



# David Livingstone Memorial Primary School Handbook 2021



# Contents

1. **Introduction**
2. **About our School**
3. **Parental Involvement**
4. **School Ethos**
5. **The Curriculum**
6. **Assessment and Tracking Progress**
7. **Reporting**
8. **Transitions**
9. **Support for Pupils (Additional Support Needs)**
10. **School Improvement**
11. **School Policies and Practical Information**

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)



**Education Resources**  
Executive Director **Tony McDaid**  
**David Livingstone Memorial Primary School**  
Head Teacher: **Mrs Linda Callender**

January 2021

Dear Parent/Carer

### **Welcome to David Livingstone Memorial Primary School**

On behalf of everyone at David Livingstone Memorial Primary School, I extend a warm welcome to you and your child as he/she is about to begin his/her education at this school. I hope you will feel welcome in the school and that you and your child will see yourselves as important members of our school community.

It is hoped that the information contained in this handbook will demonstrate the aim of David Livingstone Memorial Primary School, which is to provide an inclusive and nurturing environment where everyone can thrive and achieve. We endeavour to create a warm, happy, caring and welcoming environment in which the children of all ages learn that courtesy, good manners and consideration for others are very important qualities. We help each child to realise his/her full potential by boosting their self-esteem and by enhancing their personal and social development through providing equality of opportunity for all.

This handbook is intended as a guide to all parents/carers of new pupils in session 2021/2022, but may also be of interest to those whose children already attend the school.

Please do not hesitate to contact me if you have any questions or queries in connection with your child's education.

I look forward to working with you and your child in the weeks, months and years that follow.

Yours sincerely

**Linda Callender**  
**Head Teacher**

Morven Avenue, Blantyre, G72 9JY Phone: 01698 823680 Fax: 01698 712830  
Email: [office@davidlivingstone-pri.s-lanark.sch.uk](mailto:office@davidlivingstone-pri.s-lanark.sch.uk)



# 1. Introduction by the Head Teacher

*"I am prepared to go anywhere, as long as it be forward." Dr. David Livingstone*

Our school is named after the famous explorer and medical missionary David Livingstone. He was born into a working class family in Blantyre on 19<sup>th</sup> March 1813. Although he lived in very humble surroundings, he worked hard to achieve his aspirations of becoming well educated. In our school we also place a great emphasis on using education to inspire and motivate our children to achieve their goals. Therefore, providing quality academic, social, emotional and behavioural education is one of the main aims of our school in enabling our children to move forward.

In David Livingstone Memorial Primary School we believe that both children and adults should be lifelong learners. One of the ways we hope to achieve successful learning is by creating a safe environment where all are respected members of our school community. The school provides the children with opportunities to participate responsibly in decision-making, to take on leadership roles, as well as to offer friendship and support to others as part of our school community. They are encouraged to contribute to the life and work of the school and, from the earliest stages, to be given the opportunity to express their ideas, views and opinions.

It is very important to us that we foster open, positive and supportive relationships in which children are given a voice and that they feel they are being heard. We value every child's right to be treated with respect, but we also emphasise to the children that they have the responsibilities to treat others with the same respect. We are all aware within the school of the need to be sensitive and responsive to each child's wellbeing. By modelling good behaviour we hope to promote effective learning and wellbeing within the school.

We believe it is important for all the children to be confident in both their academic abilities and their social skills to make the right choices both in and outside school. We want them to value their learning, to acquire skills and knowledge, to solve problems and to use their learning to explore the world around them. In the school we are constantly seeking opportunities for them to participate in modern, relevant, enterprising and enjoyable events and activities to give all children a broad curriculum.

The role of our school is to inspire our children to emulate David Livingstone and become successful learners, confident individuals, effective contributors and responsible citizens.

## Our Vision

At David Livingstone Memorial Primary School we aim to provide an inclusive and nurturing environment where everyone can thrive and achieve.

## Our Values

We want all our learners to be:

- Respectful
- Responsible
- Caring
- Confident
- Honest
- Successful



## **Our Local Authority – 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.



## 2. About our School

### School details

School Address	David Livingstone Memorial Primary School Morven Avenue Glasgow Road Blantyre G72 9JY
Phone Number	01698 823680
Fax Number	01698 712830
Present Roll	289 (including Nursery class)
Maximum roll	363

Parents should note that the planning capacity of the school might vary dependent on the number of pupils at each stage and the way in which classes are organised.

### Our school building

Our school is situated in the Coatshill area of Blantyre. The catchment area incorporates a mix of private and local authority housing.

David Livingstone Memorial Primary School is a non-denominational establishment covering stages Primary 1 – 7 and provides equal opportunities for all pupils.

Within our school we also have a nursery class. For more information about the nursery, please ask us for a Nursery Handbook.

We moved into our new, purpose-built school building in June 2012. The school has 12 classrooms (including the nursery) on one level, an ICT area, a gymnasium, a separate dining hall and one general purpose area.

The school is fully compliant with legislation relating to accessibility. We have a wet room, disabled toilets and a stair lift to allow access to the stage.

The building is modern, with up-to-date facilities throughout. These include the following:

- interactive whiteboards in all classrooms
- wireless network that allows the use of laptops and hand-held devices in all areas
- bright, modern classroom spaces
- flexible 'break out' zones
- a stage with full lighting and sound equipment
- access to outdoor spaces from every class
- landscaped playground space
- a MUGA (Multi Use Games Area) pitch area

### *Outside our school*



### *Inside our school*



We are delighted to have school facilities that reflect the value we place on the children, their parents, staff and visitors.

### **Our Learning Community**

David Livingstone Memorial Primary is part of the Calderside 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 organisations to ensure services are responsive, accessible and are delivered as effectively as possible.

Each Learning Community is managed by a Head of Education (Area). Our Head of Education is Mr Stewart Nicolson. Each school also has a Quality Improvement Officer who is based at South Lanarkshire Headquarters in Hamilton. The Quality Improvement Officer for Calderside Learning Community is Mrs Laura Mitchell.



## School / community links

Many different agencies contribute to the life of our school including Specialist Support Services, Psychological Services, Community Police, Social Services, Active Schools, NHS and many others.

School website address: [www.davidlivingstone-pri.s-lanark.sch.uk](http://www.davidlivingstone-pri.s-lanark.sch.uk)

School email address: [office@davidlivingstone-pri.s-lanark.sch.uk](mailto:office@davidlivingstone-pri.s-lanark.sch.uk)

School Twitter Feed: [@dlivies](https://twitter.com/dlivies)

## School hours

Our normal school hours on Mondays to Fridays are as follows:

School starts	8.55am
Interval	10.40am – 10.55am
Lunch	12.25pm – 1.15pm
School finishes	3.00pm

Please be advised that on days when the weather is poor, children will be allowed to enter the school from 8.45am.

On the last day before the Christmas and Spring breaks (Terms 1 and 2), school closes at 2.30pm. At the end of Term 3 in June school closes at 1.00pm for all children.

## Revised school hours during Covid-19 pandemic

We have had to make changes to our school hours during the ongoing Covid-19 pandemic. At present, we have a staggered entry and a staggered exit with our classes entering and leaving school at the following times:

- P1, P3, P5 & P7 = 8.45am – 2.45pm
- P1/2, P3/4 & P6/7 = 8.55am – 2.55pm
- P2, P4 & P6 = 9.05am – 3.05pm





## **Teaching Staff**

Head Teacher	Mrs L Callender
Depute Head Teacher (0.6FTE)	Mrs A McGeehan
Acting Depute Head Teacher (0.4 FTE)	Miss J Lattimer
Principal Teacher	Miss J Lattimer
Acting Principal Teacher (0.4 FTE)	Miss K Lamont

## **Class Teachers**

Mrs J Bannatyne	Miss L Brown	Mr A Burns
Miss K Campbell	Miss R Feeney	Mrs B Jeffrey
Miss K Lamont	Miss G Marshall	Miss K Petrie
Miss D Sharkey	Miss N Smith	Mrs J Sommerville
Mrs L Young		

**Nursery Teachers** Mrs E Sorbie ((0.6 FTE); Mrs E Iles (0.4 FTE)

**Early Years Team Leader** Miss J Bell

## **Early Years Workers**

Mrs V Anderson	Mrs P Caskie	Miss A Duffy
Miss C Findlay		

**Support Staff** Mrs J Hill (Team Leader)

Mrs M Burns	Mrs E Cockburn	Mrs L Duffy
Mrs L Johnstone	Miss M Morgan	Mrs S Morton
Mrs M Mullarkey	Miss A Reilly	Mrs R Watson
Mrs J Whelan		

**Janitor** Mrs N Wood + 4 Cleaners

**Dining Staff** 1 Cook + 4 Dining Assistants

## Attendance at school

It is important for the school to work with parents/carers in encouraging all children to attend school. By law, all absences from school are required 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/carers are asked to comply with the following:

- If you know in advance of any reason why your child is likely to be absent from school, please telephone us or let us know in writing. This might include, for example, dental or hospital appointments. 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. (The school office has an answer machine where you can leave a message if there is no one available to speak to you on the phone). We also ask that you let the school know the likely date of return and keep us informed if this date changes.
- Requests for your child to be absent from school due to family circumstances must be made in writing to the Head Teacher, detailing the reason, destination and duration of absence. Depending on the reasons for your child's absence, on these occasions he/she will be marked as either an authorised or an unauthorised absentee in the register.
- As we may need to contact you should your child become unwell during the school day, please keep the school informed of any changes to your home telephone number, mobile telephone number, address and emergency contact details.



For absences relating to holidays during term time, please see Section 11 of this handbook.

## Your details

Please inform the school of any change to the following:

- home telephone number
- mobile number
- emergency contact details

## Dealing with concerns

We are keen to promote a positive relationship with all our parents/carers so if you have an enquiry or a concern about your child, please do not hesitate to contact the school. Your child's class teacher may be able to help in the first instance; however, if your concern is of a more serious nature, you may wish to make an appointment to meet with the Head Teacher.



## Visitors to our school

Should you wish to visit the school, please contact the Head Teacher to arrange an appointment. All visitors to the school should make their way to the Main Entrance. Proof of identification will be requested and they will be asked to sign in and receive a visitor's badge. It is the policy of the school that any member of staff may approach any visitor and ask for proof of identity. These measures are taken 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.



## Parking / traffic

We encourage all children and parents to walk to school if possible. This promotes a healthy lifestyle. However, if you are using a car to bring your child to school, please park in the designated bays, or in the car park opposite. Disabled permits must be displayed in reserved spaces.

Please do not obstruct local residents' driveways or park in such a way as to obstruct traffic flow.

Please note that the 'drop off zone' at the front of the building is not for parking – drop off only!



## Complaints procedure

Should you have a concern/complaint about any aspect of your child's educational experience, please let us know. 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.

## How to make a formal complaint

A complaint may be made by contacting Education Resources at South Lanarkshire Headquarters in Hamilton.

South Lanarkshire Council  
Almada Street  
Hamilton  
ML3 0AE

Phone: 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](http://www.southlanarkshire.gov.uk)

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.

We wish our parents/carers 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 just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- 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)



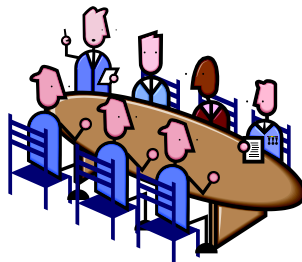
We highly value the positive relationships and effective partnership working that we have established with our parents/carers. Parents/carers are warmly welcomed in school and we frequently hold events to encourage them to become more involved in their children's learning. We also invite them to share their expertise and utilise their skills to enhance our children's learning experiences.

## Parent Council / Parent Forum

All parents of children at the school are automatically members of the Parent Forum. The Parent Council are the representatives of the parent body.

We have an active Parent Council. They can be contacted through the school office.

Chair Person:	Karen Rouse
Secretary:	Jill Richardson
Treasurer:	Julie McMillan



## 4. School Ethos

David Livingstone Memorial Primary School is a bright and modern school building which is a pleasure for all to work in. This atmosphere permeates everything we do and promotes a culture of high expectations. We want all school users to have high aspirations for everything they undertake in the school and by achieving success enable them to believe in themselves.

In school, the children are given plenty of opportunity to celebrate their successes in class, through 'Sharing the Learning' days and assemblies. The children not only share their school achievements but what they participate in at home.

Our associated church is Livingstone Memorial. They welcome us to use the church whenever we want to celebrate Christian festivals. We are well supported in Religious and Moral Education by the Calderside Chaplaincy Team. They work with us to deliver religious observance as part of our school assemblies.

The school takes its role in the community very seriously and is pro-active in developing strong bonds with a range of individuals and groups. We work closely with several local bodies which help us to promote positive behaviour, good relationships and motivate pupils.

We feel that as a school it is important that the children realise how fortunate we all are and see that there are others who are less fortunate. Therefore, each year we support different charitable organisations, including Children in Need, The Hamilton District Foodbank and Cash for Kids.



## Children's views

Here is what children from our different classes think about David Livingstone Memorial Primary School:

"We get toys to play with. I like playing with the Lego. The boys and girls in my class play with me outside. I like playing outside." (P1 child)

"David Livingstone Memorial Primary School is a really nice place. All the teachers help you and are really nice to you." (P1/2 child)

"I feel safe at school and being part of a big group. Everyone sticks up for one another. The staff in the school always help us. Learning in my class is really fun." (P2 child)

"I have lots of friends at school. All the boys and girls are friendly. The teachers are nice and they do fun activities with us." (P3 child)

"The staff keep us safe and the teachers are really kind. We learn fun things and the teachers make our lessons exciting. The boys and girls are really friendly." (P3/4 child)

"People nurture you and really help you if you are worried. If you fall, someone will help you. My teacher makes our lessons fun because she makes things really interesting." (P4 child)

"The school is filled with nice teachers and nice children. People help you if you need help. We learn lots of new things each day and it is always fun." (P5 child)

"You can make a lot of friends and people give you lots of advice. People are nice and help you if there is something wrong or if you are worried about something. The teachers help you a lot and have a laugh with you. They encourage you not to give up." (P6 child)

"David Livingstone is a really good school. It is the best school that I've gone to so far. The staff are really nice. We get fun things to play with at break times. The school tries its best to have as many clubs as possible. The boys and girls are all kind." (P6/7 child)

"The teachers are kind and the support staff are nice. It is really safe in our school. Everyone in the school is very caring and will make sure that you are feeling okay. I like learning in this school because if you need help, you can get it from the teacher." (P7 child)



## Parents / carers' views

As part of our ongoing self-evaluation we ask families for their views. Below are a few of the many comments that we have received:

"Great idea as usual from DLMPS!"

"We had a great afternoon. I really enjoyed seeing all the roles, targets and charts. The staff were really helpful and lovely."

"Fantastic! All the children did themselves and their teacher proud."

"The children were amazing! What a credit to the hard work and effort of the teachers. It's great to see them grow in confidence and take on roles to contribute to school shows – well done!"

"Fabulous book/reading/sale session. Well done to the children on their great storytelling."

"Project was amazing! Gran also learned a lot!"

"Great to see the room that I hear so much about. Thanks for the insight and hard work."

"Lovely support for the parents and children – well done to all involved."

"I loved the festival. Good music! Great readers! Fantastic all round!"

"Great open session. Relaxed atmosphere."

"Lots of fun and great ideas learned for use back at home."

"Great insight into the children's literacy."

"Amazing! The class have an infectious, happy feel and they've taught me lots of things today. Achievements galore! I've got millions out of it. I love interacting with all of the kids. What a bunch! What a school!"

"Great staff that understand the children's needs and help them to meet their full potential."

"Great Open Day. I look forward to more days like this!"

"Great school. Best teachers and staff."

"My child has had a fantastic final year at David Livingstone Memorial Primary. Thanks to all the wonderful staff."

"Good staff that make learning fun for the children."

"Great feedback, support and knowledge of my child as an individual making all the difference."

"Best school my kids have been to."

"Brilliant school. My child is very happy here and his confidence has really improved. Well run and friendly."

"We are very appreciative of all the help, support and encouragement given to both our children over their years at David Livingstone."



## View of visitors to our school

As a school, we work with a range of partner agencies and make good use of members of our wider community to help enhance the children's learning. Here are some of the views recorded from some of the visitors to our school:

"It was a pleasure to come in today and I was extremely impressed with the children's manners."

"Staff were amazing, very helpful and welcoming."

"We were made to feel very welcome. Thank you."

"Pupils are very well manned. We really enjoyed today. Lots of great questions."

"The school was fantastic. Pupils always held the doors open for us. We really enjoyed meeting the children and staff."

"Everything was exactly as planned: professional, warm and efficient."

"There is an extremely warm and welcoming culture and ethos in the school."

## Celebrating achievements

Children's achievements are celebrated in class and at our weekly assemblies. We also have a gallery in our school corridor which shows photographs of our wider achievements on a month to month basis. Parents/carers are encouraged to let us know about their child's achievements out of school so that these can be celebrated, too.



Each week all members of the staff in the school are encouraged to nominate children to receive a special Curriculum for Excellence award. Certificates are then awarded to children who have demonstrated that they are a successful learner, a confident individual, a responsible citizen or an effective contributor.

## Our Rights Respecting School

David Livingstone Memorial Primary School was awarded Unicef's Level One Rights Respecting School Award in September 2014. This prestigious award aims to develop people's knowledge and understanding of the articles contained in the United Nation Convention on the Rights of the Child (UNCRC). It helps develop very positive behaviour in schools and allows all children to develop the 4 Capacities as outlined in Curriculum for Excellence through active, engaging and challenging lessons and activities.

At the start of the session each class decides and agrees on its own Class Charter based on the articles contained in the UNCRC. We have also developed our own Lunch Hall Charter which outlines what we expect of all children and adults in our dinner hall.



**Our School House System**

We have a House System in the school. All the children from P1-7 are divided into one of 4 different houses: Balmoral, Bothwell, Edinburgh or Stirling. Working as a team, all of the children are trying to gain as many house points as possible in the hope that they will win a special end of term treat. P7 children are also elected as House Captains and Vice Captains.



## 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, more flexible and enriched curriculum that provides young people 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 21<sup>st</sup> 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 curriculum 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 [www.curriculumforexcellence.gov.uk](http://www.curriculumforexcellence.gov.uk) or [www.parentzonescotland.gsi.gov.uk](http://www.parentzonescotland.gsi.gov.uk)

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

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



## **Spiritual, social, moral and cultural values (Religious Observance)**

Spiritual, social and cultural values allow children to develop their own beliefs and learn about those of others. It allows the individual to develop an understanding of the diversity in our society and their own roles in it. Pupils will reflect and use critical thinking to enhance their understanding of beliefs.

Our school chaplains, Mr Malcolm Anderson and Mr Murdo Macdonald, visit the school each term and have input in some of our school assemblies. They also support classes with a variety of RME topics. We make use of our local church for our Christmas Service, Easter Services and at the end of session service in June, weather permitting.

During the course of the year children are given the opportunity to take part in class assemblies held in the school hall. Parents are invited to see their child perform.



## **Rights of parents / carers**

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

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

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.

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.

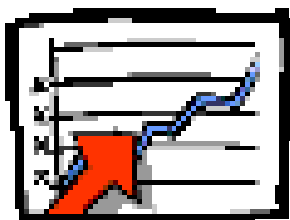


## 6. Assessment and Tracking Progress

Teachers carry out regular assessments on children in order to monitor their progress in all curricular areas. These assessments may be formative (informal) or summative (formal). Teachers may assess children by observing them as they complete an activity, or by asking children to complete a particular written or practical task.

Children also engage in self and peer assessment across a variety of curricular areas. In order to be able to do this effectively, staff ensure that children are made aware of the learning intentions and success criteria at the start of each lesson.

Future learning is then planned based on the results of these assessments.



## 7. Reporting

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 'pupil 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.



## 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 and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

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 **0303 123 1023**.



## 9. Support for Pupils

### Getting It Right For Every Child

Getting It Right For Every Child is a partnership commitment to ensure that your child has the best possible start in life, based on a shared understanding of their wellbeing. Most of the time, most children get all of the support they need from their families, with help from universal education and health services. When needed, the named person in education can offer help and support to children and families to make sure that the child's wellbeing is developing and that any issues are being addressed.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to ensure that your child gets the right help from the right person at the right time. 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.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### Support for All (Additional Support Needs)

We are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having additional support needs, have a common entitlement to both a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We are committed to inclusion and believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

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.

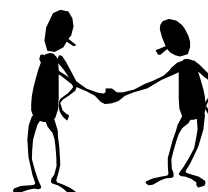
Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

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

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](mailto:info@enquire.org.uk)



Advice and information is also available at [www.enquire.org.uk](http://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'.

## **Working in partnership with parents / carers**

We value the vital role that parents/carers play in a child's education and seek to work in partnership with them in order to ensure that all children have the opportunity to maximise their potential.

If your child needs extra help or support in school they can be described as having additional support needs. Children may need additional support for a short time, or a longer period and for a variety of reasons.

Should your child require additional support for a particular aspect of their learning, a meeting will be arranged with their class teacher and/or a member of the Senior Management Team to discuss our plans. This may involve some input from our visiting Specialist Support Teacher and/or an external agency such as Psychological Services, Speech and Language Therapy, Occupational Therapy or a visiting Visual/Hearing Impairment member of staff.

If your child requires an individual programme for Literacy, Numeracy or Health and Wellbeing, an Additional Support Plan (ASP) will be established. Within this, specific targets will be set for your child. These targets will be broken down into small, attainable steps so as to enable your child to achieve success. Both parents/carers and the child will be consulted in the planning and review of any ASPs. Ideas and materials for supporting learning at home will also be discussed at these meetings.

## **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 was launched in March 2019 and supports the action in the Getting It Right for Every Child in South Lanarkshire's Children Services Plan 2017-20 – 'Develop an attachment strategy and to inform training for staff working with early years to secondary aged children and young people on attachment-informed 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 Sway.

## 10. School Improvement

Each year we produce a School Improvement Plan which identifies what we plan to do to improve our school over the next 12 months. Some of our improvement priorities may be in response to government guidance, whilst others will be more personally related to the needs of our own school. Staff, children and parents/carers are consulted on the contents of our Improvement Plan and we issue a summary of its contents to parents/carers at the start of each new session. This year, we have produced a School Recovery Plan to take account of the school's needs post-lockdown. A full copy of our Recovery Plan is available for any parent/carer who wishes to read this document and it is also placed on our school website.

We provide regular updates on our improvement priorities through items in the school newsletter and the Head Teacher also presents a monthly report at Parent Council meetings.

At the end of each year we review our Improvement Plan to identify the impact that the progress we have made has had on learners. Here is a summary of what we achieved during 2019/2020:

### Priority 1: To raise attainment in Numeracy and Mathematics

- We trained 3 members of staff in the use of the Numeracy 5-Minute Box and successfully implemented this with 8 children. This had a positive impact on increasing the children's confidence and understanding of number, as well as increased the speed and accuracy of their mental agility.
- We introduced Catch-Up Numeracy to 6 children. As a result, the gaps in learning for all 6 children decreased, with most of them also developing a much more positive attitude towards Numeracy and Mathematics.
- We introduced P6/7 Numeracy Ambassadors to help some of the younger children with their 'Learn Its' as part of our whole school Big Maths programme. This helped to support the younger children with the development of their number bonds, as well as boosted the confidence and self-esteem for almost all of the older children who were involved in the buddying.
- All staff started using Numicon either with their whole class or with targeted groups as part of their weekly 'staged intervention' time. This had a positive impact on helping children to visualise number and was particularly successful in developing some children's understanding of addition, subtraction and multiplication.
- A small working group involving some of our own staff, as well as teachers from 2 other schools, started to develop holistic assessments in order to allow us to assess children's application of their learning in Numeracy and Mathematics in different contexts. Unfortunately, this task has not been fully completed and will be carried over into 2020/2021.
- We organised a Numeracy 'Open Doors' session for all of our families. This allowed parents/carers to join in with activities in their child's classroom and helped to provide them with ideas on activities that they can then do at home.
- We organised a parent/carer workshop to support the gifting of the Scottish Government's 'Read, Write and Count' bags for our P2/3 children. This allowed staff to explain the contents of the pack and how the different resources could be used to support children's learning at home.
- Unfortunately, we were unable to introduce a scrap book family learning challenge for identified stages across the school. This is something that we may look to pursue in future years.

- Due to lockdown, our World of Work Week activities had to be completed at home this session. This was obviously not as interactive as we would have liked, but is something that we will, hopefully, be able to remedy this forthcoming session.
- We completed standardised Maths assessments with all of our P1-7 children. The results of these assessments gave us a baseline on which we can monitor pupil progress.
- Due to lockdown, we have, as yet, been unable to review and update our school's Assessment Calendar to take account of the changes that we have made to the teaching of Numeracy. We hope that we will be able to do this during 2020/2021.
- We reviewed and updated our Numeracy Pathway and progression planners for all Curriculum for Excellence Levels. These had a positive impact in increasing consistency and pace across the school, as well as increasing breadth in learning for all children.

## **Priority 2: To raise attainment for all learners in Reading**

- We trained all staff in the use of Active Literacy and introduced this approach in all classes. This has ensured greater consistency and progression across all P1-7 classes. Despite still being in the early stages, we have already seen improvements in the children's phonological awareness and their understanding of different texts. We also managed to bookband all of our Infant reading books and, as a result, all of our P1-3 children are now reading books more suited towards their personal reading ability.
- We identified 2 Literacy Coaches in the school. They completed an audit to establish our baseline in terms of the implementation of Active Literacy and provided invaluable support to colleagues as they have become used to this new approach to the teaching of reading.
- Our Early Years Team Leader was trained in the use of Bookbug. This then allowed us to deliver weekly Bookbug sessions to all of our nursery children, increasing their motivation and enthusiasm for reading, together with their ability to recite different nursery rhymes.
- We successfully introduced twice weekly 'Rhyme Time' sessions for all of our P1 session. This was effective in enhancing children's phonological development and their ability to identify rhyming words both in isolation and within a song or a rhyme.
- All teaching staff were trained in the use of the 'Addressing Dyslexia Toolkit'. This has increased the professional knowledge and skills of all staff in relation to what they should do if a child is presenting with a literacy difficulty, thereby ensuring greater consistency across the school.
- Our visiting Specialist Support Teacher trained all of our P6 children to be 'reading buddies' and they then used these skills to read aloud to both our nursery and P1 children once a week. This helped to boost the older children's confidence, developed a greater love for reading and formed positive relationships between children from across different stages of the school.
- We established a P5 Library Committee who took responsibility for organising 4 fun and engaging monthly reading challenges for the whole school to complete with members of their family. This had a positive impact in promoting reading for enjoyment, with almost 40% of all children participating in at least one of the challenges.
- Our P5 Library Committee organised a very successful Book Swap, with another one having to be postponed just before lockdown. This popular event allowed children from across the school to acquire new books without having to pay any money.
- Due to the school being closed, we are still in the process of revamping our school and nursery library. Our P5 Library Committee did, however, visit a few other libraries to gain ideas and have already drawn up plans on how they want our own library to look. This development will be ongoing during 2020/2021 whenever it is safe to do so.

- Prior to lockdown, we had established much stronger links with Blantyre Library, with 3 classes having visited on 2 separate occasions and another 2 classes having visited it once. This resulted in an increase in library membership and is something that we hope to develop further in the new session.
- We trained another member of support staff in the use of Catch-Up Literacy. Unfortunately, we have been unable to make use of this training as yet due to the school being closed.
- We organised an 'Open Doors' session with a key focus on learning in Literacy. This was successful in allowing parents/carers and other family members to see the strategies that their children use as part of Active Literacy, some of which they might then be able to use as part of learning at home.

### **Priority 3: To improve consistency in learning and teaching across all stages**

- Following consultation with staff, children and parents, we produced a Cost of the School Day Position Statement. This identified what we currently do to reduce costs for our families, as well as what we plan to introduce in the future.
- We reviewed our Promoting Positive Relationships Policy. As part of this, we introduced 'Ready, Steady Learn' books for all our P1-7 children. These were effective in increasing communication between school and home. They also had a positive impact in encouraging almost all children to make good choices in terms of their behaviour.
- We introduced a new School House System. This helped to give children of all stages a sense of identity in the school and encouraged increased teamwork as children were eager to win the end of term reward.
- All teaching staff engaged in Tapestry professional learning sessions, including the discussion of educational research to support effective learning and teaching. These sessions encouraged staff to become more reflective about their own professional practice and promoted increased consistency in approaches between classes.



During 2020/2021 our priorities for recovery for both the school and the Nursery are as follows:

### **Priority 1: Promoting the positive health and wellbeing of children, parents/carers and staff**

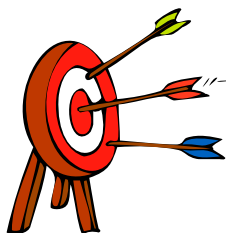
- We will train all staff in Attachment Theory.
- We will raise staff awareness of Adverse Childhood Experiences (ACES)
- We will raise parents/carers' awareness of attachment.
- We will identify and support the wellbeing needs of children and staff following lockdown.
- We will train all staff in the 6 key principles of Nurture.
- We will refine teachers' planning to focus primarily on Literacy, Numeracy and Health and Wellbeing.
- We will raise staff, children, and parents/carers understanding of the A-Z of Resilience.
- We will introduce Emotion Works Recovery Programme across all stages.
- We will review the 8 wellbeing indicators with all children.

## **Priority 2: Planning for equity**

- We will review children's level of attainment following lockdown and introduce appropriate interventions, as required.
- We will track and monitor children's level of engagement in Literacy and Numeracy on a termly basis.
- We will review the poverty-related attainment gap and identify ways in which this can be reviewed.
- We will review the tracking and monitoring of equity approaches, and make timely changes as needed.
- We will review and update of Cost of the School Day Position Statement, identifying how to minimise spending for our families.
- We will identify and promote financial supports that are available for families.

## **Priority 3: Continuity of learning**

- We will make plans for blended learning (a mix of in-school and at home learning) as part of our contingency planning.
- We will introduce 1140 hours (full-time provision) in our nursery.
- We will review and update our existing home learning provision.



## **The school's response to COVID 19 lockdown closure**

### **Continuity of learning**

Prior to lockdown, we issued a home learning pack to all children who were present in school and nursery, as well as posted the same resources on our school website, our school app and on our nursery Learning Journals. Taking into account the different year groups across the school, these packs contained some activities that were stage specific and others that were organised according to CfE Levels, focusing primarily on Literacy and Numeracy. In addition, there were a variety of generic activities that could be completed as a family to help promote positive health and wellbeing for everyone. Children were also issued with their Glow username and password to enable them to access this at home.

After the Spring Break, we then successfully introduced Google Classroom to all P1-P7 classes, having effectively piloted this with our oldest children in the first instance, and provided parents/carers with detailed helpsheets explaining to them how to access this from home. On average, 38% of children logged on to Google Classroom each week. Just under 15% of children also corresponded with their class teacher via email.

Using a Google Form, we consulted with parents/carers on the school's home learning activities. This was an effective way of gaining feedback on our learning provision and we

made some changes in response to some of the comments that we received. Of the 70 respondents, 95.7% said that they had accessed the activities that were sent home, whether these be the original paper packs or the weekly activities that were posted on Google Classroom and our social media or nursery Learning Journals.

*“The Google Classroom activities are fab, well thought out and varied.” (Parent/carer)*

We also consulted with the children using the same format and will now use this feedback to inform our practice when schools re-open in August.

Using staff professional knowledge of their pupils, as well as messages on the school’s social media, we were able to identify families who required support with physical resources (stationery) and/or sanitary products, and IT devices (including internet access). This information was then fed back to the local authority who were taking responsibility for distribution of things on a priority basis, focusing primarily on those who qualified for FME. We also made physical resources available for collection for those who needed it.

To encourage the children to participate in learning and in response to feedback from parents/carers, we introduced whole school and class challenges which we actively promoted on Google Classroom and the nursery Learning Journals, as well as on all of the school’s social media. These ranged from a cookery challenge to a remote talent show. We also organised a fun and engaging virtual Sports Day, with differentiated activities for our Nursery to P3 children, and those in P4-7. These helped to develop a sense of teamwork and a positive link between everyone involved with our school.

In a consultation completed by 69 children from all stages towards the end of the summer term, 98.6% of the pupils who responded said that they enjoyed the home learning activities set by their teacher. They have also given us useful ideas on how we might make our blended learning better when schools return in August 2020.

*“I liked the transition to high school activities.” (Child)*

*“I enjoy the activities because they are fun. I like the weekly challenges the most.” (Child)*

*“There is something different every week and it’s not boring, it is fun!” (Child)*

*“I liked the outdoor activities.” (Child)*

## **Welfare of children**

The welfare of all members of our school community was paramount throughout the lockdown. To help offer support and comfort to the children, we created entertaining whole staff videos and the majority of staff also uploaded videos of themselves. All teaching staff also wrote a personal letter to their class. This was effective in reassuring the children that we were all still safe and helped to remind them that they were constantly in our thoughts.

Positive and encouraging messages were continually posted on our Google Classroom and on our nursery Learning Journals. We also made effective use of our social media to raise parents/carers’ awareness of resources that had been developed by different partner agencies to help children to understand what Coronavirus is, as well why it has affected family life in the way that it has. In addition, all parents/carers were given a copy of the office email address, their child’s class teacher email address and the Head Teacher’s email address so that they always had someone that they could contact if they were worried about something. A few parents made use of this resource and were very appreciative of the support that they received.

*"My children like the contact and the 'personal' comments ... They get a morale boost from the feedback from the teachers. It motivates them to keep going. You are all doing a great job. These times are so difficult and none of us have experienced this before. We can only do our best to get through it and give praise when it's due. Well done to all of you!" (Parent/carer)*

*"My child is using Google Classroom and enjoys looking at what the teacher has posted. Also, looking at comments from other pupils helps \*\*\*\*\* to feel part of something and included." (Parent/carer)*

*"Happy with the contact that we are receiving. We know that support is there if we need it." (Parent/carer)*

After our reports were issued, all teachers and Early Years staff phoned each of our families to check that these had been received and to check how things were at home. Where possible, staff got the opportunity to speak to the children, and were able to ask them how they were doing. In addition, members of the SMT phoned each of our vulnerable families twice weekly to offer support and to check that everything was okay. This verbal communication provided a personal touch to each of our families and was positively received by everyone.

As a school, we are very good at celebrating children's successes and this continued during lockdown via congratulatory messages on our Google Classroom, nursery Learning Journals, school website, school app and Twitter. We also collated photographs and videos from our whole school challenges to share with all our families and these received a lot of positive comments from our school community. In addition, we organised a virtual graduation ceremony for our pre-school nursery children and a virtual yearbook and leavers' messages for our P7 children.



## **Welfare of staff**

Staff of all levels were very well supported during the lockdown. As well as regular emails containing updates from the school and the local authority, (including supports that could be accessed, as needed), staff at all levels communicated with one another through our school WhatsApp group. The Head Teacher phoned staff individually to check on their wellbeing and to see if they needed any support. Staff were also asked to let their allocated member of SMT know via email on a Monday morning how they were placed for working that week. Members of support staff were asked to phone their Team Leader every Tuesday.

As well as weekly meetings between members of the leadership team, all teaching and Early Years staff engaged in weekly meetings via Microsoft Teams. These were effective in keeping everyone updated on developments and gave the opportunity for staff to ask any questions. Small groups of staff also made effective use of this resource to facilitate school development work and to link in with other establishments in order to support children's transitions, as well as with other agencies.

Prior to returning to work to prepare for school restarting in August, the Head Teacher briefed all staff on the Safe System of Work and completed regular risk assessments, ensuring that all identified control measures were put in place. A detailed capacity audit was also undertaken to ensure that the 2-metre social distancing guidelines could be facilitated throughout the building.



*“During the period of time that schools were closed, I felt very well supported by my establishment. There was regular communication between the head teacher, members of the management team and staff including weekly ‘check ins’ and Microsoft Teams meetings. This allowed staff to support each other and stay in contact while working from home. Clear direction was given about the various tasks to be completed while working from home and the management team ensured staff felt they were approachable with queries or questions at any time via email or phone.” (Class teacher)*

*“During lockdown I feel we were greatly supported by management in our school. Our head teacher checked in regularly making sure all staff were feeling OK and checking on our wellbeing. This was greatly appreciated. With regards to home learning, the parents and children I have spoken to have all been very impressed with the standard from our school. I feel we did not put too much pressure on children or parents and this kept motivation high to try and work from home. We were realistic in expectations and this has really helped staff, parents and, most importantly, children feel supported.” (Class teacher)*

*“I feel I was very supported. From your emails to our WhatsApp group chat, we knew everything we needed to know as and when we needed to. You even cheered us up sharing jokes too! Speaking to my Team Leader separately, too, as part of our Tuesday phone calls was great. We all kept in touch with each other as a group and that was great.” (Support assistant)*

*“I felt information was given from many agencies offering support, direction and guidance on a new way of learning. Although we were dealing with unprecedented times, I was always aware that we were all working together to keep the families and children at the forefront of our minds, to keep them safe and offer them direction and to keep them learning in a new environment. Going forward, I am sure that we will continue to reflect and be vigilant on children and their families. Learning journals were a nice reassuring way to maintain contact and see our children adapt to a new way of life. Many of them were learning valuable life skills that will help them to deal with a new school format.” (Early Years Worker)*

*“I’ve felt very well supported during the current situation as I was provided flexibility to change my part time working days to suit home working and childcare. I was very appreciative of the patience that the SMT had with me when I was waiting to find out what availability by son’s nursery had before I could be added to the staff rota.” (Early Years Worker)*

## **Hub activity**

The majority of staff volunteered to work in one of the Hubs set up to secure childcare for keyworkers, although only about half of these staff were utilised and all were for varying amounts of time. The Head Teacher also attended one of the Hubs to help a vulnerable child settle into this new environment.

## **Communication with parents/carers**

The school regularly communicated updates with parents/carers via text, our school website, our school app, Twitter and our nursery Learning Journals. Monthly newsletters were issued as normal and parents had the opportunity to email either their child’s class teacher or the Head Teacher, as required. Feedback from parents/carers showed that they felt that they were continually kept informed of developments.

*“I think the school/teachers and all the staff are doing a great job with all the online work/communication.” (Parent/carer)*

The Head Teacher also arranged for 2 virtual Parent Council meetings to take place. This allowed parents/carers to be consulted on school business, including the school's response to lockdown, as well as the recovery plan and how we planned to manage transitions for the different stages.

As part of our P1 induction, we set up a P1 induction tab on our website and hand-delivered P1 information packs to all of our new children. Induction days were organised for our new P1 children in small groups. This ensured that new families to the school were made to feel welcome and helped to ease anxiety for those who may have been unsure about sending their child to school for the first time.

*"I feel a lot more at ease following the induction. We are both looking forward to the next chapter." (P1 parent/carer)*

*"It has really put my mind at ease seeing the measures in place. The children seemed to settle well today." (P1 parent/carer)*

*"Excellent presentation considering the circumstances. Well planned and informative." (P1 parent/carer)*



## 11. School Policies and Practical Information

### School meals

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

The menu consists of a three-course meal and all meals include fresh chilled drinking water and 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 is also available for purchase to those pupils wishing to buy at morning break and lunchtime. The children also have access to unlimited bread, salad and vegetables to supplement their meal.

Pupils in:

- Primary 1 - 3 receive a free school lunch.
- Primary 4 - 7 meal cost is £1.75

### 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 £610 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 £7,330 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P4 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.

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.

Our school uniform consists of:



Blue shirt and tie

Black trousers/skirt

School sweatshirt

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.

We also have a 'recycling rail' outside our main office. This consists of new and nearly new items of school uniform that families can take without any cost to themselves.

## **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.

## **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 submit an application online then please contact the helpline number **0303 123 1011** (option 5).

### **Holiday dates and in-service days**

A list of holiday dates is issued to all parents/carers at the start of each session. We also include important dates to remember in our monthly school newsletter.

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 children should not attend.

School holiday dates for session 2021/2022 are at the back of this handbook.



### **Enrolment – how to register your child for school**

Annual enrolment takes place in January. Details are advertised in the local press and also at the local nurseries. Children who reach their fifth birthday between 1<sup>st</sup> March 2016 and end of February 2017 are eligible for enrolment in the Primary 1 class beginning in August 2021.

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. Forms are available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, phone **0303 123 1023**. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for 2021 is week commencing 18 January 2021.

When you enrol your child at the school, all particulars are noted and your parental rights will be explained to you. You should bring with you your child's full birth certificate, as well as 2 proofs of residency, e.g. utility bills, bank statements, etc.

Towards the end of the academic year in May/June, new pupils are then invited to spend some time in the school when they will meet their new teacher, get the chance to familiarise themselves with their classroom and experience a selection of active learning activities. While the children are in class, parents/carers will have the opportunity to talk to one another. The Head Teacher will answer any questions and offer some practical advice to make the transition to school as smooth, enjoyable and rewarding as possible.

Parents/carers seeking to enrol their child in our school at other times are warmly invited to visit the school to look around. This can be arranged by calling at the school or by telephoning the Head Teacher to make an appointment.

P1 children will attend for a full day from Thursday, 12 August 2020.

## **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 obtain an application form from the school or from Education Resources in Hamilton (telephone **0303 123 1023** or look at the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)). 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 paid 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. For more information on school transport contact Education Resources 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.

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.

### **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 are required to receive an annual update and follow the advice and guidance contained within the Education Operating Procedures. All staff must also complete a Learn on Line Course "Child Protection in Education".

The vision for children and their families in South Lanarkshire is to ensure that they live in a community where they are safe, healthy, active, achieving, respected, responsible and included. They should be part of a society where they have the opportunity to maximise their full potential and have access to good health care, education and leisure services. In order to achieve, South Lanarkshire's children's services and its partners will work jointly to support children, young people and their families and are committed to continuously improve our services to ensure children, young people and their families get the support that is appropriate for them.

The Chief Officers and Child Protection Committee are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report any suspicions that a child has been abused or is at risk of harm, abuse or neglect. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you 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 information for parents/carers on how to help ensure their child is safe. The website is:

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

Copies are available from the school or the web: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.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 schools 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 its 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.



## Education Resources

### School holiday Dates Session 2021/2022

Break	Holiday dates		
<b>First Term</b>	<b>Teachers In-service</b>	<b>Thursday</b>	<b>12 August 2021</b>
	<b>In-service day</b>	<b>Friday</b>	<b>13 August 2021</b>
	Pupils return	Monday	16 August 2021
September Weekend	Close on Re-open	Thursday Tuesday	23 September 2021 28 September 2021
October Break	Close on Re-open	Friday Monday	8 October 2021 18 October 2021
	<b>In-service day</b>	<b>Monday</b>	<b>15 November 2021</b>
Christmas	Close on Re-open	Wednesday Wednesday	22 December 2021 5 January 2022
<b>Second Term</b>			
February break	Close on Closed on	Friday Monday and Tuesday	11 February 2022 14 February 2022 15 February 2022
	<b>In-service day</b>	<b>Wednesday</b>	<b>16 February 2022</b>
Spring break/Easter	Close on Re-open	Friday Tuesday	1 April 2022 19 April 2022
<b>Third Term</b>			
Local Holiday	Closed Re-open	Monday Tuesday	2 May 2022 3 May 2022
	<b>In-service day</b>	<b>Thursday</b>	<b>5 May 2022</b>
Local Holiday	Close on Re-open	Thursday Tuesday	26 May 2022 31 May 2022
Summer break	Close on	Friday	24 June 2022
Proposed in-service days	August dates to be confirmed		

#### Notes

- ◆ Good Friday falls on Friday, 15 April 2022
- ◆ *Lanark schools will close Thursday, 9 June 2022 and Friday, 10 June 2022*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Wednesday, 22 December 2021 and Friday, 1 April 2022)
- ◆ Schools will close at 1pm on the last day of term 3 Friday, 24 June 2022)  
\*Two in-service days proposed for August 2022 to be confirmed.

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)

### Contact details

Education Scotland's Communication Toolkit for engaging with parents

The Scottish Government's 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

### 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 literary, 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 on the following:

- Education
- Health
- Young People
- Children (Scotland) Act 1995
- Standards in Scotland's Schools (Scotland) Act 2000