



David Livingstone Memorial Primary School Handbook 2025



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

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



Education Resources
Interim Executive Director **Anne Donaldson**
David Livingstone Memorial Primary School
Head Teacher: **Mrs Linda Callender**

January 2025

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 they are about to begin their education at our 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 learn and grow. 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 their full potential by boosting their self-esteem and by enhancing their personal and social development through providing equality of opportunity for all.

We look forward to welcoming you and your child to our 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 H Callender
Head Teacher

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



1. Introduction by the Head Teacher

"I am prepared to go anywhere, provided 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 19th 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 everyone is a respected member of our school community. The school provides children with opportunities to participate responsibly in decision-making, to take on leadership roles, as well as to offer friendship and support to others. 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 responsibility to treat others with the same respect. Within the school, we are all aware of the need to be sensitive and responsive to each child's wellbeing. By modelling this behaviour, we hope to promote effective learning and wellbeing for all within the school.

We believe it is important for all the children to be confident in both their academic abilities and their social skills in order 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 children to participate in modern, relevant, enterprising and enjoyable events and activities so that they may each experience a broad curriculum which is both stimulating and motivating.

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

We aim to provide an inclusive and nurturing environment where everyone can learn and grow.

Our Values

- Respect
- Include
- Nurture



Our Motto

"I will go anywhere, provided it be forward." (Dr David Livingstone)

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.

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



2. About our School

School details

School Address	David Livingstone Memorial Primary School Morven Avenue Glasgow Road Blantyre G72 9JY
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Phone Number	01698 823680
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Fax Number	01698 712830
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Present Roll	283 (including Nursery class)
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Maximum roll	363
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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 the one level, an ICT area, a gym hall, 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.

Our school building is modern, with up-to-date facilities throughout. These include:

- 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
- 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/carers, 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 Mrs Lynn Sherry. 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 Fiona Leggate.

School / community links

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

School website address: www.davidlivingstone-pri.s-lanark.sch.uk

School email address: office@davidlivingstone-pri.s-lanark.sch.uk

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

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.



Attendance at school

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.

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 being 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.

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



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 speak to the Head Teacher.



Visitors to our school

Should you wish to visit the school, please contact the Head Teacher so that a suitable appointment can be made.



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 also note that the 'drop off zone' at the front of the building is not to be used for parking.



Emergency Arrangements

In the event of an emergency at the school, children and staff will be evacuated to the St Joseph's Primary School in Blantyre, where arrangements will be made to send pupils home. It is, therefore, important that you keep us informed about any changes to your contact details so that we are able to phone you straight away.

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. 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, as well as their achievements out of school.

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 our school chaplain, Reverend Murdo Macdonald. He works 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 and good relationships, such as Bonnie Blantyre, Victoria House Care Home and Asda.

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. For this reason, 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 Pupil Council think about David Livingstone Memorial Primary School:

"DLMPS is a good school. We have loads of toys in the play corridor that we can use and everyone shares things with you." (P1 child)

"It is fun at our school. You get to make lots of friends." (P1/2 child)

"You get lots of time to play with your friends. The staff are all kind." (P1/2 child)

"We are a good school because we are always respectful and help people. Learning in our class is fun. The teachers are all very nice to us and help us to learn lots of new things." (P1/2 child)

"Everyone is kind. I like it when we use the play corridor as part of our learning. There are so many fun things to do there." (P2/3 child)

"Everyone lets you join in their games. The teachers let us do lots of fun things and they are all really nice." (P2/3 child)

"We get lots of fun things to do. I like playing with my friends outside." (P2/3 child)

"The staff are really nice. When you feel sad, they do a lot to help you." (P3 child)

"I like school because we've got a MUGA pitch where we can play football." (P3 child)

"I like the playground because it is great fun and we can play games with our friends." (P3 child)

"Everyone has good manners and shares things." (P3/4 child)

"We have lots of new things such as iPads so we don't always have to write when we are doing our work. The teachers and other staff always check if you are okay." (P3/4 child)

"The school is nice and the children are kind. Everyone speaks to you in a nice way. All the teachers are really nice too." (P4/5 child)

"PE is good fun because we get to run around. Lunchtimes are good too because you get to sit beside your friends." (P5 child)

"I have made lots of new friends since I started here. Everyone is very kind and they have helped me to settle into my new class." (P5 child)

"The teachers teach us lots of new things. We do lots of fun topics. I love PE because we get to try out different sports." (P6 child)

"Everyone is really caring. They help you and make you feel cared for." (P6/7 child)

"You get to make a lot of new friends. The staff are all helpful and will support you if you are finding something difficult." (P7 child)

"We have a MUGA pitch if you want to play football, so this means that you have a great area to play. We do a lot of great activities and different sports at PE." (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:

- *Every child is included and supported to meet their individual needs.*
- *The children are a credit to the school.*
- *Teachers and staff are very friendly and welcoming.*
- *Excellent showcase. Really enjoyed seeing the variety of work and hearing about everything the children have learned.*
- *Great morning! Loved seeing all the children enjoying school. They were amazing!*
- *Brilliant! I enjoyed doing the activities with the children. It is nice to see what they are learning.*
- *Great to see the children learning new skills. The cookery workshop was so much fun!*
- *Had a great time. Not a dry eye left in the house! I loved every minute of it!*
- *Loving all the hard work that the whole staff and school is doing, helping the children each and every step of the way. Really proud to be part of the family.*

- *I was a pupil here in 1957. It was great to see all the changes. What a fabulous space and such a calm, gentle feeling around the school.*
- *The people make the school and the school is brilliant!*
- *Thank you for helping my child to settle and helping him to become the young man he now is.*
- *The teachers are all amazing and work so hard to keep our children happy.*

View of external partners

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:

- *All staff are incredibly welcoming, helpful and child-centred.*
- *Staff go out of their way to make adaptations to support children with ASN.*
- *It is an inclusive and nurturing school with staff who are reflective and open to advice.*
- *Strong leadership team with high expectations who also make time and effort to really get to know their pupils and families.*
- *Pupils in the school are very well-mannered and polite when a visitor is in the school or in their class.*
- *Good partnership working – DLMPS has good links with outside agencies and strong relationships which makes for high quality multi-agency working and opportunities.*

In February 2023, we were inspected by Education Scotland and received the following feedback in terms of our school's strengths:

- *Children who are friendly, caring, and motivated to learn, across the school and nursery. They work well together, support one another, and demonstrate the school values well. They feel happy, safe, and included in decisions about school life.*
- *The highly effective leadership of the headteacher. She promotes a strong sense of teamwork, with everyone involved in progressing the work of the school and nursery. She is supported ably by the depute headteachers and principal teachers.*
- *Staff work well together to create a calm, inclusive atmosphere across the school and nursery. They create welcoming, nurturing learning environments where children and adults are respectful and kind.*
- *The headteacher, senior leaders, teachers and practitioners use a wide range of information very effectively to ensure all children make progress in their learning.*
- *The relentless focus on improving outcomes for children, particularly in literacy and English.*

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. We also have weekly 'Star Writer' awards, as special Head Teacher certificates for anyone who has achieved something exceptional.

Rights Respecting School

David Livingstone Memorial Primary School has been awarded UNICEF's Level One Rights Respecting School Award. 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. This outlines what is expected of all children and adults in that class.



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.



Want to Know More?

To find out more about our school, please look at our school website (www.davidlivingstone-pri.s-lanark.sch.uk) or scan the QR code below on your smart phone or other device to hear different members of staff speak on our Thinglink.



4. Staff List

Senior Leadership Team

Head Teacher	Mrs L Callender
Depute Head Teacher (0.6 FTE)	Mrs A McGeehan
Depute Head Teacher (0.4 FTE)	Miss J Lattimer
Principal Teacher (0.6 FTE)	Miss J Lattimer
Principal Teacher (0.4 FTE)	Mrs K Crawford (currently on secondment)
Acting Principal Teacher (0.4 FTE)	Mr A Burns

Class Teachers

Mrs J Bannatyne	Miss L Brown	Mr A Burns
Mrs B Jeffrey	Miss A Livingstone	Miss J MacDonald
Mr C McNally	Miss G Marshall	Miss S Martin
Miss K Petrie	Miss D Sharkey	Mrs J Sommerville
Mrs E Sorbie	Mrs K Stevenson	Mrs L Young

Early Years Team Leader Miss J Bell

Early Years Practitioners

Mrs V Anderson	Mrs E Angus	Mrs P Caskie
Miss K Graham		

Early Years Support Assistant Mrs T Gilmartin

Support Staff	Mrs MC Hood (Team Leader)	
Mrs M Burns	Mrs P Feenie	Mrs LA McGall
Miss M Morgan	Mrs S Morton	Mrs M Mullarkey
Miss C Tonner		

Janitor Mrs N Wood + 4 Cleaners

Catering Staff 1 Cook + 4 Catering Assistants

Educational Psychologist Mrs H Smith

Visiting Specialist Support Teacher Mrs C Rice

5. Attendance

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

authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:

- If you know in advance of any reason why your child is likely to be absent from school, 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.

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

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



Emergency Information

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

Severe Weather Protocol

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

Communication

The Council's website, www.southlanarkshire.gov.uk, will provide updates on school closures or delays including further information about the next school day.

Parental Responsibilities

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

Your Commitments

We ask that you:

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

Family Holidays During Term Time

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

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

Encouraging School Attendance

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

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

6. Parental Involvement / Parent Council

Parental Involvement

The Scottish Schools (Parental Involvement) Act 2006 offers guidance for education authorities, Parent Councils, and others.

Parentzone [Parentzone Scotland | Education Scotland](http://www.parentzone.scot.nps.org.uk) provides resources for parents and Parent Councils, and the National Parent Forum for Scotland offers additional information at www.npfs.org.uk.

Parental Involvement/Parent Council

South Lanarkshire Council values parents as partners in their child's education and has published a strategy called 'Making a difference – working together to support children's learning', available on the Council's website:

www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019

The Importance of Parental Involvement

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

Our Aims for Parents/Carers

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

Parent Forum and Parent Council

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

Getting Involved

To learn more about becoming a parent helper or joining the Parent Council and/or Parent Teacher Association, contact the school or visit our website.

A guide on the role of a Parent Council, created by parents for parents, is available via this link [Parent Councils](#)

Parentzone Scotland

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



7. The Curriculum

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

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

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

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

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

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

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



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

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 chaplain, Mr Murdo Macdonald, visits the school each term and has input in some of our school assemblies. He also supports classes with a variety of RME topics. In addition, we make use of our local church for our Christmas Service, Easter Services and at the end of session service in June.



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.

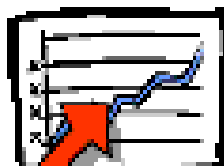
Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

8. Assessment and Tracking Progress

We want to share with you information on how your child's learning is progressing. 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.



9. 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 bi-annual parents' meetings which offer you the opportunity to discuss your child's learning with their class teacher(s).

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

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



10. Enrolment and Transitions

Enrolment – how to register your child for school

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

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

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

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

Proof of where the child lives may also be needed.

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

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

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish to make a placing request. An online placing

request form is available from the SLC website – www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone **0303 123 1023**.

Change of school/Placing Request

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school, then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

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

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

Transition from primary to secondary school

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

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



11. Support for Pupils

Getting It Right For Every Child

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

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

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

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

Support for All (Additional Support Needs)

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.

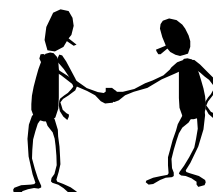
Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

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

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

Enquire provides a range of clear and easy-to-read guides and fact sheets, including 'The Parents' Guide to Additional Support for Learning.

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

What does it set out to do?

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

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this informs the ways in which we support children and young people.

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



12. School Improvement

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. A full copy of our Improvement 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 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 in our school during 2023/2024:

Priority 1: To review our existing curriculum, with a particular focus on the development Of STEM (Science, Technology, Engineering and Mathematics).

- We successfully reviewed and updated our curriculum rationale in partnership with staff at all levels, parents and children.
- We successfully discussed and reviewed how we meet the 6 Entitlements of the Broad General Education within our school.
- All staff engaged in professional learning on SLC's Science Skills Framework and worked collaboratively to plan Year 1 of this programme.
- We completed an audit of our existing Science resources so that we were able to see what we needed to buy to support the delivery of SLC's Science Skills Framework.
- All children at First and Second Level engaged in a STEM Day which involved them rotating round different STEM activities delivered by different staff.
- Two members of staff engaged in First and Second Level training linked to a Primary Engineer Project, with the design project being completed by a small group of children within each of the 2 classes involved.

Priority 2: To fully implement play-based learning in P1 and increase opportunities for play across the whole school.

- All staff attended an awareness-raising session on 'Realising the Ambition: Being Me' and completed professional reading on the use of play as part of learning.
- We implemented full play-based learning in our P1 classroom.
- We updated our Infant play corridor and timetabled this for our P1, P1/2 and P2/3 classes.
- We introduced 'Fun 31' (31 minutes of play) in all classes and developed trolleys containing different types of play resources for each stage. This links in with Article 31 of the United Nations Rights for the Child which states that every child has the right to play.

Priority 3: To introduce skills-based learning across all stages.

- Teaching staff engaged in professional learning on SLC's Skills Framework.
- We appointed a Skills Ambassador for our school who worked with colleagues from 2 partner schools within the Learning Community to develop a 3-year rolling programme for the development of skills for each Curriculum for Excellence Level.

- Staff from across the 3 schools participated in Learning Community moderation which involved them planning, implementing and evaluating an agreed set of skills across the curriculum.

Equity (Pupil Equity Fund)

- We used the skills and experience of a Youth Family Community Learning (YFCL) Officer to try to support improved attendance and punctuality for identified children.
- Our YFCL Officer delivered a number of different workshops and support groups for parents.
- Our YFCL Officer supported our P5 children to achieve a Hi5 Award and our P7 children to achieve a Dynamic Youth Award.
- Our YFCL Officer supported groups of children with self-care skills, such as using cutlery and tying shoelaces.
- We provided targeted small group support and individual interventions for children who are not achieving expected levels of attainment in Reading, Writing and Numeracy.
- We delivered Nurture groups for identified pupils to support them with their health and wellbeing.
- We organised a number of extra-curricular clubs to support targeted children.
- Educational excursions for all targeted children were fully funded by the school.

Here is a summary of what we achieved in our nursery during 2023/2024:

Priority 1: To raise attainment in Literacy

- We attended regular network meetings to improve literacy across the Learning Community.
- We created Literacy home learning bags with a specific focus on Listening and Talking, Reading and Writing. These bags were made available to all families.
- We completed Literacy training throughout the session with a key focus on Reading and Writing.
- We embedded Literacy throughout the playroom and outdoor area.

Priority 2: To raise attainment in Numeracy

- All staff familiarised themselves with the National Thematic Inspection re Numeracy and completed the self-evaluation toolkit.
- All staff completed Inset training on Education Scotland's Numeracy Across Learning document: Developing Numeracy in the Early Years.
- Numeracy activities with possible context for learning included in yearly backdrop plan.
- Staff created a baseline Numeracy assessment.
- Staff tracked the engagement of children in Numeracy throughout the year.

Priority 3: To incorporate new guidance in order to improve the lunchtime experience for all children within our setting.

- All staff and children completed a questionnaire based on mealtimes within the Nursery.
- All staff spent time on the inset day familiarising themselves with the new 'Setting the Table' document.
- Staff created and implemented an action plan for taking forward the new guidance, which considered the space and set-up for eating and created a more independent lunch and snack routine for all children.

- Staff gathered and used stimuli to develop social skills when the children were sitting down together to eat and drink.



During 2024/2025 our priorities for the school and the nursery are as follows:

Priority 1: To resource and implement Year 2 of SLC's Science Skills Framework and develop learning for sustainability across all stages.

- We will consider what Experiences and Outcomes from Curriculum for Excellence are being covered by annual whole school events.
- We will complete an audit of existing interdisciplinary (IDL) topics to ensure that they are purposeful and meaningful, as well as support curriculum coverage.
- We will complete an audit on existing opportunities for learning for sustainability in the school.
- We will establish a Sustainability Committee in the school.
- We will ensure that each class completes an IDL topic on learning for sustainability.
- We will identify and purchase resources to allow us to implement Year 2 of SLC's Science Skills Framework.
- We will organise termly STEM challenges for children.
- We will invite parents/carers to participate in a STEM challenge.

Priority 2: To extend play-based learning in P1 & P2, and the development of play in all classes and to develop the school playground to provide more opportunities for play.

- We will revisit the key messages from 'Realising the Ambition: Being Me' with all staff.
- We will complete a pupil questionnaire on outdoor play.
- We will reorganise our Infant corridor to reflect different play zones.
- We will train all staff in the use of loose parts play.
- We will organise an Outdoor Play Week for all children in partnership with Operation Play Outdoors.
- We will introduce 21st Century Families Play Awards to all our P1-3 children and their families.
- We will identify and gather different resources to support different play zones in our playground.
- We will have open door sessions for all classes to allow parents/carers to engage in play alongside their children.

Priority 3: To strengthen attachment-informed practice and nurturing approaches across all stages to positively impact ethos and attainment and to introduce the use of emotion coaching across all stages.

- We will train all staff in Emotion Coaching.
- We will identify Emotion Coaching Ambassadors for the school.
- We will share key information on Emotion Coaching with parents/carers.

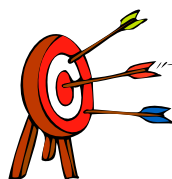
- We will introduce staff to the process involved in applying for SLC's Attachment Accreditation.
- We will share the A-Z of Attachment with all parents/carers and children.
- We will appoint new Attachment Ambassadors for our school.
- We will engage in 'The Hidden Backpack' training led by Barnardo's Education Community.
- We will gather evidence and apply for Pledges 4-6 (Recognise Behaviour as Communication; Respond with Compassion; Believe in Change) of SLC's Attachment Accreditation.

Priority 4: To develop knowledge and understanding of equalities and diversity across all stages, with a focus on skills development, linked to agreed texts. (Learning Community focus)

- We will create a Learning Community booklist focusing on equalities and diversity and create class packs.
- We will identify an Equalities Coordinator for our school.
- We will establish an Equalities and Diversity Committee in our school.
- We will liaise with other schools in the Learning Community to identify opportunities to raise the profile of equalities and diversity, using picture books as a focus.
- We will consider ways to share our learning on equalities and diversity with parents/carers.
- We will engage in a Peer School Review visit linked to Equalities and Diversity.

Equity (Pupil Equity Fund)

- We will continue to support improved attendance and punctuality for identified children.
- We will provide targeted small group support and individual interventions for children who are not achieving expected levels of attainment in Reading, Writing and Numeracy.
- We will deliver Nurture groups for identified pupils to support them with their health and wellbeing.
- We will organise a range of extra-curricular clubs to support targeted children.
- We will fund educational excursions for all targeted children.



The use of funding to support pupil equity

As a school, we receive money from the Scottish Government in relation to the number of children who receive free school meals. This money is known as 'Pupil Equity Funding' (PEF) and this year we have been allocated £62,640. After consultation with staff, children and parents/carers, we have decided to use our PEF funding to employ an additional teacher 2 days a week, as well as to support interventions to develop children's literacy, numeracy and health and wellbeing across the school.

As part of participatory budgeting, we have also allowed stakeholders to take responsibility for deciding how 10% of our PEF money (£6,264.50) will be used. Following an extensive consultation exercise, it was agreed that this would be spent on funding external coaches to

deliver extra-curricular clubs, as well as to support the cost of educational excursions to help reduce the cost of the school day for our families.



13. School policies and practical information

School/Nursery Meals

Nursery class

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

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

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

Primary pupils

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

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

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

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

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.17.

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

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

Adapted diets

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

Free School Meals

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

Income Support, Universal Credit (where your take home pay is less than £796 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £9552 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £19,995 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

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

Arrangements are in place to ensure anonymity is protected of children who receive free meals and we encourage all children to remain in school at lunch time.



School uniform

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

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

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

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco, or drugs

- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes.
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so.
- footwear that may damage flooring.



Allergies

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

Health Care Plans

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

Mild Symptoms

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

Employee Training

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

Policy Adherence

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

Support for parent/carers

Clothing grant

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

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

School hours/holiday dates

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

School holiday dates for session 2025/2026 are at the back of this handbook.



Transport

School transport

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

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

More details on school transport can be found at the following link including the online application form:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

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

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

A new application must be made each year.

More details on Privilege school transport may be found here:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school

Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

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

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

Mainstream School Transport contact details:

e-mail: school_transport@southlanarkshire.gov.uk

Tel: 0303 123 1023

Insurance for Pupils' Personal Effects

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

Theft/Loss of Personal Effects

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

Damage to Clothing

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

Promoting positive behaviour

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

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

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

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

Child Protection

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

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

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

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

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

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

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

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

Information on pupils, parents and guardians is held by the school to enable the teaching, registration, and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire

Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

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

Privacy Notice

Introduction

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

The Council has a legal obligation to deliver effective education services to children, young people, and adult learners in South Lanarkshire. In order to do this, we need to collect personal information about children, young people, and their families so that we can help them to learn and keep them safe.

Using your personal information

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

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

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details (name, address, phone, email)
- the child's name, date of birth, gender, and address
- information about medical conditions, additional support needs, religion, and ethnicity
- any information you may wish to provide about family circumstances

Information we collect at other times

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

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

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

If there are concerns about your child's wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

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

Information that we collect from other sources

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

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

Why do we need this information?

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

- for the education of children, young people and adult learners
- for teaching, enrolment, and assessment purposes and to monitor the educational progress of children, young people and adult learners
- to keep children and young people safe and provide guidance services in school
- to identify where additional support is needed to help children, young people and adult learners with their learning
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions)
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to help us develop and improve education services provided for young people, adult learners, or families

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

We will share your information with:

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

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland, and other organisations that support children and young people's learning.
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social Work in connection with any child protection concerns we become aware of.
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978.
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

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

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

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

The Freedom of Information (Scotland) Act 2002

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

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

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

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

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

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



Education Resources

School holiday Dates Session 2025/2026

Break	Holiday dates		
First Term	<i>Teachers In-service</i>	<i>Tuesday</i>	<i>12 August 2025</i>
	<i>In-service day</i>	<i>Wednesday</i>	<i>13 August 2025</i>
	Pupils return	Thursday	14 August 2025
September Weekend	Closed on Re-open	Friday Tuesday	26 September 2025 30 September 2025
October Break	Closed on Re-open	Monday Monday	13 October 2025 20 October 2025
	<i>In-service day</i>	<i>Monday</i>	<i>10 November 2025</i>
Christmas	Closed on Re-open	Monday Monday	19 December 2025 5 January 2026
Second Term			
February break	Closed on	Monday & Tuesday	16 February 2026 17 February 2026
	<i>In-service day</i>	<i>Wednesday</i>	<i>18 February 2026</i>
Spring break/Easter	Closed on Re-open	Thursday Monday	2 April 2026 20 April 2026
Third Term			
Local Holiday	Closed	Monday	4 May 2026
	<i>In-service day</i>	<i>Thursday</i>	<i>7 May 2026</i>
Local Holiday	Closed on Re-open	Friday Tuesday	22 May 2026 25 May 2026
Summer break	Close on	Thursday	25 June 2026

Notes

- Good Friday falls on Friday, 3 April 2026
- ♦ May in-service day proposed to coincide with Scottish Parliamentary Election. Subject to change.
- ♦ *Lanark schools will close Thursday, 11 June 2026 and Friday, 12 June 2026*
- ♦ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 19 December 2025 and Thursday, 2 April 2026)
- ♦ Schools will close at 1pm on the last day of term 3 (Thursday, 25 June 2026)
- ♦ Pupils attend school for 190 days and teachers attend for 195 days.

Appendix A

For a comprehensive list of useful information, please visit the Council's website:

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

Additional Information

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

Parental Involvement

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

Parentzone provide information and resource for parents and Parent Councils

National Parent Forum for Scotland; www.npfs.org.uk

School Ethos

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

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

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

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

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

Curriculum

Information about how the curriculum is structured and curriculum planning.

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

Advice, practice, and resources to support the experiences and outcomes on 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 from the Scottish Government website on www.gov.scot with an update on school inspection outcomes being available via the Education Scotland website.