



Education Resources



# Sandford Primary School Handbook January 2023



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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](mailto:education@southlanarkshire.gov.uk).

# 1) Introduction by the Head Teacher

Dear Parent/Carer,

At Sandford Primary School we are passionate about and committed to providing the best we can for our pupils across all aspects of their development related to education and more widely.

We aim to ensure that your child is safe, happy, and successful during their time here. We have high expectations of our pupils in attainment and achievement. To this end, we strive to work in partnership with you to support your child in their development and towards fulfilling their fullest potential.

We pride ourselves on being open and approachable and encourage you to contact us at any time with comments or concerns.

The information which follows in this handbook should provide an overall picture of Sandford Primary School. However, please do not hesitate to get in touch if you have questions or would like further clarification.

Yours sincerely,

*Louise Hepburn*  
Head Teacher



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

The Council's Plan Connect sets out the Council's vision which is, "to improve the 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.

## 2) About our school

**Address:** Sandford Primary  
Stonehouse Road  
Sandford  
Strathaven  
ML10 6PD



**Phone number** 01357 520345

**Email** [gw14sandfordpsoffice@glow.sch.uk](mailto:gw14sandfordpsoffice@glow.sch.uk)  
[gw14sandfordpsht@glow.sch.uk](mailto:gw14sandfordpsht@glow.sch.uk)

Sandford Primary is situated in the small village of Sandford, on the outskirts of Strathaven. It is non-denominational, co-educational and covers stages from Primary 1 to Primary 7. The present roll of the school is 67. We currently have 3 classes and 5 members of teaching staff. The Head Teacher is a Shared Head.

### Staffing

Head Teacher	Ms. Louise Hepburn
P1/2 teacher	Mrs. Laura McKinnon {Principal Teacher}
P3/4/5 teachers	Mrs. Jenny Neilson and Mrs. Sandra Walker
P6/7 teacher	Miss Sophie Kean
Non-Class Contact Teacher	Mrs. Karen Dillon Primary teachers have non-contact time every week when they are not with their class. Other teachers cover aspects of the curriculum and are responsible for the class at that time.
Support Assistant	Mrs. Lillian Winship {Team Leader}
Support Assistant	Mrs. Carol Sorbie
Support Assistant	Mrs. Fiona Grant
Janitor/Cleaner	Mrs. Janyce Lennox
Catering Staff	Mrs. Nichola Gregg and Mrs. Lillas Donald
• Educational Psychologist	Mrs. Julie Kiddie
• Area Network Support	Mrs. Jennifer Wheelans
• Music tuition	Mrs. Cyran (cello) Mr. Tam Reilly (guitar) Mr. Chris Bradley (brass) Mrs. Una Cunningham (YMI Music P4/5)
• Active Schools Coordinator	Mrs. Emma Strachan

Sandford Primary is used for meetings of the Parent Council. The school accommodation is also available for use by the community, outside school hours. We also welcome Sandykids; an independently run toddler group, who make use of our hall fortnightly during term time.

Parent Council Email available by request to the school office

## Learning Community

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

The Learning Community develops ways of working between establishments and with other agencies and organizations to ensure services are responsive, accessible and are delivered as effectively as possible.

Strathaven Learning Community values are: **RESPONSIBLE, RESPECTFUL** and **RESILIENT**.

Our aspirational vision statement for the Strathaven Learning Community is:

**'TOGETHER WE THRIVE'**.

Each Learning Community is managed by a Head of Education (Area).

The Quality Link Officer for the Strathaven Learning Community is Kathleen McCormick.



## Attendance at School

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

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, outlining the reason for absence.
- Please notify the school first thing in the morning if your child is going to be absent. You can call and leave a voice message about your child's absence by selecting Option 1 before 9am or when the phonenumber is busy. If you can, please also let us know the likely date of return and keep us informed if the date changes.
- Requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the Head Teacher, detailing the reason, destination, duration of absence and arrangements for his/her continuing education during this time.
- We may need to contact you during the school day, so please inform the school of any changes to your home telephone number, mobile telephone number, address, or emergency contact details.

## Visitors to Our School

Should you wish to visit the school, please contact the school to arrange a suitable time. Parents/visitors are requested to make their way to the Main Entrance and report to the School Office where you will be asked to sign a visitor book. Please do not enter the school playground or make your way directly to classes without staff guidance. This is to ensure that the school provides a safe and secure environment for all those within it. We appreciate your support and assistance in carrying through these measures.

### **School App for Parents**

The school app is a convenient and efficient method of keeping up to date with diary dates, school news, updates and instant notifications/messages on your phone or electronic devices.



### **ParentPay**

Sandford Primary School uses a web-based application called ParentPay which allows parents to pay on-line for school meals and other school activities. ParentPay offers the convenience of being able to make payments 24 hours a day, 7 days a week and avoids the need for your child to carry cash to school.

### **ParentsPortal – coming online in 2023**

By August 2023, we will have moved across to the ParentsPortal in line with all other South Lanarkshire schools. ParentsPortal will provide parents with access to a growing suite of online services, including information about a child's education and transactions such as applying for placement requests, paying for school meals and other non-meal purchases. More information will be shared throughout the year. You can find out more at <https://parentsportal.scot/home/>

### **Parent/Carer Contact**

We are keen to promote a positive relationship with all our parents/carers. If you have a concern about your child, or anything you wish to discuss, please do not hesitate to contact the school. Your child's class teacher may be able to help in the first instance.



You may wish to make an appointment to speak to/meet with the Head Teacher. Please contact the school office by telephone to speak with class teachers, the Headteacher or to make an appointment.

Should you have a complaint about any aspect of your child's educational experience, please let us know. In the first instance, please contact a member of staff. However, if your complaint is more serious, please contact the Head Teacher.

Complaints will be treated seriously and will be dealt with speedily and sensitively. In most cases complaints will be dealt with immediately, but certainly within 3 working days. Should a complaint require further detailed investigation, the process may take longer, but you will be informed of the timescale and given updates regarding the process.

We are hopeful that, working together, any issues will be resolved. However, if necessary, formal complaints may be made in writing, by telephone or by submitting an online form via the 'Have Your Say' forms:

[SLC Have Your Say Comments, Complaints & Consultations](#)

South Lanarkshire Council  
Almada Street  
Hamilton  
ML3 0AE

Telephone: 0303 123 1015

### 3) Parental involvement

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website:

[www.southlanarkshire.gov.uk/downloads/file/13457/parents\\_as\\_partners\\_-\\_strategy\\_2019](http://www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019)

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms, but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school
- Fully informed about your child's learning
- Encouraged to make an active contribution to your child's learning
- Able to support learning at home
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a parent helper, or a member of the Parent Council and/or the Parent Teacher Association please contact the school.

Some useful information for parents to find out more education can be found at the following websites:

- Parentzone – [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)
- Engage Parent Forum – [www.engageforeducation.org](http://www.engageforeducation.org)
- National Parent Forum for Scotland – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)
- South Lanarkshire Council – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### 4) School Ethos

At Sandford Primary we continue the journey of preparing our children with skills for learning, life, and work.

Pupils, parents, and staff work in partnership to create a nurturing environment where:

- we have our foundations in community
- everyone is valued, included, and treated equally
- learning for all is life long
- everyone is encouraged to think creatively
- we treat each other and our wider world with respect
- we are motivated, resilient and learn from our challenges
- we recognise and value all learners' achievements

## What do our pupils say about Sandford Primary?

### *Our school is super because...*

In class you will not get pushed to a level you find too hard or too easy. If you need help, you can just ask!

Grace, P5

Our school is very fun and all the teachers are kind and caring. Our head teacher is lovely and musical. So, if your children come home singing a song, you will know where the beautiful music came from!

Lily, P6

There are lots of leadership roles at our school, like JRSO, Climate and Sustainability group and Reading Ambassadors.

Robin, P7

I love this school. It's so much fun and we learn so much too. They give us lots of opportunities and lots of resources.

Chloe, P6

This school has lots of toys and we do PE. I love to build big towers.

Jackson, P1

All the adults in the school are there for you if you need help. You are never pushed, the teachers get it just right at the level for you. You will always get help with reading or maths or anything if you ask.

Elizabeth-May, P5

There are lots of opportunities like pupil leadership, trips, musical instruments, swimming, and helping younger pupils.

Amrita, P6

The assemblies are very interactive. I use the technology to play learning games. We have lots of space outdoors and the trim trail is fun, but it can be dangerous. The books are fun to read, but we are buying more because they don't catch everyone's interests. RME is good and makes people think about their lives. There are support teachers in every class.

Thomas, P5



## **Celebrating Achievements**

Children's achievements are celebrated in class and at our weekly assemblies. Our notice board displays pupil achievements. Parents and carers and pupils are encouraged to let us know about achievements out of school, so that these can also be celebrated.

Children are recognised for exceptional effort, progress, attitude and successes within their own personal journey of learning and development with Achievement Awards. Pupils can receive awards under the four capacities of a Curriculum for Excellence: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Pupils are nominated for **Achievement Awards** on a weekly basis by the adults working with them. These certificates are presented at weekly whole-school assemblies and a photograph alongside a description of the recognition is posted to the PrimaryApp News section for pupils, parents and carers to see. A record is kept throughout the year to track the achievements of each individual child.

## **Promoting Positive Behaviour**

Sandford Primary School's aim is to ensure that all our children, parents, staff and members of the wider community feel valued and respected, and that each person is treated fairly.

Positive behaviour is encouraged and recognised by all staff in a variety of ways, across all areas of the school. Recognition for respectful, kind, helpful and considerate behaviour may be verbal or with small tokens such as badges, pencils, stickers and/or positive notes, phone calls, or emails home.

At the beginning of each school year, each class creates and signs their own class charter with regards the standards they expect of their own and other's behaviour within the learning environment of school. These are based on Article 28 of the United Nations Convention on the Rights of the Child (UNCRC): 'Every child has the right to an education.'

Our Playground Charter is based on Article 31 of the UNCRC. Article 31 says: 'All children have the right to relax and play.'

In Sandford, to protect this right we will try our best to:

- be respectful of each other, even if we don't agree with the other person
- sort out disagreements ourselves by talking, and ask for help if we can't sort it out
- be kind to each other and include others in games
- play safely and notice other people around us
- share playground equipment and toys fairly and look after them

Our Charters are based on self-respect and the respect for other people and property.

Behaving in ways which meet expectations of health and safety and respect for all is the responsibility of everyone. While some children might need support with these expectations at times, all misdemeanours which jeopardise the safety of another child or are considered disrespectful of another's rights will be addressed, in the first instance, by the class teacher.

Repeated misdemeanours, persistent or more serious incidents will be escalated to the Head Teacher who will then notify parents by telephone, email or request a meeting to consider an appropriate course of action and to promote resolution.

## Community Links

We have a positive relationship with other schools and education establishments within our Learning Community and actively seek out ways in which we can work collaboratively with one another to enhance the learning experience that we offer our children. We enjoy close working relationships for planning teaching, learning and assessment with our partnership school, Sandford Primary, with whom we share a Head Teacher.



We also work closely with members of our wider school community, including:

**Reverend Callum Stark** (School Chaplain, Avendale and Drumclog Parish Churches)

**Emma Strachan** (Active Schools Co-ordinator)

**Christine Hoey** (Public Health Nurse)

And representatives from Strathaven Round Table, Strathaven Rotary Club and Strathaven Fairtrade Group.

## 5) 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, 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, now and in the future.

The curriculum includes all 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 21<sup>st</sup> century.

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

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.

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

## Expressive Arts

This heading encompasses art and design, dance, drama, and music.

We encourage our children to develop skills and enjoyment in all these areas.

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities, and ideas
- prepare for advanced learning and future careers by building foundations for excellence in the expressive arts



## Music Tuition

Instrumental music lessons are offered to children in many primary schools across South Lanarkshire Council through our Instrumental Music Service (IMS). Tuition is offered (based on capacity) on a variety of musical instruments, for example brass, strings, percussion, guitar, or voice.

Participation in a programme of instrumental music study can help children develop as successful learners, confident individuals, responsible citizens, and effective contributors, as well as making positive contributions to personal health and wellbeing. Children who participate in instrumental music through tuition are often offered opportunities to further develop their playing by participating in extra-curricular activities such as playing in bands, orchestras, and other ensembles or local competitions.

Parents/Carers who wish their child to receive instrumental music tuition are required to make an annual contribution which is currently based on a minimum of 30 lessons per academic year.

Following a musical aptitude/suitability assessment, pupils entering P5 may be offered the opportunity to study a musical instrument. Through Youth Music Initiative funding, these pupils are exempt from paying the annual contribution detailed above for one academic session. Thereafter the annual contribution will apply for each consecutive year.



## Languages and Literacy

Within the Literacy and English framework, the main headings are:

- listening and talking
- reading
- writing

Pupils will experience an environment which is rich in language, and which sets high expectations for literacy and the use of language. Children and young people will spend time with stories, poetry, graphic novels, and other wide-ranging non-fiction texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

Spoken language has particular importance in the early years. Teachers balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonological awareness and synthetic phonics.

### Listening and Talking

Listening and talking are developed through every aspect of the curriculum and across school life. Pupils are encouraged to listen to the sounds and patterns of language, to ask questions, engage with others, develop informed views, share their prior knowledge or newly discovered information, and so on. Teachers use a skilful mix of learning approaches to ensure that contexts are relevant to pupils' own experiences, are motivational, and are appropriate to the needs and developmental stage of the individual.

Teachers encourage pupils to give prepared talks to their peers on book reviews, a curricular area, a personal subject of their choice, etc. Opportunities to listen to and speak Scots language are also promoted at various key points in the year, such as St. Andrew's Day and Burns' Day. Listening and Talking opportunities are also promoted during assemblies and pupil voice committee activities.

### Reading

We use a wide variety of resources to support and encourage all pupils. Pupils in P1-3 make use of Literacy Planet reading books to build their reading skills and sight vocabulary. In P4-7 we use a wide range of novels and non-fiction texts. Once the decoding procedure of reading is fluent, more rigorous exploration of Higher Order Reading Strategies to develop rich understanding of a text is promoted through using the North Lanarkshire Active Literacy approach, alongside materials from the Stonelaw Reading Resource. Pupils also have opportunities to develop their reading skills during interdisciplinary topics and personal reading time.

It is important that children have opportunities to read daily, whether it is their school reading book, or a book they are reading for pleasure. Reading aloud aids fluency, intonation, and increases self-esteem. We also place importance on adults reading aloud to children each day, and children reading to each other to promote collaborative learning. We are currently working towards achieving the Reading Schools Core Award during the academic year 2022/23.



### Writing

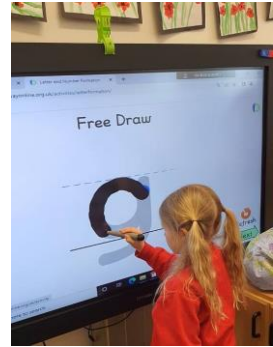
Written language requires a great deal of training including learning to spell correctly, and in acquiring the knowledge of language itself e.g., nouns, verbs, punctuation, etc. All aspects of writing (functional, personal, and imaginative) are developed across all stages of the school using the Talk 4 Writing approach of Imitation, Innovation and then Independent Application.

*"It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version."* [Talk 4 Writing website]

Writing skills are taught from Early level onwards and we emphasise the importance of having neat, legible work. We promote a cursive writing style when a child is developmentally ready and can demonstrate accurate printed letter formation.

### Modern Languages

Children are taught French from P1-P7. Every school within the Strathaven Learning Community follows a similar programme so that the children can develop their skills in French once they transfer to secondary education. We are currently introducing the Spanish language to pupils in Primary 4-7.



### Health and wellbeing

We use the Healthy Schools framework which provides a guide for teaching, planning, tracking & monitoring and the evaluation of Health and Wellbeing in schools. This supports coordination and progression throughout the learner journey from Nursery to Senior Phase. The aim of Healthy Schools is to provide a flexible, adaptable framework of materials which complement existing resources. It builds on prior learning, knowledge and understanding to support practitioners plan and deliver Health & Wellbeing in conjunction with their learners, offering many opportunities for co-creation.

It brings together a Curriculum for Excellence Health & Wellbeing Experiences, Outcomes and Benchmarks at each Level aligned to the Wellbeing Indicators.

The learner's journey can be followed across the Health & Wellbeing topics of:

- **Food & Health**
- **Physical Education**
- **Physical Activity & Sport (PEPAS)**
- **Healthy Lifestyles**
  - *Mental, Emotional, Social & Physical wellbeing (MESP)*
  - *Planning for Choices & Change*
  - *Relationships, Sexual Health & Parenthood (RSHP)*
  - *Substance misuse*



### Mathematics and Numeracy

The main areas in maths and numeracy are:

- **Number, money and measure**
- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

### **Shape, position and movement**

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

### **Information handling**

- Data and analysis
- Ideas of chance and uncertainty

We use a wide range of teaching strategies and resources to support and ensure progress across all aspects of maths, including textbooks, concrete materials and games, web-based apps, CatchUp Numeracy and mental maths recall resources for number facts and multiplication tables.

### **Religious and Moral Education (RME)**

We have a structured programme of study in RME in place, which allows the children to study Christianity, other World Religions of Judaism and Islam, relationships, and moral values.

In Sandford Primary we aim to increase our pupils' knowledge and understanding of themselves, others, and the world in which they live. Through a whole school, cross-curricular and themed approach we help pupils to become citizens who are tolerant, respectful, and knowledgeable about diversity of belief, culture, heritage, and tradition.

### **Social Studies**

Through social studies, children and young people 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 of how it has been shaped. As they mature, children and young people's experiences are 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 and young people 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, particularly in today's world where sustainability is at the core of all that we do to protect our future world and climate.

Many of the topics that the children study are interdisciplinary in nature, which means that they will focus on more than one area of the curriculum through chosen theme. Staff invite and listen to children's ideas and plan their topics based on what the children already know, what they would like to know and how they would like to develop their knowledge and skills. This is known as responsive planning. Excursions are often planned to link with these contexts for learning.



## **Technologies**

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable, and enterprising citizens, and supports them to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic, and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers

As children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

## **Sciences**

Through the study of sciences over seven years, using multimedia resources, digital technology and practical apparatus, pupils will explore multiple aspects of the following:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

## **Homework**

Pupils are set homework from the early stages. Our aims are to reinforce processes and skills taught in school, and to establish the habit of learning at home which will stand pupils in good stead in further education and in later adult life.

Homework can take many forms. Homework is not always formal and does not always require written work. It can be about parents/carers and children talking together, discovering, and sharing new

experiences. We appreciate homework sits more comfortable with some families and learners than others. We are currently reviewing our Homework Policy, but we will always find a way to work with you in a way that promotes any additional learning undertaken at home as a positive experience and not a punitive, anxious or stressful struggle to fit in to busy family life. We would encourage you to talk to us about what would work best for your child and you.

## **Pupil Voice**

Pupil voice is valued through authentic consultation and dialogue. Pupil views, feedback and evaluations are often sought, and pupils can raise concerns in a respectful and articulate manner. They are given opportunities to have a say in the issues which directly affect them and their local community, including in how some of the school budget is spent. The Pupil Council, JRSO and Climate Awareness Team provide excellent forums for this type of discussion and decision-making.

### **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. (National guidance issued by the Scottish Government on 21 February 2011 and the Education (Scotland) Act 1980.)

Religious observance should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. Please notify the Head Teacher of your intention to withdraw your child.

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

Parents may request that their children be permitted to be absent 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.

## **6) Assessment and tracking progress**

We understand that you are curious, and can be anxious, about your child's progress in learning. We are keen to share updates about how your child's learning is progressing throughout the year, and engage in dialogue with you about how best to support your child's journey.

We do this successfully in the following ways:

- meet the teacher / open classroom events for children to share their learning, ownership and environment
- samples of work sent home for parent/carer and pupil discussion
- progress meetings with your child's teacher twice per year (see also section **7) Reporting**)
- a full, written, end of year progress report which outlines achievements across the year
- review meetings for additional learning needs
- telephone calls for other reasons, concerns, or information sharing

Assessment is a central part of everyday learning and teaching for every child and young person. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. We use a variety of formative assessment strategies to help inform next steps in the learning journey.

At regular intervals throughout the year, we also engage children in summative assessments which take a snapshot of a child's progressing skills and knowledge. These are only one part of a picture which we use to ensure we are offering appropriate challenge and support to individuals as needed. The learning journey is never linear, and regularly capturing evidence of what a child can do helps us ensure that we acknowledge progress and adapt our expectations and support in a responsive way.

Assessment can involve and look like many of the following depending on the purpose of the assessment:

- Our pupils and teachers work together to set learning goals for the short term and longer term.
- Our pupils and teachers practise self and peer assessment and giving fair feedback.
- Our pupils and teachers identify and reflect on their own evidence of learning.
- Teachers and support staff use a range of evidence from day-to-day activities to check on pupils' progress



- Teachers and support staff talk, plan and moderate together to share standards in and across schools.
- Our pupils and teachers are clear about what is to be learned and what success would look like/ sound like / feel like.
- Our pupils and teachers are given timely feedback about the quality of their work and how to make it better.

As a school, we use Scottish National Standardised Assessment at P4 and P7 as a diagnostic tool only. This is a way for teachers to ensure that planning for learning, teaching and assessment is rigorous and covers the breadth and depth of experience recommended by learning using A Curriculum for Excellence.

Further information about assessment can be found here:

ASSESSING CHILDREN'S PROGRESS: A GUIDE FOR PARENTS AND CARERS.

Education Scotland

<https://www.education.gov.scot/parentzone/Documents/parent-leaflet-assessing-progress.pdf>

## 7) Reporting

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

In addition, there will be two parents' consultations, usually around November and March, which offer you the opportunity to discuss your child's progress with their teacher. The school will give plenty notice of dates for these and ten minute appointments are offered over two sessions; either in the afternoon (approximately 3:15pm and 5:00pm) and the evening (approximately 6:00pm –8:00pm).

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

## 8) Transitions

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. These often include visits to take part in sports activities, visits from secondary school staff to the primary school and two full day visits in term 4 prior to their transition.

New Primary 1 pupils joining us from nursery will be invited into school for a series of 'Getting to Know You' sessions in May and June. One of these sessions will include the opportunity to have lunch in school, with all sessions including time to meet teaching and support staff, have a tour of the school and take part in play-based learning activities with their future classmates. Key information will be shared with parents at a presentation given by the Head Teacher or Principal Teacher, and a follow-up Q&A session.

## **Change of School/Placing Request**

Normally children attend the school in their catchment area. However, there are times when parents may wish their child to go to another school. 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 come to a decision about 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 beyond the boundary of your catchment primary school, while your child is in attendance, a 'request to remain form' must be completed. Such a move may also 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](mailto:edsuppserv.helpline@southlanarkshire.gov.uk) or **0303 123 1023**.

## **9) 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 Sandford Primary it is the Head Teacher.

More information can be found on:

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Support for All (Additional Support Needs)**

There are occasions when some children, for whatever reason, require additional support, long term or short term in order to help them make the most of their school education. Teachers are sensitive to the range of influences that can affect a child's ability to learn and put in place strategies to enable the child to cope. The class teacher can identify children with additional support needs. Parents are encouraged to arrange a visit to the school to discuss any issues or concerns they may have. Appropriate support will be given by school staff, with the involvement of outside agencies such as Psychological Services, Speech and Language Therapy, Occupational Therapy, or a visiting Visual/Hearing Impairment member of staff as appropriate.

At present, Sandford Primary School has an allocated time of half a day per fortnight for a teacher from Specialist Support Services. Mrs. Jennifer Wheelans is our Specialist Support Teacher and currently visits the school every Wednesday morning for a block of 1.5 hours.

Mrs. Wheelans can work with groups of children or individuals in a direct teaching role. She is also able to supply or to suggest resources and support material suitable for children. In addition, she can be consulted by staff requiring specialist advice and can carry out specific assessments of individual children. If further analysis is needed Psychological Services, with whom we have a close working relationship, are consulted.

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.

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

Phone Helpline: 0345 123 2303

Advice and information: [www.enquire.org.uk](http://www.enquire.org.uk)

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

Email enquiry service: [www.enquire.org.uk](http://www.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.

## 10) School Improvement

Each school year we write a **School Improvement Plan** which is made available publicly, and shared with parents and carers, and children. The areas of improvement are closely linked with the National Improvement Framework and the Education Priorities of South Lanarkshire Council.

Here is our Plan on a Page, which encapsulates our main priorities for session **2022/23**:

The graphic is a 'Plan on a Page' for Sandford Primary School's School Improvement Plan for 2022-2023. At the top left is the school's logo, a yellow bell. To its right is a corkboard-style banner with the title 'School Improvement Plan 2022-2023'. Further right is an illustration of people in a meeting and a list of three key processes: Consultation, Collaboration, and Partnership. Below the banner are three main pillars: 'Inspire' (with a person jumping icon), 'Transform' (with a butterfly icon), and 'Strengthen' (with a hands-together icon). Each pillar is contained in a red-bordered box with a target icon and a brief description. The 'Inspire' box focuses on a Curriculum Rationale, the 'Transform' box on Health & Wellbeing, and the 'Strengthen' box on Literacy: Writing. Each box contains various educational logos and diagrams.

**School Improvement Plan 2022-2023**

- Consultation
- Collaboration
- Partnership

**Inspire**

**Curriculum Rationale**

Develop a shared understanding of what we want for our children, and what we are going to do to achieve it.

**Transform**

**Health & Wellbeing**

Refresh professional knowledge and skill to deliver and support robust HWB for all children in line with GIRFEC and wellbeing indicators, to enable children to flourish.

**Strengthen**

**Literacy: Writing**

Raise attainment across all stages in Writing.

For session 2022-2023 we have three key priorities:

1. **Develop a Curriculum Rationale** to develop a shared understanding of what we want for our children and what we need to do to achieve it.
2. Deliver and support **Health and Wellbeing** in line with GIRFEC and wellbeing indicators to enable all children to flourish, by ensuring the professional knowledge and skill is up to date with new programmes and resources, including RSHP.
3. **Raise attainment in Writing**, across all stages, by adopting the Talk 4 Writing approach and taking part in Learning Community moderation activities.

The full School Improvement Plan document is used to demonstrate the tasks, timeline and impact associated with achieving our strategic improvement priorities for one academic year. It is used as a working document and progress against it is periodically reviewed with teachers, school staff, pupils, and parents and carers. At the end of each session, we report on Standards and Qualities, which evaluates our progress and captures successes while also then informing the next set of priorities for the year ahead.

## 11) School policies and practical information

Healthy eating is supported by the school, 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 aged pupils are also offered a free breakfast within their school. The selection available includes cereal, toast, fruit, and milk. Breakfast club operates from 8:15am each morning.

For lunch each day pupils have the option to choose from two hot meal options, a snack option (usually a sandwich) and a vegan / vegetarian option. These are all served with vegetables or side salad. All **meals** also come with fresh chilled drinking water, salad, seasonal fruit / soup / dessert, depending on the day.

Milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime. Milk may also be purchased by pupils who are not eligible to be part of the free school meal scheme.

Pupils in:

- Primary 1 – 5 receive a free school lunch.
- Primary 6 - 7 pay for meals at a cost of £2.00\* per meal (unless eligible for free school meals)

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

School lunches and milk are be paid for through your Parentpay account or Paypoint facilities in local shops. No cash payments are made in school.

### Special diets

If your child requires a special diet for medical reasons, please speak to the school office who will provide the appropriate request form for you to complete. Please also make cultural diet requests in the same way.

### 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 £660 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 £7,920 as assessed by the HM Revenues and Customs)
- Child Tax Credit Only (where your gross annual income does not exceed £17,105 as assessed by the HM Revenues and Customs)
- Receive support under Part VI of the Immigration and Asylum Act 1999

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

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

## Allergies

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

- **We are a nut-free school and-for health and safety reasons-we ask that pupils do not bring snacks/food items to school which contain nuts.**

## 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.

## **Sandford Primary School Uniform**

- a white polo shirt
- a red sweatshirt, cardigan or jumper
- a white shirt and school tie
- grey trousers, skirt, shorts, or pinafore
- black school shoes

Our current supplier of uniforms is Border Embroideries Ltd. Details of ordering can be found on their website at [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk)

Parents do not need to purchase school uniform with logos. Plain polo shirts and sweatshirts/jumpers and cardigans can be purchased from any retail outlet.

## **Physical Education Kit**

For reasons of hygiene and safety, pupils are asked to wear a gym kit. This should consist of a polo shirt or plain tee-shirt with jogging trousers, track-suit trousers, leggings, or shorts. All children are expected to change into suitable footwear which has not been worn outside, as these are not acceptable for indoor/apparatus work. Pupils should not wear football strips for games or P.E.

The wearing of jewellery is always discouraged for safety reasons, this particularly applies to earrings.

**On PE days it is preferable that jewellery is not worn.** However, if it is, all **jewellery** must be removed for P.E.. Pupils with long hair must have this tied back for P.E. and should bring their own bobbles to do this. A letter is sent in August to parents reminding them of these safety features and notifying you of your child's P.E. days so that children are always prepared for participating in gym.

## **Lost Property**

Pupils often misplace or leave things behind at the end of the school day. It is important that items of clothing are clearly labelled, with your child's name or initials, to assist the school in returning lost property.

## **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](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information, or you are unable to apply online then please contact the helpline number **0303 123 1011** (option 5).

## **School hours/holiday dates**

Monday – Friday

School day	09.00-15.00
Interval	10:30-10:45
Lunch	12.15-13.00

Holiday dates and school diary dates are available to parents/carers from August on the SchoolApp and are regularly updated with reminder messages sent as appropriate.

The school holiday dates, and in-service dates are available from the local authority website, [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).

In-service dates are days when staff undertake development work related to the school and pupils should not attend.

Please see attached list showing school holiday dates.



Education Resources

School holiday Dates Session 2023/2024

Break	Holiday dates		
<b>First Term</b>	<b>Teachers In-service</b>	<b>Monday</b>	<b>14 August 2023</b>
	<b>In-service day</b>	<b>Tuesday</b>	<b>15 August 2023</b>
	Pupils return	Wednesday	16 August 2023
September Weekend	Closed on Re-open	Friday Tuesday	22 September 2023 26 September 2023
October Break	Closed on Re-open	Monday Monday	16 October 2023 24 October 2023
	<b>In-service day</b>	<b>Monday</b>	<b>13 November 2023</b>
Christmas	Closed on Re-open	Monday Monday	25 December 2023 8 January 2024
<b>Second Term</b>			
February break	Closed on	Monday & Tuesday	12 February 2024 13 February 2024
	<b>In-service day</b>	<b>Wednesday</b>	<b>14 February 2024</b>
Spring break/Easter	Closed on Re-open	Friday Monday	29 March 2024 15 April 2024
<b>Third Term</b>			
	<b>In-service day</b>	<b>Thursday</b>	<b>2 May 2024</b>
Local Holiday	Closed	Monday	6 May 2024
Local Holiday	Closed on Re-open	Friday Tuesday	24 May 2024 28 May 2024
Summer break	Close on	Wednesday	26 June 2024
Proposed in-service days	15 & 16 August 2024		

Notes

- ◆ Good Friday falls on Friday, 29 March 2024
- ◆ Lanark schools will close Thursday, 6 June 2024 and Friday, 7 June 2024
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2023 and Thursday, 28 March 2024)
- ◆ Schools will close at 1pm on the last day of term 3 Wednesday 26 June 2024)  
\*Two in-service days proposed 15 & 16 August 2024.



## **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](http://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](mailto: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.

Parents within the catchment area will be advised via social media that they can begin using the online registration form to enrol their child for school in August 2023. The registration form along with the child's full birth certificate and 2 proofs of residency will be sent directly to the office email address will be available from 9 January 2023.

If your child attends the nursery of your catchment school, don't assume that they will be automatically transferred. You must register them as normal.

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request. An online placing request form is available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or by contacting [edsuppserv.helpline@southlanarkshire.gov.uk](mailto:edsuppserv.helpline@southlanarkshire.gov.uk) or by phone **0303 123 1023**.

**Enrolment date for 2022 is week commencing 16 January 2022.**

## **Transport**

### **School transport**

South Lanarkshire Council has a policy of providing school transport to primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should complete a form online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or contact **0303 123 1023**. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. More information on school transport is available at [www.southlanarkshire.gov.uk/info/200188/secondary\\_school\\_information/545/school\\_transport](http://www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport) or phone **0303 123 1023**.

### **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.

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

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.

### **Sandford's Safe Travel Guide**

When travelling in a vehicle:

- please sit where you are asked to and try not to complain about it
- put your seat belt on immediately and keep it on
- use a quiet partner voice as the driver needs to concentrate
- be respectful of the vehicle you are travelling in



Pupils attending Sandford Primary and who have transport places are received into the school playground directly from the bus each morning, and are escorted back to the bus bay at the end of the day to meet their return transport by a known adult. Regular communication between the drivers and school staff, and parents as necessary, takes place to ensure the safety of all pupils.

### **Insurance for schools – pupils' personal effects**

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

#### **(i) Theft/loss of personal effects**

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

#### **(ii) Damage to clothing**

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

### **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 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](http://www.southlanarkshire.gov.uk)

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

## **Information on emergencies**

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email [education@southlanarkshire.gov.uk](mailto: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 and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it's commitment to care for and educate your child.

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

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

## Appendix A

This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link

[http://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/1264/curriculum\\_for\\_excellence/3](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3)

The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.

### Contact Details

Education Scotland's Communication Toolkit for engaging with parents

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to 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](http://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](http://www.gov.scot)**