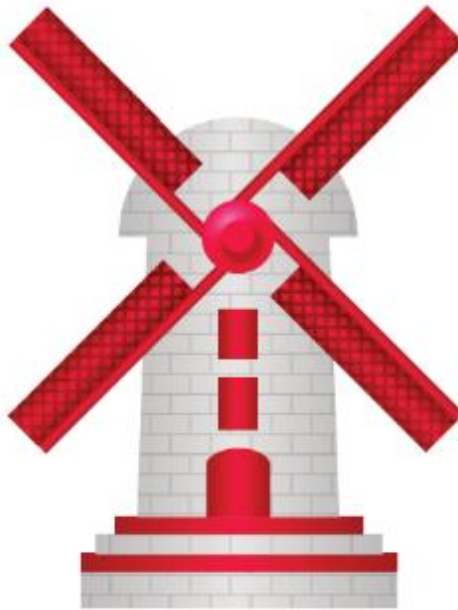




Education Resources

High Mill Primary School

Handbook
January 2026



Aiming High

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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 Head Teacher

Welcome to High Mill Primary School, one of South Lanarkshire's 123 primary schools. The school first opened in 1984 and was named after the local windmill. Our original building was formerly Carluke High School with our new school built in 2012 on the same site.

High Mill is a happy, inclusive community where everyone cares for and nurtures one another. In recognising that making the transition to school for the first time or transferring from another school can be an anxious time for children and their parents, we work in partnership with families, early learning and childcare establishments and other schools to plan a transition which helps new pupils settle quickly into life at High Mill.

We are co-located with Victoria Park School, one of South Lanarkshire's provisions for children with severe and profound needs, and we enjoy a valuable and warm relationship with its staff and pupils.

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. This is available at Education Resources Plan 2025/26 Education and Learning – South Lanarkshire Council

We hope you will find the information in this handbook useful, please come and visit us soon.

A handwritten signature in dark ink, reading 'Kirstine McDonald'. The script is cursive and fluid, with the first name 'Kirstine' written in a larger, more prominent style than the surname 'McDonald'.

Kirstine McDonald
(Head Teacher)

2. About Our School

Our Contact Information

High Mill Primary School

Address Market Road
Carluke
South Lanarkshire
ML8 4BE

Phone 01555 772580 **Email** gw14highmillpsoffice@glow.sch.uk

Twitter @HighMillPrimary **Website** <https://blogs.glowscotland.org.uk/sl/highmillprimaryschool/>

Stages of education Primary 1 to Primary 7

Present Roll 72

Denominational Status Non-denominational

Gaelic language No

Contacting the School

We pride ourselves on our welcoming ethos and 'open door' policy and strongly believe in the importance of establishing trusting, mutually respectful partnerships with all parents to enable our pupils to flourish and achieve their full potential.

Over a child's educational journey, parents may have concerns regarding their learning, wellbeing, friendships or behaviour. Our approach is to act on this quickly and sensitively. Parents are encouraged to contact the school office either by telephone (01555 772580), email gw14highmillpsoffice@glow.sch.uk) or visiting the main reception. The office team will arrange a suitable phone, or in person, appointment with the person best placed to provide support and agree next steps. In most circumstances, this will be your child's Class Teacher in the first instance. We will keep parents informed of the progress of any agreed actions, and hope that this helps them feel reassured that concerns or issue will be handled fairly.

Arranging a Visit

Any parent, or prospective parent, who would like to visit the school should contact the office to arrange this. Miss McDonald (Head Teacher) will be able to discuss any questions you may have and take you on a tour of the school. For security, safeguarding and health and safety reasons, visitors should only enter school by the main door.

Complaints Procedure

In High Mill Primary School, we follow South Lanarkshire Council's Complaints Procedure and ensure that any concerns are addressed efficiently and effectively within the recommended timescale. We ensure that we work in partnership with parents to achieve a mutually satisfactory outcome.

Any complaints should be directed to the Head Teacher, this can be done by calling the school office to make a phone, or in person, appointment with Miss McDonald. Complaints can also be submitted in writing, either by letter or email. These will be acknowledged within 48 hours, usually sooner. In line with South Lanarkshire guidelines, we aim to resolve your complaint within 5 working days.

If you feel your complaint has not been dealt with fairly or you that believe the matter has not been resolved, you can access 'Have Your Say' which is South Lanarkshire Council's complaints procedure; this can be accessed through the Council website.

Attendance at School

It is important for the school to work with parents/carers 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 or unauthorised absence. In cases where your child is unable to attend school parents are asked to:-

- inform the school by letter or telephone, if your child is likely to be absent and to give your child a note on his/her return to school, telling of the reason for absence;
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return keeping them informed if the date changes;
- for medical/dental appointments, letters/cards should be brought to the school prior to the appointment. A photocopy will be taken of the appointment for record purposes.
- inform the school of any change to the following:
 - home telephone number
 - mobile number
 - emergency contact details

3. School Ethos

High Mill prides itself on our positive ethos where everyone is welcomed, and their contributions valued. All members of our school community play a key role in creating and sustaining the warm, nurturing inclusive ethos. Many visitors often comment on the family atmosphere which reminds them of a traditional 'village school' although we are in a busy town centre.

Staff have high expectations of pupils and effective pastoral care is in place to support the needs of our pupils and their families. At High Mill Primary, we promote positive relationships and support children to foster secure attachments.

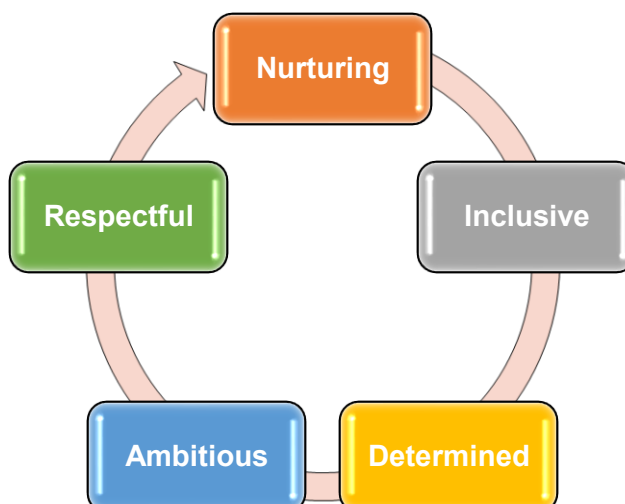
The ethos of our school is built on our vision, values and aims. These are aspirational in nature looking to build an ethos where children feel supported, challenged and are building for a successful and fulfilling future.

Our motto **Aiming High**

Our Vision

Our school cares for all its pupils and encourages, supports and challenges them to be the best they can be.

Our Values



Our Aims

To have children believe in themselves.

To give challenge and choice.

To be respectful, fair, honest and care for each other.

To have a school where we can learn at our best pace.

All stakeholders were consulted on the school values in 2021-2022, leading to the launch of our new values this session. Our motto, vision and aims are undergoing similar review.

All pupil and staff are members of one of four houses: Market, Mill, Moorside and Mossbank. These further foster a sense of belonging and affiliation. We promote an ethos and culture of kindness, equity, attainment and achievement for all learners, providing pupils with a relevant, coherent and enjoyable learning environment which is challenging, engaging and motivating. We provide a broad range of learning experiences to ensure all learners experience well planned and paced teaching and know the purpose of their learning and how to improve on the progress made.

Our strong partnerships with pupils, parents, staff, multi-agency colleagues and third sector organisations supporting our pupils to achieve their full potential and develop skills for learning, life and work.

High Mill Primary School has effective links with local Early Learning and Child Care establishments and primary schools within the area. Our school is fortunate to be co-located with Victoria Park School which brings valuable opportunities to shared learning including IDL, Fundamentals Youth Music Initiative and Singing and Signing Club. We have strong links with the local community through regular visits to the local library, local churches, care homes, weekly parent Craft and Chat Club led by Universal Connections and our Community Cheer Walks. Participation in physical and sporting events are encouraged through our Active Schools Co-ordinator. Opportunities for our pupils to become involved in local sporting events and a wide range of competitions are sought including Fun 5 netball, football, cross country, athletics and dance. We have strong links with Carlisle High School through a very effective P7-S1 Transition Programme.

High Mill Primary School prides itself on being a Digital School (the first school in our area) and having Reading Schools Accreditation. Through promotion of the UNCRC, we are working towards Bronze Level of the 'Rights Respecting School' programme. The Sustainability Pupil Voice Group is leading work towards becoming an Eco School.

4. Staff List

Meet the Team

Head Teacher Miss Kirstine McDonald

Principal Teacher Mrs Jill Cairns (Acting)

Teaching Staff	Primary 4/3/2/1	Miss Hayley Butler
	Primary 5/4	Mrs Jennifer Clark
	Primary 7/6	Mrs Lianne Hughes
	CCC	Mrs Jill Cairns

Support Staff	Team Leader	Mrs Heather Good
	Support Assistants	Miss Laura Gardiner
		Miss Shelly Lewis
		Mrs Linda Bell (Mon. – Thu.)
		Mrs Hazel Richardson
		Mrs Angela Nellies (Wed- Fri am only)
Facilities Staff	Janitor	Ms Janice Scott
	Cook in Charge	Ms Angle McFall

Mrs Emma Singh is our allocated Specialist Support Teacher.

The Educational Psychologist linked to our school is Mrs Carol Cairns.

Our Senior Manager of Pupil Support is Mr Alan Russell.

5. Attendance

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.

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 your child is unable to attend school, you are asked to let us know by 9:00am on the first day of absence.

If you know they have a hospital/dental appointment, please let us know in advance.

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 the 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).

Family Holidays During Term Time

Family holidays taken during term time will be recorded as unauthorised absences in line with the Scottish Government and the South Lanarkshire Council Policy. The school is not required to provide work during this period, and parents are asked to avoid arranging holidays that disrupt their child's learning.

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.

Things we need you to do:

- It is important for parents/carers to let the school know of any change to your mobile/home phone number and change of address.
- If for any reason, you are unsure if the school is open visit the website at www.southlanarkshire.gov.uk or email: education@southlanarkshire.gov.uk

6. Parental Involvement/ Parent Council

Parents and carers play a vital role in their child's learning. Research shows that when families are involved, children do better at school and beyond. South Lanarkshire Council values parents as partners and works closely with schools to make this happen.

Why Parental Involvement Matters

- Strong partnerships help schools understand children's needs and help parents feel informed and supported.
- Parents can reinforce learning at home, making schoolwork more meaningful and connected to everyday life.
- Parental involvement can help children develop a love of learning and resilience when facing challenges
- When parents work with school and take an interest in learning, children often achieve more academically and feel more confident.

Our Commitment

We want parents and carers to:

- Feel welcome and involved in school life.
- Be well informed about their child's learning.
- Have opportunities to support learning at home
- Share views and take part in discussions about education.

Parent Forum and Parent Council

- Every parent with a child at school is part of the Parent Forum.
- Each school has a Parent Council, a formal group that represents parents' views and works with the school to improve learning and experiences.

Connect – Supporting Parent Councils

All Parent Councils in South Lanarkshire are members of Connect, Scotland's national organisation for parent groups. Connect offers:

- Free training and advice for Parent Councils.
- Resources and guides to help parents support learning.

- Insurance cover for Parent Council activities. Find out more at <https://www.connect.scot>.

Other Helpful Resources

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](#)
- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.npfs.org.uk>.

Getting Involved

Interested in joining the Parent Council or helping in school? Contact your school office or visit the Council website for details.

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 a forward looking, coherent, more flexible and 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)

Our 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.

Spiritual, social, moral and cultural values (religious observance)

Our Religious and Moral Education programme is in accordance with national guidance issued by the Scottish Government. Religion has shaped the history and traditions of Scotland and continues to have an influence on national life. The school programme is structured under three categories: Christianity, World Religions and Development of beliefs and values. Children are provided opportunities to explore the beliefs, values, issues, practices and traditions within a range of faiths.

They are encouraged to develop an understanding and respect for other faiths. and to look for answers to questions about values and the meaning and purpose of life. Moral Education permeates the whole school ethos. We strive to promote common values such as honesty, justice, fairness, liberty and a respect across all aspects the curriculum and life of the school. We provide opportunities for our pupils to reflect on and value other society's behaviour and attitudes and develop the common values which would lead to being good citizens of their own community and the global world.

Regular assemblies bring the children together as a whole school and each class presents one assembly each year which the parents are invited to. Currently we receive regular monthly input at assemblies from the Chaplaincy Team. There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. Where a child is withdrawn from religious observance, suitable arrangements will be made 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

We use a range of approaches to assess, track and monitor pupils' learning across the Broad, General Education. We want to share with you on how your child's learning is progressing. We do this through a range of reporting systems, described below.

Pupils' learning and progress is tracked through teachers' forward planning records and the use ongoing of formative and summative assessment in Literacy and Numeracy. The data gathered tells us how well your child is progressing in their learning and what their next steps should be.

Formative assessment supports the ongoing monitoring of learning and enables teachers to provide children with feedback that feeds forwards – feedback that supports them in knowing what has gone well and how to improve. Formative assessment helps learners to identify their own strengths and development needs. Examples of formative assessment strategies include:

- '2 Stars and a Wish'
- Traffic Lighting
- Exit Passes (where children are asked to share something they have learned, or to answer a question to clarify their learning).

The aim of summative assessment is to evaluate student learning at the end of a block of teaching. Examples of summative assessments used at High Mill include:

- Spelling tests
- Maths Check-Ups or Round-Ups
- High Quality Assessment Tasks

Pupil learning is monitored closely by teachers and the Head Teacher to ensure it has the right pace and challenge for each group or individual. Assessment data is examined closely to identify where support, interventions or challenge may be useful in moving learning forward.

Throughout the session planned opportunities allow staff to discuss the progress pupils are making individually and in groups. Our planning formats ensure a consistent approach to tracking of learning across all curricular areas enabling a smooth transition across each stage of the school and into S1.

Within the school, staff have opportunities to work collaboratively to moderate pupils' writing and other aspects of practice to confirm professional judgements or ensure a consistent approach across the school.

Standardised assessments are used periodically to measure progress and to compare pupil performance against an 'average' for their age. These include:

- SNSA at P.1, P.4 and P.7
- MALT in Numeracy and Mathematics
- Single Word Spelling Test (SWST)
- New Group Reading Test (NGRT).

From time-to-time for some children, diagnostic assessments may be implemented to help identify barriers to learning in order that supports and interventions can be planned.

The outcomes of all assessment tasks are used to inform the next steps in planning to support our pupils in making their best possible progress. We place high value in recognising and celebrating success and achievement of our pupils including those from out with school. These are showcased through displays, newsletters, our website, App and Twitter.

9. Reporting

The school's arrangements and approaches for tracking and assessing pupils' progress and planning their future learning.

We will provide parents with an annual written report so that you can see what your child has been learning and how they are progressing. In addition, there are Learner Conferences (Parents' Night) twice a year, which offer the opportunity for parents, pupils and teachers to discuss how your child is progressing and how you can contact the school if you wish further information.

Other ways in which we share your child's learning with you include:

- Termly 'Sharing the learning' flyers and class visits for parents.
- Workshops
- Showcases and Assemblies to attend.
- Using our Social Media feed to share the work of the whole class.

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 2026, you can enrol online from Monday 5 January 2026. Your catchment school will contact you between Monday 12 to Friday 16 January 2026 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 should then be completed. This is available from the SLC website – www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone 03031231023.

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 outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith 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.helpline@southlanarkshire.gov.uk or **0303 123 1023**.

Transition for primary to secondary school

Pupils normally transfer from primary to secondary school between the ages of 11 and 12 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 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. In High Mill Primary, Miss Kirstine McDonald (Head Teacher) is the named person.

More information can be found on: www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

In High Mill Primary School, we promote an ethos of inclusion where effective partnership working ensures the individual needs of our pupils are met. We are committed to ensuring all children are supported throughout their time here. In so doing, we believe that children can then go on to experience success in learning, life and work. Careful consideration is given to how effectively our arrangements for meeting the needs of all learners, including potentially vulnerable groups, are addressing barriers to learning. Parents, pupils, staff and multi-agency partners are involved in this process to ensure appropriate support is provided at the right time to enable the pupils to fulfil their potential.

Children and young people will be considered to have additional support needs in education where, for whatever reason, they are unable, without the provision of additional support, to benefit from the school education provided. Additional support is described in the Additional Support for Learning Act as provision which is additional to, or different from, the educational provision made generally for children and young people of the same age in educational establishments.

In summary, if a child needs extra help or support in addition to that which is normally provided in school they can be said to have 'additional support needs'.

This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, health needs or social and emotional factors as well as children who;

- are Care Experienced
- have a specific learning difficulty, such as Dyslexia
- are particularly gifted
- have physical disability
- experience distressed behaviours
- display Bullying behaviours or are being bullied
- are a Young Carer
- have English as a Second Language.

Any pupil with Additional Support Needs will be supported by the Class Teacher through Staged Intervention to identify their strengths and next steps to help them achieve their full potential. Where

appropriate, an Additional Support Plan will be formed detailing all relevant information, and this will be reviewed through consultation with pupils, parents/carers, staff and appropriate agencies.

Additional support is also planned and provided for by the Specialist Support Teacher, Mrs Emma Singh, who works in our school one day each week.

The Educational Psychologist, Mrs Carol Cairns, works with pupils, parents and staff in a variety of ways should this be necessary to support pupils who may be experiencing particular needs which are impacting on their educational progress.

In line with the requirements laid out in the Education (Additional Support for Learning) (Scotland) Act 2004 and Education Resources Operating Procedure A28, High Mill Primary promotes partnership working as an essential part of meeting the needs of all learners who may require additional support. We work closely with:

- School Nursing Team
- Covey Befriending
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy
- Occupational Therapy
- Social Work Resources
- Universal Connections
- Quality Link Officer for Inclusion (Clydesdale)
- Child Protection Officer
- Colleagues from Carluke High School Learning Support.

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

Enquire

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.

Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)

PPRUDB is South Lanarkshire's framework for understanding and managing behaviour in schools. It emphasises that all behaviour is a form of communication, often indicating unmet needs and stresses the importance of building positive relationships as a fundamental skill for teachers and a preventative approach to distressed behaviour. The guidance aligns with key Scottish Government policies and legislation and supports the development of safe, inclusive, and nurturing school environments.

Children and young people who feel safe, healthy, respected and included are more likely to develop self-confidence and resilience. South Lanarkshire Council's attachment-informed, trauma-sensitive approach, aims to create a secure base and safe haven to reduce the impact of adverse childhood experiences. School staff recognise that distressed behaviour can stem from disrupted attachment, anxiety, and other complex needs, including neurodevelopmental conditions and limited communication skills.

When incidents of distressed behaviour arise in schools, staff will use a range of strategies to de-escalate situations and prevent re-occurrence. Strategies include structuring the environment with consistent routines and quiet areas, adapting communication to accommodate speech and sensory needs, and building positive relationships based on shared values. Setting clear limits with dignity, active listening, and inclusive teaching practices support behaviour management. Planning for transitions and using support plans like Additional Support Plans (ASPs) and Behaviour Assessment and Support Plans (BASPs) assist in addressing individual needs.

Each educational establishment should use the PPRUDB framework to develop and implement a relationships and behaviour policy through consultation with staff, pupils, and parents, reviewing it every three years.

Further information is available from the Headteacher of the establishment your child attends.

12. School Improvement

Every year, a school prepares a Standard and Quality Report is prepared, this is an overview of the main achievement of the school over the last 12 months. Alongside this, each school develops an Improvement Plan which gives identifies priorities and plans for future school improvement. At High Mill these documents are shared with parents through our school website.

Some of our success over the past year include:

- The school was awarded the Rights Respecting Bronze: Rights Committed status in February 2025.
- Our supportive and constructive learning environment and a positive atmosphere where children feel valued was commended during the school's HMI inspection in June 2025.
- The staff's successful use of assessment data to improve student outcomes, particularly in numeracy.
- Effective use of digital technology to enhance learning and teaching.
- The school's House System and Pupil Groups have been successful in strengthening the impact of Pupil Voice across the school.

Over the next 3-year cycle our strategic focus for improvement will be the following areas:

Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028
Enhancing feedback and questioning to provide appropriate challenge for all learners.	Develop pupil-led approaches to feedback and redevelop digital portfolios.	Extend challenge-focused pedagogy into interdisciplinary, enquiry and skills-based learning.
Piloting an intensive wellbeing class for learners requiring significant personalised support for emotions, engagement and wellbeing.	<div>Staffing dependent - continue pilot programme for intensive wellbeing.</div> OR Building a refreshed whole school wellbeing culture	Embedding and Sustaining Whole-School Wellbeing
Quality improvement approach to improving writing (NIWP).	Embed NIWP practices to deepen writing	Extend NIWP approaches and tools across the curriculum

Learning Community Priority for 2025-2026.

To raise attainment in Writing by improving teacher confidence in making robust, moderated and evidence-based professional judgements.

Progress made on current School Improvement Plan priorities is reported regularly to parents through our school newsletter, on our school website, at whole school assemblies and at Parent Council meetings.

Pupil Equity Funding

We take a consultative approach to planning how we use Pupil Equity Funding to close the poverty related attainment gap. Our approaches to Participatory Budgeting ensure that pupils and parents are actively involved in decision making around the priorities we set, the approaches we adopt and the resources we purchase.

For session 2025-2026, the priorities for our equity work include:

- Raising attainment in reading and numeracy.
- Embedding outdoor learning opportunities.
- Widening pupils' experiences.
- Improving parental engagement through YFCL programmes and workshops.

Our full and parent friendly version of our School Improvement Plan is available on the school website.

13. School Policies and Practical Information

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 two hot meal options (one being a vegetarian option) plus a sandwich selection every day. All meals also come with fresh chilled drinking water, vegetable choice, 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 £2.62

School lunches and milk can be paid for through your Parent Pay 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 a special 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 cultural diet request for your child please speak to the school/nursery 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
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Scottish Child Payment (P6 and P7 pupils)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (and your earned income is less than £850 as assessed by the Department for Work and Pensions in the assessment period immediately preceding the application for free school meals)

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.

Further information can be found at [Free school meals - South Lanarkshire Council](#) or by accessing the QR below -



South Lanarkshire Council also offers a free Breakfast Club service where Children are offered a selection of cereal, toast, milk, and fresh fruit. In High Mill Primary, this service runs from 8.15am to 8.45am each school day. Children should enter via the main school door where a member of staff will sign them in on the register and accompany them to the dining hall.

For more information about Breakfast Club, please contact the school office.

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.

High Mill Primary School Uniform

UNIFORM ITEM	COLOUR	SUPPLIER	WHEN WORN
Jumpers, cardigans etc. in any style e.g. V-neck or round neck	Black	Parental choice	Any day
Shirt or blouse	White	Parental choice	Not on gym days
Polo shirt	White	Parental choice	Gym days
Trousers, skirts, pinafores etc.	Black	Parental choice	Any day
School tie	Blue with windmills	ALJ (Lanark)	Not on gym days
School shoes	Black	Parental choice	Every day
Gym shoes	Black	Parental choice	PE days, should be left in school
P.E Kit: Shorts and t-shirt	Any	Any	Gym days

Optional Items

UNIFORM ITEM	COLOUR	SUPPLIER	WHEN WORN
Blazers	Blue	ALJ (Lanark)	Parental choice
School badged sweatshirt	Black	Parental choice	Parental choice
School shorts (tailored)	Black	Parental choice	Parental choice
Summer Dresses/Playsuits	Blue gingham	Parental choice	Parental choice
Fleece	Blue	ALJ (Lanark)	Parental choice
School winter jacket	Blue	ALJ (Lanark)	Parental choice
Hat	Blue or black	ALJ (Lanark)	Parental choice

We have a 'Rake and Take' uniform rail which is available outside the main door all day every day. This contains items of uniform that are new or in excellent condition. All items are free and available to anyone. This rail will also include seasonal items such as Christmas jumpers and Halloween costumes.

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.

Mobile Device Policy

Our school follows South Lanarkshire Council guidance on mobile device use, which is rooted in Scottish Government policy. Mobile technology can support learning and communication, but it can also disrupt lessons and affect wellbeing if misused. To maintain a safe, respectful, and inclusive learning environment, pupils are expected to use mobile devices responsibly and in line with school rules. Devices should not be used during class unless specifically permitted for learning purposes.

The policy has been developed in consultation with pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately. Below is our pupil and parent friendly version of our policy, the full version is available on the school website.



High Mill Primary Mobile Phone Policy



In partnership with the Parent Council and staff, we have created a Mobile Phone Policy to ensure fair and consistent boundaries are set around the use of mobile phones in school.



In the event you need to contact your child, please call or email the school office. In exceptional circumstances if you deem it necessary for your child to carry their phone, you and your child will be asked to agree to the following conditions

**Phones are
turned off**

**Kept in
school bag**

**Turned off until outside
the school gates**

**Waive liability of loss,
theft or damage**

We have noticed an increase in the number of children wearing Smart Watches. Despite the obvious distraction that these can pose, some smart watches are internet and camera enabled and therefore present the same concerns as mobile phones in terms of safeguarding. These are not permitted to be worn in school and the same conditions would be required in exceptional circumstances.

Thank you for your support

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Eligibility criteria and online applications can be found at www.southlanarkshire.gov.uk.

Or via this link [Clothing grants - South Lanarkshire Council](#)

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

- Opening 8.55am
- Interval 10.30am – 10.50am
- Lunch 12.15pm – 1.00pm
- Closing 3.00pm

Holiday Dates 2025-2026

August 2025

- Tuesday 12 August - teachers return
- Tuesday 12 and Wednesday 13 August - in-service days (all schools)
- Thursday 14 August - pupils return to school

September 2025

- Friday 26 September and Monday 29 September (September weekend holiday)

October 2025

- Monday 13 to Friday 17 October (October break)

November 2025

- Monday 10 November (in-service day)

December 2025 and January 2026

- Friday 19 December (schools close at 2.30pm)
- Monday 22 December to Friday 2 January 2026 (Christmas/New Year break)
- Monday 5 January 2026 - pupils return to school

February 2026

- Monday 16 and Tuesday 17 February (February break)
- Wednesday 18 February (in-service day)

April 2026

- Thursday 2 April* (schools close at 2.30pm)
- Friday 3 April to Friday 17 April (Easter/Spring break)
- Monday 20 April - pupils return to school

May 2026

- Monday 4 May (May day)
- Thursday 7 May** (in-service day - all schools)
- Friday 22 May and Monday 25 May*** (Local holiday)

June 2026

- Thursday 25 June (schools close at 1pm for summer break)

*Good Friday falls on Friday 3 April 2026

**In-service day proposed to coincide with Scottish Parliamentary Election. Subject to change.

***Lanark schools will close on Thursday 11 and Friday 12 June 2026

Pupils attend school for 190 days and teachers attend for 195 days.

Transport

There are currently no pupils who receive School Transport to High Mill Primary.

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.

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 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:

Insurance for Pupils' Personal Belongings

Personal Items

- The Council cannot accept responsibility for the loss or theft of personal belongings, including mobile phones, tablets, or other valuables. These are brought to school at the pupil's and parents' own risk.
- To reduce the chance of loss, please avoid sending expensive or unnecessary items to school.

- School staff are not permitted to look after pupils' personal belongings.
- This policy also applies to musical instruments and equipment used for school activities. If these items are left at school, it is at the pupil's and parents' own risk.
- For valuable items such as musical instruments, parents should make sure they are covered by their own household insurance.

Clothing

- The Council will only consider claims for damage to pupils' clothing if the damage was caused by negligence on the part of the Council or its employees.
- Claims for any other reason cannot 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

Our Commitment to Children's Rights

In line with the United Nations Convention on the Rights of the Child (UNCRC), our school is committed to respecting and promoting every child's rights. We believe that children have the right to express their views on matters that affect them, and we will actively listen and take these views into account when making decisions.

To achieve this, we will:

- Create opportunities for pupils to share their opinions through class discussions, pupil councils, and consultation activities.
- Ensure that decisions about school policies and practices consider the voice of the child.
- Promote an inclusive, rights-respecting environment where every child feels valued and heard.

This approach supports our aim to empower learners, strengthen partnerships with families, and uphold equality and participation for all.

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.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005 and gives a person the right to request information held by Scottish public authorities.

The act refers to information held in a 'recordable' format and relates to information held within documents, not the documents themselves.

Parents wishing to make a request for information under the terms of the Freedom of Information (Scotland) Act 2002 should submit their request in writing to:

Freedom of Information Officer
Education Resources
South Lanarkshire Council
Council Offices, Almada Street,
Hamilton, ML3 0AA

Or email: foi.request@southlanarkshire.gov.uk

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request it section) (www.southlanarkshire.gov.uk)

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.**