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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**



Introduction by the Head Teacher

Dear Parent/Carer,

A very warm welcome to Rigside Primary School. We are delighted to welcome you to our school: some of you are already familiar with our school, others we welcome for the first time. I hope you will find our school handbook useful, interesting and informative. The handbook has been designed to answer some of your questions, as well as give you an insight into the life of Rigside Primary School and to some of the many experiences we have on offer.

We make every effort to offer a high standard of education in line with Curriculum for Excellence within a safe, nurturing, caring and stimulating environment. Through curriculum design and the development of knowledge, skills and experience, we strive to ensure that our pupils have opportunities to maximise their achievement and attainment.

We aim to work in partnership with all stakeholders: children, parents, staff and wider agencies/organisations to provide a stimulating and challenging curriculum, which equips all children with the skills and knowledge to enable them to reach their full potential both now and in the future. This supports our strong school vision/motto: **Dream, Believe, Work Hard, Achieve.**

This vision permeates across the school and is at the heart of all we do. We have six values, which support our vision/motto. These are:

Friendly

Respect

Happy

Safe

Polite

Trust

Our vision and values were developed in consultation with all stakeholders, and really illustrate the core beliefs and aspirations of the whole-school community.

Partnership working between home and school is vital to this; after-all parents are the first and ongoing educators of their children. At Rigside Primary, we strongly believe in excellent partnership working; between ourselves, children, parents and wider agencies. We aim to work together to provide the best possible provision for meeting the educational needs, and personal and social development of all children in our school. Working together and communicating openly, helps achieve this aim.

Should you have any questions/queries/concerns, please do not hesitate to contact the school. Our door is always open and we will be delighted to help you in any way we can.

I look forward to meeting and working with you and your child in the future.

Kindest regards,



Mrs Ali Mechan

Head Teacher



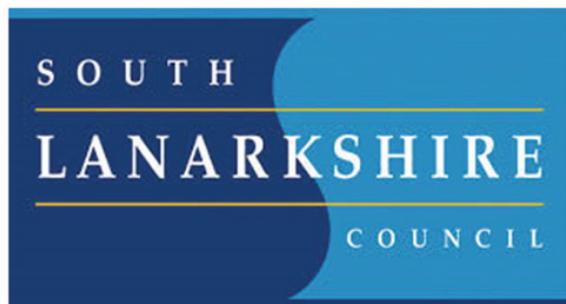
South Lanarkshire Council

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 quality of life for all within 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.

The priorities for all schools in South Lanarkshire are set out on the back page of the handbook.



About Our School

Address

Rigside Primary
Muirfoot Road
Rigside
Lanark
ML11 9LY

Website www.rigside-pri.s-lanark.sch.uk

Phone No. 01555 880252

Email gw14rigsidepsoffice@glow.sch.uk



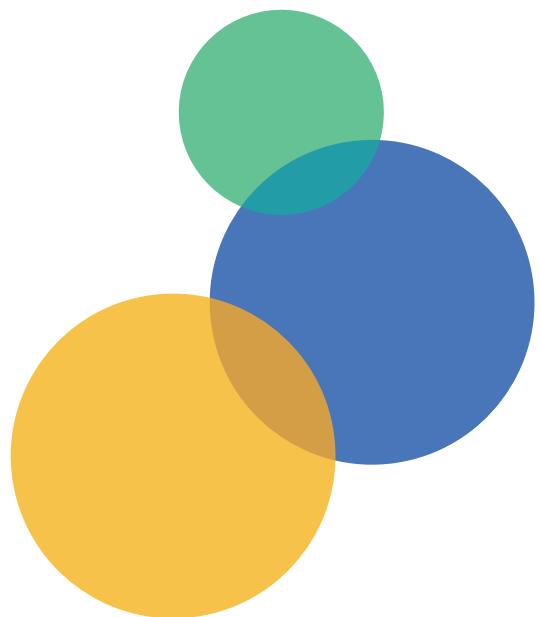
Stages P1-7

Present Roll 63

Rigside Primary is a co-educational, non-denominational school.

Members of staff

Head Teacher	Mrs Ali Mechan
Acting Principal Teacher	Mrs Sarah Jack
Class Teacher	Mrs Sarah Gaw
Class Teacher	Mrs Rebecca Lyon (0.5)
Class Teacher	Miss Shona Fraser (0.8)
CCC Teacher	Mrs Lynne Percy (0.5)
School Support Team Leader	Mrs Helen Eaton
School Support Assistant	Mrs Alison Yuill
School Support Assistant	Ms Angela Telfer
School Support Assistant	Ms Wendy Morris
Cook	Mrs Lorna Hamilton
Catering Assistant	Mrs Nicola McAllister
Cleaning Staff	Mrs Mina McGuigan
Janitor	Mrs Alison Yuill



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



Parental Concerns

We take parental concerns very seriously, and have an open-door approach. If you have any concerns regarding your child, please contact the school office, where your concern will be directed to the appropriate person (usually the Head Teacher). Arrangements will then be made to address your concerns e.g. telephone call, meeting/appointment, provision of information, etc. Your concern will then be investigated in a timely manner, and you will be contacted again to explain the findings. Depending on the nature of the concern, the Head Teacher or member of staff dealing with the concern may phone you a few days later to see if the situation has improved and that you are now happy with the situation.

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:

Notify the school that your child is unable to attend school by 9.30am on the first day of absence; let the school know the likely date of return and keep them informed if the date changes. The school will follow-up all unexplained absence as a matter of urgency on the day.

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 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

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.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time, then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are able to demonstrate they have been unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

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.

The school holiday dates, and in-service dates are available from the website www.southlanarkshire.gov.uk

Complaints Procedure

If you have a complaint about the school, please contact the school office, where your concern will be logged and directed to the Head Teacher. Arrangements will then be made to address your complaint e.g. telephone call, meeting/appointment, provision of information, etc, where we will listen to your viewpoint. Your complaint will then be investigated in a timely manner and you will be contacted again to explain the findings; we aim to resolve complaints within 5 working days. Depending on the nature of the complaint, the Head Teacher may phone you a few days later to see if the situation has improved and that you are now happy with the situation.

We take all complaints seriously and will make every effort to ensure they are dealt with appropriately. If however you are not happy with the way a complaint has been dealt with, the Head Teacher will invite you to contact staff at Headquarters and speak with Mrs Eunice Young (Quality Improvement Officer).

School Visits

If you are seeking a place for your child in Rigside Primary please phone the school and make an appointment to meet with the Head Teacher. She will be delighted to show you and your child around the school, explain the enrolment procedures and offer you a school handbook. She will outline the school procedures, detail the school uniform and answer any questions you may have about the placement.



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.



School Ethos

At Rigside Primary School, we foster a climate of mutual respect and trust with all stakeholders. As such, we work collectively as a whole school community to provide children with a wide range of opportunities and experiences. This helps us provide a positive, nurturing, caring ethos where all feel valued and included in the life of the school.

Life of the School

The children are encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of the community, as well as their right to participate in decisions which affects them. We believe all children regardless of their age or ability can offer experience and knowledge, new perspectives, skills, time and both creative and practical ideas. They are encouraged to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.

All children are developing as effective contributors, responsible citizens and confident individuals by fully contributing to the life of the school and the wider community through our various committees and working parties. Each child is a member of one of our four committees: Pupil Council; Rights Respecting School/Fairtrade Committee; Eco Committee; and Fundraising Committee. We also have two Junior Road Safety Officers. These committees meet regularly and have staff and parents on them as well in order to gain the views of all stakeholders



Pupil Council:

Our Pupil Council enables children to play an important role in school life. Not only does it promote leadership opportunities for children, but it also:

- enables a two-way process of consultation between pupils and staff
- provides a formal means for pupils to raise issues
- consults pupils on major issues which affects them
- helps raise pupil morale
- makes a positive contribution to the school ethos

Rights Respecting School/Fairtrade Committee

We strive to embed the principles of the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school ethos to ensure pupils are aware of their rights and responsibilities, and use these to make informed decisions. In March 2011, Rigside Primary embarked on their journey to becoming a Rights Respecting School by starting a Rights Respecting School Committee. In December 2012, Rigside Primary became the first school in Lanark Learning Community to achieve their Level 1 award as a Rights Respecting School. We were commended on the mutual respect shown by pupil/pupil, staff/pupil and staff/staff. Our school charter demonstrates the respect we have for others and how we all try to ensure that everyone's rights are met. We are continuing on our journey and hope to achieve further accreditation through South Lanarkshire Council's Making Rights Real Initiative.



Eco Committee

Rigside Primary participates in the Eco-Schools programme; an international initiative designed to encourage whole school action for the environment, and to raise awareness of local and global environmental, and sustainable development issues. It is a recognised award scheme that accredits schools which make a commitment to continuously improve their environmental performance. We achieved our first Green Flag in June 2011, our 2nd Green Flag in December 2013, and our 3rd Green Flag in February 2016.

The 17 Global Goals for Sustainable Development are the core themes, which the Eco Committee are working on. Their focus at the moment through their Action Plan are: Litter and Waste Minimisation, School Grounds and Reducing Inequalities. The committee lead Eco work throughout the school and involve the whole school in curriculum work, as well as Days of Action. By addressing these environmental issues we aim to raise awareness of environmental and sustainable development issues and make changes to our behaviour to improve the school's environmental performance. We are now working towards gaining our 4th Green Flag. Our Eco Schools Notice Board is in our school foyer; this displays information and photographs of the steps we are taking to continue to maintain our Green Flag status. We always involve parents in our work, through for example our Showcase days.

Junior Road Safety Officers

The Junior Road Safety Officers lead road safety awareness across the school. They regularly patrol the front of the school at the end of the school day to ensure it is safe for children, and take responsibility for ensuring children's bikes and scooters are secure each day. Each year, the committee run competitions and awareness-raising activities for the whole school.

School Houses

Each child is a member of one of our 3 houses – Ponfeigh, Collierhall or Tinto; children from the same families are in the same house. All houses have great historic significance to Rigside village and each child is given a badge to wear to show their support for their house. Each house also has a Logo, which was designed by the children and own mascot. These are displayed on the whole school House Board.



Ponfeigh



Collierhall



Tinto

Children in Primaries 5, 6 and 7 are given the opportunity to put themselves forward for the role of House Captain or House Vice-captain. Those interested complete an application form and speak at assembly to persuade their fellow house members to vote for them. After this all children in each house are given the chance to vote for who they want as their house's Captain and Vice-captain. Captains and Vice Captains take ownership of house activities and monitor points awarded throughout the year.



The house system gives children the opportunity to work with children of all age groups. Children work individually and as a team to earn points for their house, e.g. during House Days held each term. At the end of the year points are tallied up and the winning house wins the inter-house trophy. Other trophies are also presented to the winning houses for the different competitions held throughout the year, e.g. Inter-house Quiz and Sports Cup.

Pupil and Parent Voice – The Big Blether

We have a “Big Blether” approach to gain the views of all stakeholders in the school. We meet regularly with parents and children to hear their views, ideas and opinions on various matters across the school. We take these ideas on board and adapt our practice accordingly. We communicate the impact this has had to all stakeholders through our “You said...we did” reports.



Celebrating Achievement

Achievement is celebrated daily in all classrooms and at weekly whole school assemblies. Children lead assemblies each week, by for example, taking part in reporting “Rigside News” to the school, showcasing their work or reading out the “Weekly Quote”.

Health Promoting School

In 2004 Rigside Primary registered as working towards being a Health Promoting School under a new scheme launched by the Scottish Executive. The aim of this scheme is to improve the health of children and young people by making them aware of issues which could affect their future health and encouraging them to make informed choices for themselves on key areas such as diet and physical activity. We use innovative approaches to empower pupils to make positive decisions regarding their personal Health and Wellbeing.

We have achieved and maintained our Gold Status as a Health Promoting School. Some of our current Health Promoting School activities have been our involvement with an Active Play Project in Partnership with Healthy Valleys and Go2Play and various after-school clubs.



Enterprise

Through our Enterprise Education we aim to fulfil the Scottish Executive's recommendation that “Every pupil from Primary 1 to S6 should be entitled to Enterprise activities on an annual basis”.

The children develop enterprising attitudes and skills through learning and teaching across the whole curriculum. They develop confidence and self-esteem, positive values and attitudes, an ability to work well with others, more independence and responsibility, better awareness of self and others, creative skills, communication skills, new ambitions and how to achieve them, the ability to assess and take reasonable risks, flexibility and an ability to deal with change and a better understanding of the world of work and the community. Our Christmas Fayre is an example of our Enterprise in action.

Some of the views of Rigside Primary



I enjoy our Team Build Tuesdays with my mum.



Our Parents have said...



We are pleased with her work and development.

I am very happy with my child's progress.



My son loves school and all the teachers.

My child loves going to school every morning.

The Curriculum



Curriculum for Excellence is the name given to the new 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 if they are to flourish in life, learning and work, now and in the future.

The curriculum 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. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring 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 website

<https://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.

Languages and Literacy

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children can gain access to the literacy heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning and work.

The Languages and Literacy curriculum has three organisers: Listening and Talking, Reading and Writing. Our programmes use a range of materials and resources to provide a wide variety of stimuli which enables children to make progress in an interesting and pleasurable way. An Active Literacy approach is used across the school to help engage children in their learning. We have recently introduced Book Banding, which gives children opportunities to read and explore a wide range of texts to learn from. Our programme covers a wide range of fiction and non-fiction texts, providing a great variety of reading material, which covers all skill areas and motivates children to read. In the First and Second Levels, children are exposed to a wide variety of texts including Skinny novels, novels, non-fiction texts, plays and poetry.

Phonics and Spelling are taught through Active Literacy, which is being developed as part of the school improvement plan. Grammar is taught using a variety of approaches which are active and interesting. Children's writing skills are developed using a range of genres and where possible are linked to interdisciplinary topics.

As part of the Scottish Government's Language 1+2 Strategy, French is taught across all stages. We are working towards permeating the French language across the life of the school; eventually we hope that children will become fluent in French, as they will have been exposed to this from Primary 1. Spanish is also taught across Primaries 5-7. Language learning is a big part of Rigside Primary School. We incorporate languages into showcase events and assemblies. This learning gives children great opportunities for later in life.



Mathematics and Numeracy

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, and assess risk and make informed decisions. Learning mathematics gives children access to the wider curriculum and the opportunity to pursue further study and interests in fields such as engineering, science, finance, etc.

Our Mathematics programme aims to present mathematics as a problem solving activity supported by a body of knowledge, which will help children understand the world and prepare them to act effectively in work and in recreation. It seeks to establish mathematical concepts and skills through carefully planned practical activities and to provide continuous consistent development. The materials used are designed to be flexible for class, group or individual teaching and include work on problem-solving and enquiry, information handling, number, money and measurement and shape, position and movement.

At all stages, teachers employ a range of interactive teaching strategies to engage children in their learning. During maths lessons each day, teachers include a daily session of mental maths activities to develop effective mental strategies and mental numeracy skills. Technologies also play an integral part to our Mathematics Programme; a wide variety of devices are used to provide activities for all children. A wide range of resources are used to support the Mathematics curriculum; these include: Heinemann, Teejay, ICT programmes, Maths on Track, Numicon, etc.

Social Studies

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. As they mature, children's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children will learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Science

We use the applications of Science every day in our lives at school, at leisure and at home. Our Science programme aims to develop the children's interest and understanding of the living, material and physical world. They engage in a wide variety of collaborative, investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. Children in the upper school work on an environmental project annually which involves raising young trout from eggs and restocking local rivers. Each year we have a focused week on Science to tie in with National Science and Engineering Week. All classes focus on Science work during this week and at end of the week we finish with a showcase event for parents/carers.

Technologies

The technologies framework provides experiences and outcomes which can be applied in business, computer science, food, textiles, craft, design, engineering, graphics and applied technologies. This curriculum offers a rich context for developing the skills that are recognised as being important for success in the world of work. It provides challenging activities which involve research, problem solving and exploration. It allows learning to take place through the creation of products which have real applications.

Each class have access to a wide range of technology, e.g. Interactive Whiteboards, laptops, ipads, computers, the internet, etc. These are used extensively, at all stages to enhance and "bring to life" the learning experiences of all of our children.

Expressive Arts

Expressive Arts is the broad name given to music, art and design, drama and dance. All our children have opportunities to develop skills and enjoyment in these areas.

Art and Design

The aim of our art and design programme is to cultivate an appreciation and enjoyment of the visual arts as well as enabling our children to use graphic arts as an expression of personality and as a means of communication. Our programme provides opportunities to develop the concepts of line, shape, form, colour, tone, pattern and texture whilst developing skills through a variety of activities including painting, drawing, collage, modelling, 3D work and fabric work. Children are offered opportunities to work independently or in a group and to be involved in discussion and decision making to help them respond both to their own work and to that of other artists. A visually stimulating environment is provided in our school by attractive displays of children's work and by changing displays of artefacts and pictures.



Music

Our music programme includes listening, singing, playing and movement activities. These activities are developed using a range of resources which fulfil the experiences and outcomes outlined in Curriculum for Excellence. The aim of our musical programme is to enable children to experience and enjoy music making and to develop an informed interest and response to music. Pupils in P4 and 5 enjoy and benefit from a specialist music tutor who takes the children for instrument playing once a week for 20 weeks.

Drama

Drama consists of three broad based categories of activity; language-based, movement-based and theatre-based. Through these activities, a variety of skills are promoted. Language based activities include both talking and listening in a variety of contexts, as a class or in groups, both as self and when playing a part. Movement based activities, include movement and the observation of movement. Theatre based activities, whether from a script or unscripted, involve children both in performing and in watching others perform. Our drama programme fulfils the experiences and outcomes for Curriculum for Excellence. As well as being an enjoyable activity, it works through the development of language, movement and theatre skills to enrich the personal social and educational experiences of all our children. Parents and the wider community report they enjoy attending the various shows/assemblies, which the children put on each year.

Dance

Through dance, the children have rich opportunities to be creative and to experience inspiration and enjoyment. Taking part in dance contributes to the children's physical education and physical activity. Mrs Percy is a qualified dance teacher; we utilise her skills and expertise to develop Dance across the whole school.



Health and Wellbeing

Learning in Health and Wellbeing ensures that our children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children to make informed choices to improve their overall wellbeing, experience positive aspects of healthy living and activity for themselves, pursue a healthy lifestyle, and establish a pattern of health and wellbeing which will be sustained into adult life. We are currently working on becoming a Nurturing School through the Nurture Group Network's Nurture School's Programme. This is helping promote good social, emotional and mental wellbeing across the whole school.

Physical Education

Our programme for physical education offers opportunities for children to experience a combination of physical activities such as games athletics, active health, team sports and outdoor education for 2 hours per week. Programmes are planned for individual classes which include an appropriate form of physical ability for all pupils. Through these programmes we aim to give children the ability to develop a positive attitude to an active lifestyle, to build and maintain a healthy body, to develop confidence and self-esteem and to develop knowledge through physical experience.

Active Schools

A programme is in place to support and develop the delivery of physical education experiences. The Active School Co-ordinator organises a range of activities for the children, some which take place during school hours and others which are organised to take place after school. For example, a Dance after-school club has been running for P1-7 children in partnership with Active Schools.



Religious Education

Through our programme we aim to enable pupils to appreciate moral values such as honesty, liberty, fairness and concern for others. We also aim to develop self-awareness, relationships with others and help children develop an understanding of the beliefs, values and practices of Christianity and other world religions. We encourage the pupils to develop a positive self-image by coming to their own understanding of the meaning, value and purpose of life through a process of personal search, discovery and critical evaluation.

Interdisciplinary Working

Curriculum for Excellence includes space for learning beyond subject boundaries, so that children can make connections between different areas of learning. In order to meet the experiences and outcomes in Curriculum for Excellence, some topic work will be done in an interdisciplinary way. Interdisciplinary studies, based on the experiences and outcomes from within and across curriculum areas, can provide relevant learning experiences. Literacy, Numeracy and Health and Wellbeing will permeate the whole curriculum.

There is an emphasis on Collaborative Learning and Responsive Planning where the pupils have a say in what they would like to learn and how they are going to learn.

Outdoor Learning

We aim to use the outdoors as a stimulus for learning and teaching as much as possible. This helps engage and motivate children, while making links with their local environment.

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

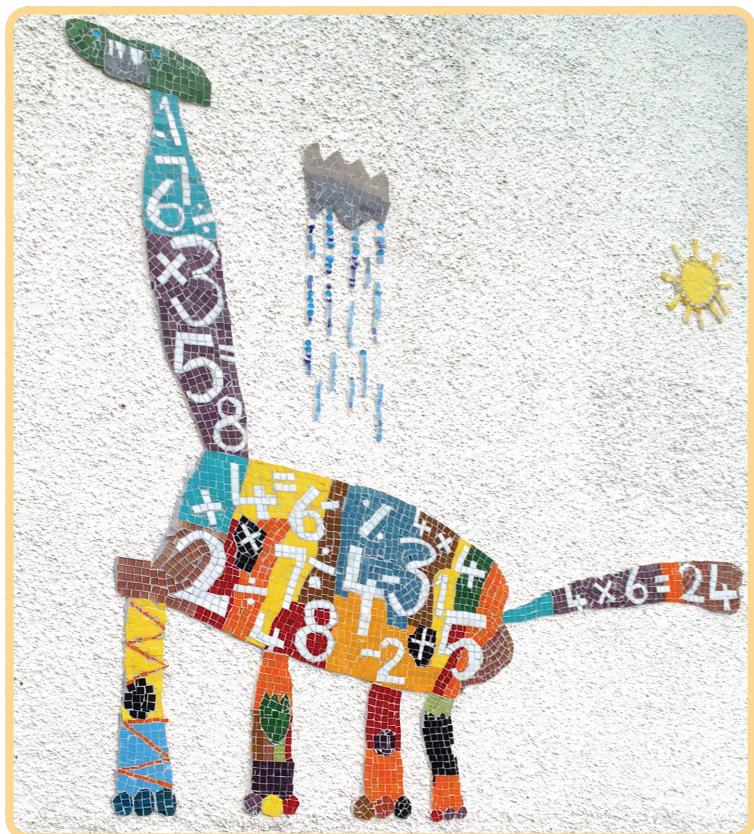
Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

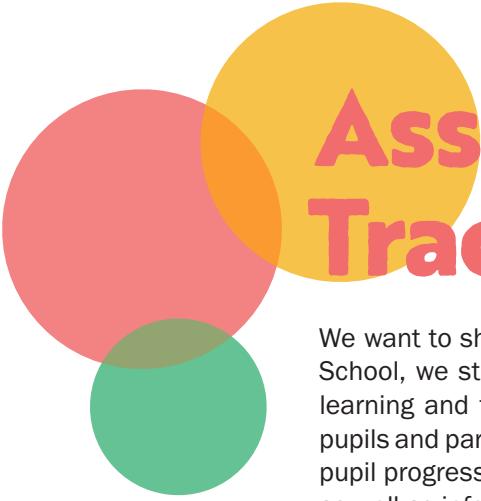
There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative 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.

Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.





Assessment and Tracking Progress

We want to share with you on how your child's learning is progressing. At Rigside Primary School, we strive to meet the needs of all pupils. Assessment is an integral part of the learning and teaching process, and helps us obtain information, which allows teachers, pupils and parents to make judgements about children's learning and set targets to develop pupil progress. Assessment measures the success of learning, teaching and achievement, as well as informing next steps.

At Rigside Primary, assessment is carried out using a variety of techniques:

Formative assessment:

Teachers make on-going and informal assessments about their pupils on a daily basis through the following Assessment is for Learning (AfL) strategies: sharing learning intentions and success criteria; questioning; feedback; self-assessment; and peer assessment. This supports recent research that children learn better when they learn together, set their own targets and evaluate and assess their own work. We incorporate this methodology into our curriculum and foster formative assessment strategies in line with Curriculum for Excellence.

Summative assessment:

At Rigside Primary School, we use summative assessment strategies to help record and report progress. Summative assessments provide valuable information to teachers, pupils and parents on what knowledge and skills have been attained. Some of the strategies we use are: end of unit assessments; pre and post learning tests; and standardised tests.

Diagnostic assessment:

This type of assessment is used to gain evidence of specific strengths or specific needs of a pupil. A pupil may also undergo an assessment because the teacher or the parent has a concern about a particular area not progressing as expected. The results of such an assessment would be used to create a specific learning plan for that child, where necessary.

The Head Teacher monitors and tracks the effectiveness of learning and teaching. Here are some of the ways this is done:

- Classroom visits both formal and informal
- Learning Conversations with pupils
- Reviewing specific learning and teaching approaches
- Pupil tracking of attainment and achievement
- Monitoring of teachers' forward plans
- Pupil Council meetings

These activities help ensure we are meeting the needs of all children, and help to plan future learning.



Reporting

Reporting is ongoing and comprises of a range of activities which can include children presenting their learning, newsletters, assemblies, showcase events, ongoing oral discussions, etc.

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

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.



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.

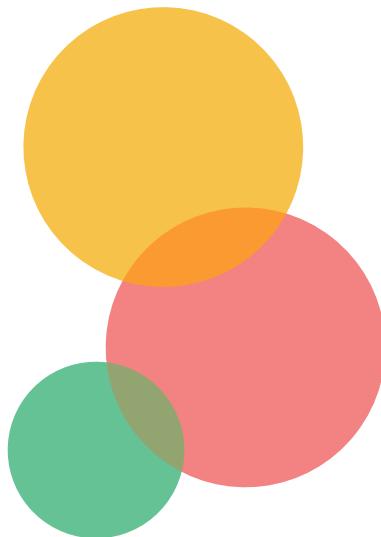
Please note that if an application for a “placing request” is successful then school transport is not provided.

If you move 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 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.





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)

At Riggside Primary School we endeavour to meet the needs of all children.

All children need support to help them learn. Some may need additional support and needs can arise for a variety of reasons. A child will be considered to have additional support needs if for whatever reason, they are experiencing a barrier to their learning.

A staged intervention approach is used for identifying, assessing, planning and monitoring additional support needs:

Stage 1 – Intervention within the class

Stage 2 – Intervention within the establishment, e.g. support assistant, Rainforest Class.

Stage 3 – Intervention from education resources out-with the establishment, e.g. educational psychologist

Stage 4 – Multi-agency intervention, e.g. support from Speech and Language

Co-ordinated Support Plan

This process is an integral part of learning and teaching within the school, and is consistent with the principles of Getting it Right for Every Child.

The Head Teacher is the Additional Support for Learning Co-ordinator. She liaises with class teachers, children and parents to ensure appropriate supports are in place for all children. This support can take many forms. Dorothy Low, our Specialist Support Teacher and Mhari Greenwood, our Educational Psychologist, visit the school regularly to support children and their families in this process.

Some children may need an Additional Support Plan. This is constructed by the teacher in consultation with the pupil and parents. Review meetings with parents, staff and children are arranged termly to track progress made with targets set.

However, where additional support needs are exceptional, a Co-ordinated Support Plan may be provided to note the specific needs of children and the additional support they may require.



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. These are available through the school or on the South Lanarkshire Council website www.southlanarkshire.gov.uk The leaflets are:

The Additional Support for Learning Act

Requesting an Assessment

Planning for Learning – ASP

Planning for Learning – CSP

Transitions

Future Planning

Information for Parents and Carers about moving on from school.

Inclusive Education

ICT Assessment

Visual Impairment Support

Early Years Specialist Support

Independent Adjudication

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**

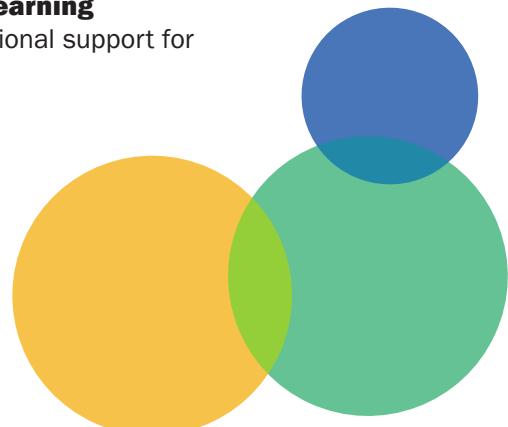
Address: Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

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 can inform 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.



School Improvement

At Rigsde Primary School, we endeavour to ensure the learning and teaching is of a high quality and that we give children the best educational provision possible.

We are required to demonstrate our accountability through a number of formal processes. These include self-evaluation exercises using tools like How Good is Our School 4, audits and improvement planning, as well as external processes such as, support and challenge from the Quality Improvement Team at South Lanarkshire Council and inspection by Her Majesty's Inspectorate of Education (HMIE).

We believe school improvement is the responsibility of all, and involve all stakeholders in this process. Each year staff, in consultation with parents/carers and children, identify school improvement priorities, which help improve the learning and teaching within the school and outcomes for children.

This year's priorities are outlined on the next page. We keep parents updated on our progress through ongoing communication, e.g. newsletters, assemblies, showcase events, etc. As part of our work on improving our Literacy Programme, P1-3 children have been using the Say, Make, Break, Blend, Read, Write approach during spelling and phonics work. We have also been developing a love for reading by participating in the Scotia Book Challenge, First Minister's Reading Challenge and our Breakfast Readers' Initiative.

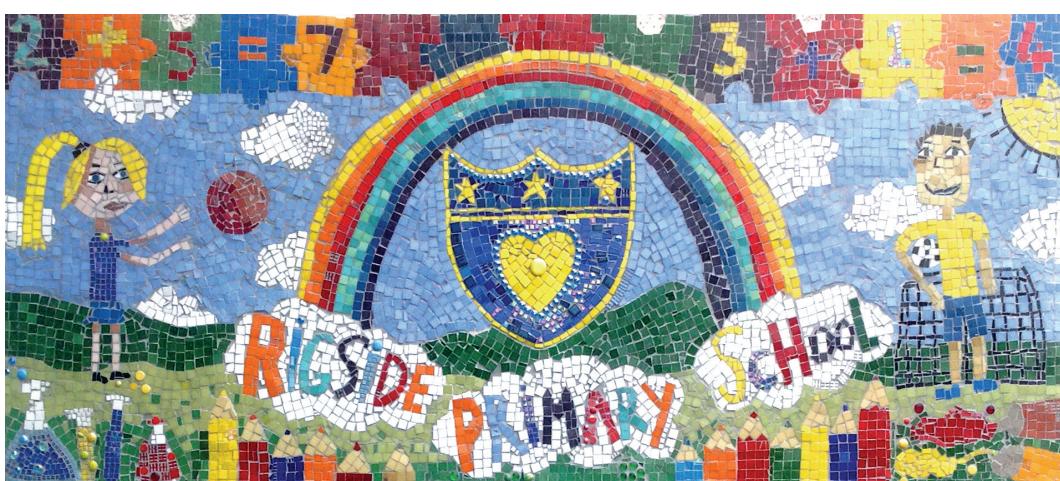
We are one of the 12 schools in South Lanarkshire Council who have been selected by the Scottish Government to take part in the Scottish Attainment Challenge. This is helping us improve standards for pupils in relation to Literacy, Numeracy and Health and Well-being. We have submitted a 4-year plan to gain funding for the next four years. Here are our objectives for the next four years:

To increase attainment and achievement in Literacy and English, and Numeracy and Mathematics, by creating a literacy and numeracy rich learning environment, where all learners are increasingly engaged and motivated in their learning.

To promote the health and wellbeing of all children to ensure children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

To promote parents as effective partners in their child's learning and development.

A copy of the school's Improvement Plan is available upon request from the school office.



School policies and practical information

Nursery

All children attending a local authority nursery will be provided with a free lunch. In addition, if your child attends long mornings or afternoons e.g., over 4 hours 30 minutes they will be provided with a “brunch” or “afternoon tea”.

Nursery lunches and snacks are based on nutritional requirements from the NHS “Setting the Table” guidance.

Nursery age children will also receive milk and a healthy snack free of charge under the Milk and Healthy Snack scheme 2021. This will be provided by the establishment

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 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, 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 £19,955 as assessed by the HM Revenue 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 (P5 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.



Children are issued with copies of the menu at the beginning of each term. Those children requiring a special diet should notify the Head Teacher who will arrange a meeting with the Catering Manager.

South Lanarkshire Council also offers a free Breakfast service, the service runs from 8.15am to 8.45am each school day.

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.

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

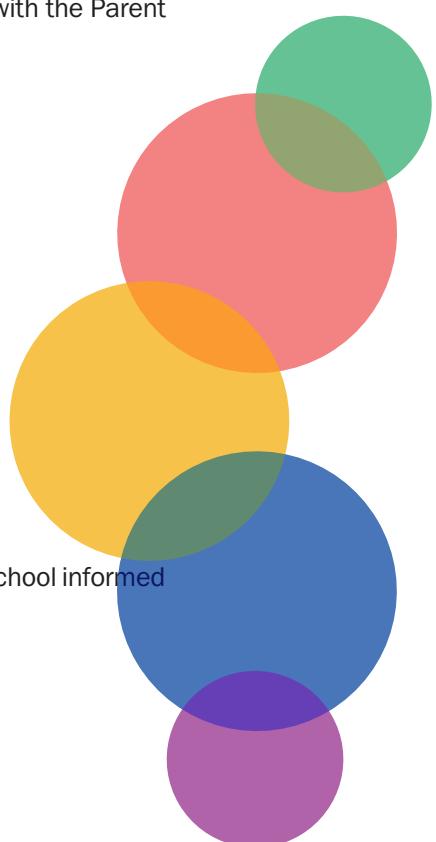
- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

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.



For the benefit of new entrants the uniform is listed below:

Black	Skirt/trousers
White	Shirt/blouse
Royal Blue	V neck sweatshirt/cardigan (with school badge)
Royal Blue	Fleece (with school badge)
Royal Blue	Showerproof Jacket (with school badge)
Reversible	Jacket
Navy	Blazer (with school badge)
Blue/Yellow	Tie
PE Kit:	
Yellow	Polo shirt (with badge)
Royal Blue	Shorts

Support for parent/carers

Clothing grant

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

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

Opening:	9.00 am
Interval:	10.30 am – 10.45 am
Lunch:	12.15 pm – 1.00 pm
Closing:	3.00 pm

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 (Management of Challenging 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.

Pupils at Rigside Primary are encouraged to strive for good behaviour throughout the school through our behaviour system called “Great to be GREEN”. We review this policy annually in consultation with staff, parents and pupils, making changes as necessary. As with everything we do in school; the success of this approach depends very much on support from parents/carers.

Great to be GREEN is a positive approach based on positive reinforcement and rewards. As Rigside Primary is a Rights Respecting School, the system centres around a Whole School Charter based on the United Nations Convention on the Rights of the Child:

We have the right ... - to learn (Article 28)

- to be safe (Article 19)

- to be listened to (Article 12)

Respect Code ... - Do as you are asked the first time

- Keep hands, feet and objects to yourself

- Be polite

All staff will respect our rights by ...

- teaching us

- keeping us safe

- listening to us

The Whole School Charter sets out the basic requirements for a safe learning environment. More information on Great to be GREEN can be found in our Parents’ Leaflet available at the school office.

In Rigside Primary we are committed to using Restorative Practice techniques in the school particularly when dealing with challenging behaviour and conflict. It focuses on building and repairing relationships rather than on managing and controlling behaviour. It is really about asking the following questions:

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need/to do?

The emphasis on “we” is crucial, because it implies that all those affected by what has happened are also involved in finding the way forward. This approach helps us re-solve situations quickly and effectively, and reduces the likelihood of them re-occurring.



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**](http://www.childprotectionsouthlanarkshire.org.uk)



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**.



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 service or other support. We will provide an additional privacy notice at these times.

When 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 you wish to participate in activities or support for young people through our youth centres, or through adult learning programmes within the community, we will also ask for your personal information to support your application. This may include information about family circumstances or medical conditions.



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:

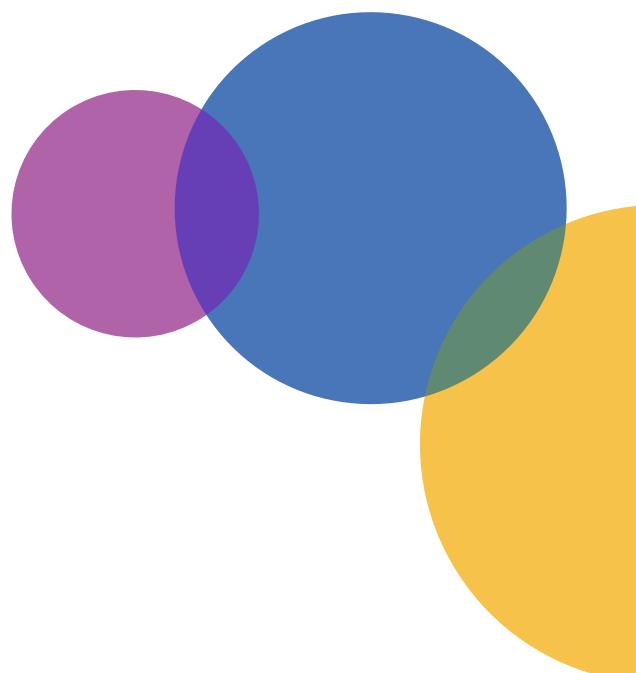
- exam results and assessment information;
- information about health, wellbeing or child protection.

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, and 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.



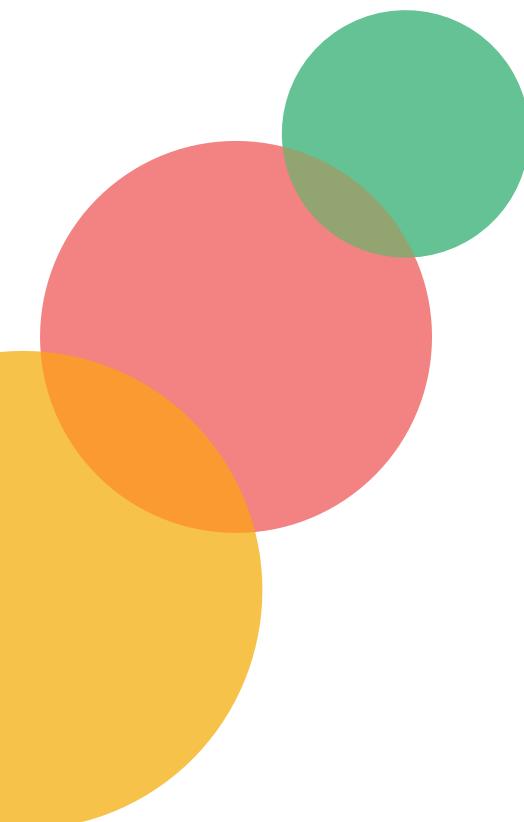
We will share your information with:

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;
- 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: (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.nfps.org.uk

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www.nfps.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.