. Please note that this is a closed account and prospective followers should submit a follower request via twitter but also phone or email the school office with details of their request, reason for follow request and their twitter account name. After this information has been received the request to follow will be accepted.

We welcome the help and expertise of parents on school outings and with various other activities. Many parents help on a regular basis throughout the year. If you feel you can offer support in school we would be pleased to hear from you. Parent/community helpers are now required to complete a PVG check before being able to help in school on a regular basis. This is part of a nationwide procedure designed to safeguard our children.

Homework

Homework is given out in class on a regular basis. Classes will receive an explanation at the beginning of the school year as to the pattern of completion as this varies depending on the stage of the pupils within the school. This work will reflect current class work or perhaps revision work prior to beginning a new topic/theme in class but will always have been explained to pupils in advance. Other information and guidance will be issued to parents during the school year on curriculum developments and new approaches. We always appreciate feedback on these. If your child seems worried about some aspect of homework, please do not hesitate to contact the class teacher or a member of the Senior Leadership Team.



7. The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is forward looking, coherent, flexible and an enriched curriculum that provides young people with opportunities to engage with the knowledge, skills and attributes they will need to flourish in life, learning and work.

The curriculum places learners at the heart of education and at its centre are four fundamental capacities - successful learners, confident individuals, responsible citizens, and effective contributors. It includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery, and school.



In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum, to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curricular areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot)

Learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

We offer a curriculum that gives our children opportunities to develop their skills, knowledge and experience in a variety of contexts.

The 'Four Capacities' of Curriculum for Excellence underpin all our learning and we are committed to encouraging each child to develop the skills and attributes which make them:

▪Successful Learners ▪Effective Contributors ▪Confident Individuals ▪Responsible Citizens



Hallside's Curriculum Rationale on a page

We continually review and develop our programmes ensuring:

Challenge and enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their best effort.

Breadth The curriculum should provide opportunity for learning within and beyond the classroom, in a variety of learning contexts. Learning through a wide range of well-designed activities will also offer relevance, coherence and breadth.

Progression Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework provided by Curriculum for Excellence. Each stage should build upon prior knowledge and achievements and children should be able to progress at a rate which meets their needs and aptitudes. Active learning will promote the development of logical and creative thinking and encourage a problem-solving approach.

Depth The encouragement of depth of learning challenges us to think beyond the notion of progression as moving quickly from one topic or level to the next. The time spent on discussion of learning, explaining it to others, applying what has been learned in different contexts, spending time to probe and research a particular issue adds depth to learning. There should be opportunities for children to develop their full capacity for different types of thinking and learning, applying increasing intellectual rigour and exploring and achieving more advanced levels of understanding.



Personalisation and choice The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career. Approaches which involve children in planning and respond flexibly to their interests and needs also contribute to personalisation and choice.

Coherence Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning, including opportunities for extended activities which draw different strands of learning together. Activities planned in this way and which build on what is familiar should enable children to make connections, give coherence to their learning and enable them to understand the relevance of what they are learning.

Relevance Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Curriculum for Excellence identifies three core aspects that should be developed across all learning and these will continue to be an integral part of your child's education in Hallside Primary:



Language and Literacy

Language is at the heart of children's learning. We place a great deal of emphasis on the teaching of reading, writing, listening and talking. At Hallside Primary, we are working towards fully implementing the guidelines and principles outlined in North Lanarkshire's Active Literacy Programme.

Reading

All pupils are encouraged to read a range of materials including levelled texts, novels and non-fiction books. At Hallside Primary School we actively encourage our pupils to read a range of materials both at home and at school. From an early age, pupils experience learning activities to promote fluency and comprehension. This learning is evidenced in the children's daily writing and reading-to-write activities. Pupils are taught to analyse the texts they read, using word attack and comprehension strategies.



Writing

Our aim is to encourage children to organise their thoughts and ideas, and to express them in the appropriate written form, with appropriate vocabulary. Spelling, grammar and handwriting are taught within the language programme and are related to the individual child's needs. Children are given opportunities to produce pieces of extended writing in a range of genres, with real-life contexts related to the children's own experiences or learning.

Listening and Talking

The school provides opportunities for a wide range of different kinds of talking and listening. Pupils are encouraged to listen to each other, to staff, to visitors. Listening and Talking is embedded into all aspects of literacy, especially reading and writing lessons.

Modern Languages

All pupils in Primary 1–7 are learning to speak French and we are developing opportunities to learn the additional language of Spanish.



Mathematics and Numeracy

Maths and Numeracy covers 'Number, Money, Measure', 'Shape Position and Movement' and 'Information Handling'.

As part of our programme, we develop and practise using mental maths skills and problem solving strategies from Primary 1 to Primary 7. We use Scottish Heinemann maths, Teejay Maths, ICT programmes, games and a variety of other resources to support learning. The emphasis is upon understanding and practical application of learning rather than the completion of a workbook or textbook page.



Where a natural connection or link arises within another subject area or topic, we use this opportunity to reinforce and embed concepts in a context that makes the learning more relevant, e.g. enterprise contexts are often used to develop numeracy across learning, where children produce business plans, balance sheets and calculate profit and loss.

Health and Wellbeing

Within our Health and Wellbeing programme we teach skills and knowledge to address the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education - 2 hours a week and may include outdoor PE
- Food and Health
- Substance misuse
- Relationships, sexual health and parenthood

These are important areas of learning which help children develop good personal habits and equip children and with the skills required to deal with the complexities of life. We achieved our GOLD Health Promoting School status some time ago and continue to monitor every aspect of school life to ensure that it complies with values that promote balanced healthy living.



Other Curricular Areas

Religious and Moral Education includes Christianity, and other world religions as well as exploring issues of beliefs and values and religious observance.

Expressive Arts incorporates teaching and learning in Art and Design, Dance, Drama and Music. We use specialist expertise of members of staff in Art and Design, Drama and Music to enhance our curriculum development.

In Sciences the key concepts are clearly identified using five organisers: Planet Earth; Forces, Electricity and Waves; Biological Systems; Materials, Topical Science. As well as discrete subject development, we also include science studies to create relevant contexts for learning and application of knowledge.

Social Subjects are developed discretely as well as through interdisciplinary studies and projects. The organisers for Social Studies are: People, Past Events and Societies; People Place and Environment; people in Society, Economy and Business.

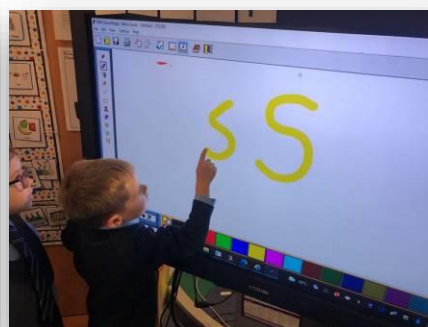
Technologies includes ICT and computing skills as well as the development of a range of other skills. Part of our programme helps children to develop an awareness of the role of technology in society and business.

Technologies skills are also taught both discretely and through interdisciplinary studies and projects.

The organisers for Technologies are:-

- ICT to enhance learning
- Computing Science
- Technological developments in society
- Business
- Craft, design, engineering and graphics
- Food and textiles

We incorporate digital technologies to further develop learning across the curriculum.



Spiritual, Social, Moral and Cultural Values (religious observance)

Rights of Parents / Carers

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.



There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. Please contact the school directly to discuss.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register.

8. Assessment and tracking progress

At Hallside Primary School, pupil learning is assessed through on-going formative assessment, which is planned by Class Teachers as part of the Learning and Teaching Process.

Teachers identify 'bundles' of experiences and outcomes from the Curriculum for Excellence, making links within and across areas of the curriculum. Learning Intentions and Success Criteria are identified and, from this information, assessment activities are planned which takes account of what the children can do, write, say and make.

Teachers gather information on pupil progress in a range of ways:

- through observations of the children's learning.
- by questioning the pupils in lessons to gauge their understanding.
- by reviewing, marking and providing feedback on children's written work and jotters.
- Through the use of summative assessments such as P1 Baseline Testing, Literacy Benchmarking and other assessments.

We want to share with you on how your child's learning is progressing. We do this through sharing learning in snapshot jotters every term, sharing learning in class jotters at parents' evenings and sharing learning at events throughout the school session.

9. Reporting

Reporting will be ongoing and comprise a range of activities which can include children presenting their learning, newsletters, and ongoing discussions. Class teachers formally track learner progress and achievement termly via Seemis Progress and Achievement System. An annual written 'learner report' is provided to parents and carers in the last term of the school session. In addition to the written report, there are two formal parents' meetings which offer you the opportunity to discuss how your child is progressing. You can contact the school at any time with any matter that you may wish to raise or for further information.

Our 'learner reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

10. Enrolment and Transitions

Enrolment – how to register your child for school.

To register your child for school you should complete our online registration form. This can be done using the South Lanarkshire website.

www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school

If you have any difficulty in identifying your catchment school, please email Edsuppserv.helpline@southlanarkshire.gov.uk

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, council tax statement, housing rent card, child benefit documentation.

Proof of where the child lives may also be needed.

If your child is due to start school in August 2025, you can enrol online from Monday 6 January 2025. Your catchment school will contact you between Monday 13 to Friday 17 January 2025 to confirm your enrolment.

If your child attends the nursery of your catchment school, please do not assume that they will automatically be transferred. You must register them as normal at the school that is in the catchment area for your home address

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish to make a placing request. An online placing request form is available from the SLC website – www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone **0303 123 1023**.

Change of School/Placing Request

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school, then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your

catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move out with your catchment primary school a 'request to remain form' must be completed. If you move out with your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on edsuppserv.help@southlanarkshire.gov.uk or **0303 123 1023**.

Transition from primary to secondary school

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time on events designed to support P7 children before they move on to secondary school.

11. Support for Pupils

Getting it right for every child.

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe, and respected so that they can realise their full potential.



Most children and young people get all the help and support they need from their parent(s), wider family, and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

More information can be found on:

www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

From time to time during their school career, a child may require added support in his/her learning programme. The policy of the school is that such children will be given individual attention by his/her class teacher. We use a Staged Intervention procedure to help access the best support for individual children. The Senior Leadership Team support and advise teachers in this area and monitor progress and the staff team liaise closely with parents and carers throughout the staged intervention process.

The school also has help from the area network team, which is organised by the local education authority. A Specialist Support Teacher from the area network team visits the school one full day per week. We can also call on the support of Psychological Services and of teachers with expertise in visual or hearing impairments. We embrace a whole school approach to additional support, and to this end we encourage active participation of all concerned with the education of our pupils.

Some children requiring additional support will have an Additional Support Plan (ASP). Targets are set and reviewed each session, with short term targets set and reviewed termly. The views of the child are included in the ASP. Where the level of support a child requires is co-ordinated with agencies other than education, a Co-ordinated Support Plan (CSP) may be required.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools, and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0345 123 2303

Address: Enquire
 Children in Scotland
 Rosebery House
 9 Haymarket Terrace
 Edinburgh
 EH12 5EZ

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including the parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy supports the action in the 'Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23', following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on

attachment theory and on how this informs the ways in which we support children and young people.

These are available in schools and on the SLC Staff Learning Centre Sway accessible by teachers and staff.

12. School Improvement

Following annual self-evaluation across the school community, we set our priorities for areas of development each session, to ensure continuous improvement.

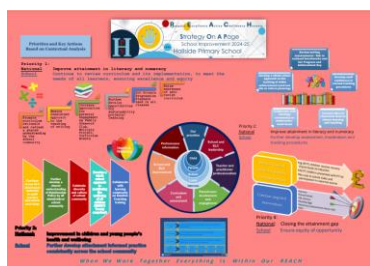
At Hallside Primary School, we are proud of our achievements. Over the last 12 months this includes:

- Ensuring excellence and equity for all learners through high quality learning and teaching and targeted interventions.
- Increased opportunities for learners to lead change through the introduction of Pupil Leadership Groups.
- School community were awarded SLC Attachment Informed Practice Award for our work in meeting the Attachment pledge “Act to Make a Difference.”
- The Digital Pupil Leadership Group led the school in achieving the Digital Schools Award.
- The Reading Pupil Leadership Group led the school in achieving the Silver Reading Schools Award.
- As a result of partnership work with the Parent Council the school introduced Bikeability programme this session and was awarded Cycling Friendly Scotland award.
- Developed STEM opportunities across the school including STEM through stories, STEM Young Leaders of Learning, STEM Club, Outdoor STEM.
- P7 pupil led a ‘Heart of the Community Appeal’ and raised funds to purchase a defibrillator for the school.

The full Standards and Quality Report for Session 23-24 can be accessed on the following link.

<https://blogs.glowscotland.org.uk/sl/public/HallsidePrimary/uploads/sites/779/2024/09/04130614/Hallside-Primary-Standards-and-Quality-Presentation.pdf>

Improvement Plan Priorities 2024/2025



- National Priority: Improve attainment in literacy and numeracy.
- School Focus: Continue to review curriculum and implementation (What we teach and how we teach it?)
- National Priority: Closing the attainment gap between the most and least disadvantaged children and young people.
- School Focus: Ensure equity of opportunity.

- National Priority: Improvement in children and young people's health and wellbeing
- School Focus: Further develop attachment informed practice consistently across the school community.
- National Priority: Improve attainment in literacy and numeracy.
- School Focus: Further develop assessment, moderation and tracking procedures

The School Improvement Plan Strategy on a Page can be accessed on the following link.
<https://blogs.glowscotland.org.uk/si/public/HallsidePrimary/uploads/sites/779/2024/09/04133256/Strategy-On-a-Page-2024-25-6.pdf>

We involve parents and children, both in our self-evaluation process and in driving forward the improvement plan priorities. We do this by consulting with both the Pupil Council and the Parent Council. We also regularly seek the views of all parents and learners.

In March '23 as part of our improvement planning work on developing a curriculum rationale, we recorded our parents and carers, "What makes Hallside Primary School Unique?"

"Fantastic staff. Lovely facilities."

"Communication with parents is excellent. We are kept completely up to date with everything that is happening in the school and as a parent of a P1 child we have had lots of opportunities to come into the school which has been great for transition."

"I love the way that every child at school seem to get a very personal support for different needs."

"Hallside Primary is a fabulous school. Teachers are very approachable and encourage the kids to learn new skills. The school is fair minded and has a positive impact on kids. After school clubs encourage kids to join in on sports and activities."

"Hallside is unique as each child is known not to one member of staff but all staff know all children. Open plan brings the school together as one family."

"Great rapport with all staff. It feels like a real community. My child who is now in P7 does not want to leave. Feels like home."

What our children say about their school to new children and families. (Views captured December'24)

"We have good teachers that care about everybody. I think we are the best school in South Lanarkshire in my opinion. We get P.E which keeps us fit and healthy. We get told to be responsible and respectful and care about one another. We got the silver reading award. Come and join our family. Once a Hallsider, always a Hallsider." Carolyn, P5

"Not only is our staff brilliant, but they also make sure everyone is safe, everyone is learning and they make sure everyone is kind to each other. They push us to be the very best that we can possibly be." Joel, P7

"I love learning at school. I like that I can paint and craft everyday. I really like my teacher. The P7s have really helped me and I like the all and my buddy. I have great friends in my class. I love gym days." Thistle, P1

"We do lots of learning and have lots of fun. You feel happy at Hallside Primary. There are lots of friends to play with and the teachers are so excellent! I love my teachers and my class." Rory, P1

"I would like to tell new families that our school has good environment that helps students to bring their best side. They take serious interest in the wellbeing of students by encouraging them to eat healthy and conduct regular physical activities. Learning is fun at Hallside." Ehan, P4/5

13. School policies and practical information

School Meals

Primary pupils

Healthy eating is something that the school supports, and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

All primary schools run a Breakfast service from 8.15am to 8.45am with pupils being offered a selection of toast, cereal or fruit along with a cup of milk.

For their lunch each day pupils have the option to choose from four meal options every day. These are all served with vegetables or side salad. All meals also come with fresh chilled drinking water, salad selection, seasonal fruit and depending on the day - soup or a dessert.

Milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.17.

School lunches and milk can be paid for through your Parentpay account or Paypoint facilities in local shops.

NB School Meal prices are reviewed annually and may be subject to change

Adapted diets

If your child within Nursery, Primary or Secondary requires an adapted diet for medical reasons please speak to the school/nursery office who will provide the request form for you to complete. In addition, if you have a halal or vegan diet request for your child, please speak to the school office who will provide you with a request form.

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child:

Income Support, Universal Credit (where your take home pay is less than £796 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £9,552 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £19,995 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P6 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place to ensure anonymity is protected of children who receive free meals and we encourage all children to remain in school at lunch time.

Breakfast Club

A breakfast club runs in the school dining hall from 8.15am – 8.45am daily. The breakfast club is supervised by members of support and kitchen staff. The club is provided free of charge by South Lanarkshire Council. Please note that there is **no entry to the breakfast club after 8.30am**. This is to ensure the safety of all children.

After School Care

We do not operate an after-school care facility within the school but there are a number of after care and child-minding facilities available within the local area.

School uniform



We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps

in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:
the wearing of football colours

- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco, or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes.
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so.
- footwear that may damage flooring.

Please note that in consultation with the whole school community we recently reviewed our uniform policy and Hallside uniform colours for clothing are now **navy blue** and **sky blue**. All **polo shirts** and **school shirts** should be **sky blue** in colour.



Pale blue shirt
 Hallside school tie (striped P1-P6, blue tie with Hallside logo for P7)
 Pale blue polo shirt (PE Days)
 Navy skirt/pinafore
 Pale blue gingham summer dress
 Navy trousers
 Navy crew neck sweatshirt or cardigan
 Navy fleece
 Navy blazer (optional)
 Waterproof jacket
 Navy/dark outdoor shoes
 School bag
 Water bottle
 Navy/dark indoor shoes

The Hallside uniform is available to purchase from:
 Scotcrest
 Regent Way, Regent Shopping Centre, Hamilton ML3 7DZ
[01698 285947](tel:01698285947)
<https://scotcrestschoools.co.uk/>

Or

[myclothing.com](https://myclothing.com/hallside-primary-school/8815.school)
<https://myclothing.com/hallside-primary-school/8815.school>

Pre-loved clothing is also available via [ApparelXchange: Second hand, Quality children's clothing](#)

Labelling

All items of clothing and equipment should be clearly labelled

Gym Shoes

Children must bring a pair of indoor shoes to wear inside the school building. Ideally these should be black soft canvas shoes and will be left in school.

Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

Policy Adherence

- In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, and national guidance on the administration of medicines.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear. This also now includes nursery children aged 3 and 4 years old.

Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income or your Universal Credit Statement, it is important that all pages of this evidence is submitted with your online application. Should you require further information, or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).

School hours/holiday dates

Start Time	9.00am*
Morning Interval	10.30am to 10.45am
Lunch	12.30pm to 1.15pm
Home Time	3.00pm

*Please note at the time of writing the school offers a flexible start from 8.50am – 9.00am for children in P1-P4.

School holiday dates and in-service dates are available from the website https://www.southlanarkshire.gov.uk/info/200140/education_and_learning/82/school_holidays



Transport

School transport

South Lanarkshire Council's mainstream school transport policy provides transport for primary school pupils who live one mile or more from their catchment primary school by the shortest safe walking route.

The calculation on the measurement of distance from home to school is measured using a Geographical Information System (GIS), which is used for all measurements to ensure that Council Policy is consistently applied across the Authority.

More details on school transport can be found at the following link including the online application form:
https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

If you consider your child to be eligible you should complete the online application form. Forms should be submitted before the end of March for those pupils starting school in August to enable the appropriate arrangements to be made.

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to free school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities.

A new application must be made each year.

More details on Privilege school transport may be found here:
https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school

Pick-up points

Where school 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 distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in, and alighting from, the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

Mainstream School Transport contact details:
e-mail: school_transport@southlanarkshire.gov.uk
tel: 0303 123 1023

Insurance for Pupils' Personal Effects

South Lanarkshire Council has noted an increase in claims for loss or damage to pupils' clothing and personal effects. Please be aware of the Council's insurance policy regarding pupils' personal items:

Theft/Loss of Personal Effects

- The Council is not responsible for the loss or theft of pupils' personal items, such as mobile phones or tablets. These items are brought to school at the pupil's and parents' own risk.
- To prevent loss, please avoid bringing valuable or unnecessarily expensive items to school.
- Staff members are instructed not to take custody of any personal items.
- This policy also applies to musical instruments and other equipment used for school activities. If such items are left at school, it is at the pupil's and parents' own risk.
- For valuable items like musical instruments, parents should ensure they are covered by their own household insurance.

Damage to Clothing

- The Council is only liable for damage to pupils' clothing if it is caused by the negligence of the Council or its employees. Claims for other reasons will not be accepted by the Council's insurers.

Promoting positive behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents, and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Child Protection

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn on Line Course "Child Protection in Education".

South Lanarkshire's children's services partnership works together to support children, young people, and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included, and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are “*cared for and protected from abuse and harm in a safe environment in which their rights are respected*” (CPC South Lanarkshire Child Protection shared vision). The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to: -

be alert to signs that a child may be experiencing risks to their wellbeing,
report concerns to the head of establishment or the child protection coordinator without delay.
be actively engaged in support and protection and development of wellbeing.

If you would like more information, or have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Child Protection Committee’s website has a range of useful information for parents/carers to help them keep their children safe. www.childprotectionsouthlanarkshire.org.uk

14. General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

Information on pupils, parents and guardians is held by the school to enable the teaching, registration, and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information, please contact the school.

Privacy Notice

Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people, and adult learners in South 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.

Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service, or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment.

When you enrol for a nursery or school, we ask for the following information:
parent/carer contact details (name, address, phone, email).

the child's name, date of birth, gender, and address.

information about medical conditions, additional support needs, religion, and ethnicity.

any information you may wish to provide about family circumstances.

Information we collect at other times.

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.

If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.

If you make a request for additional support such as an educational psychologist or other support for learning, we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.

If there are concerns about your child's wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information

to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources.

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

exam results and assessment information.

information about health, wellbeing, or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

for the education of children, young people and adult learners.

for teaching, enrolment, and assessment purposes and to monitor the educational progress of children, young people and adult learners;

to keep children and young people safe and provide guidance services in school;

to identify where additional support is needed to help children, young people and adult learners with their learning;

to maintain records of attendance, absence and behaviour of children and young people (including exclusions);

to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;

to help us develop and improve education services provided for young people, adult learners, or families

In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

The 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.

Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of.

The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978.

South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.

Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction, and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website:

(https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

Appendix A

For a comprehensive list of useful information, please visit the Council's website: http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

Additional Information

- Education Scotland's Communication Toolkit: A resource for engaging with parents.
- The Scottish Government Guide Principles of Inclusive Communications: Offers information on communications and a self-assessment tool for public authorities.
- Choosing a School: A Guide for Parents: Provides information on choosing a school and the placing request system.
- A Guide for Parents About School Attendance: Explains parental responsibilities regarding children's attendance at school.

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils, and others.

Parentzone provide information and resource for parents and Parent Councils
National Parent Forum for Scotland; www.npfs.org.uk

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos.

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support.

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education.

Curriculum

Information about how the curriculum is structured and curriculum planning.

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas.

Advice, practice, and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing.

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life, and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice, and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning.

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework.

Information about Curriculum for Excellence levels and how progress is assessed.

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting, and profiling.

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond.

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice, and guidance strategy.

Choices and changes provides information about choices made at various stages of learning.

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition.

Enquire is the Scottish advice service for additional support for learning.

Parenting Across Scotland offers support to children and families in Scotland.

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended.

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers.

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports.

Education Scotland's Inspection and review page provides information on the inspection process.

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers, and young people on qualifications.

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

National policies, information and guidance can be accessed: from the Scottish Government website on www.gov.scot with an update on school inspection outcomes being available via the Education Scotland website.

