

Lawmuir Primary School



Handbook

Updated December 2015

2016/2017

North Lanarkshire Council Pledge

Improve learning and teaching
Raising achievement and realising potential
Encouraging lifelong learning
Working with communities for a better future
Listening and learning together
Celebrating success
Respecting the dignity and values of all
Giving pupils and staff a safe, happy and attractive place to work



Contents

Page Number	
4.	Introduction – Letter to Parents Vision Statement
5.	School Information
6.	Staff
9.	Supervision in Non-class Times School Hours Out of School Care
10	Transfer/Enrolment Placing Requests Transfer from Primary to Secondary
11.	School Improvement
13.	H.M.I.e. Inspection What is Curriculum for Excellence?
17.	Homework School Community Links
18.	Home and School Links Fair Trade Eco Schools Out of School Hours Learning
19.	School Ethos School Discipline Anti-bullying Pupil Council
20.	Other Pupil Committees Additional Support Needs
21.	Equal Opportunities and Social Inclusion
22.	Attendance at School
23.	Clothing and Uniform
24.	Meals Transport
25.	Medical and Health Care
26.	Information in Emergencies Child Protection The Parent Forum The Parent Council
27.	Parent Teacher Association Data Protection Act 1998
29.	Important Addresses
30.	Photographs/Video Footage Freedom of Information
31.	Glossary of Specialist Terms
34.	School Holiday Arrangements: 2015/2016

Introduction

Dear Parent/Carer,

Welcome to Lawmuir Primary School, this handbook is written for all parents/carers of children at or about to enrol as a pupil in Lawmuir Primary School. It contains information about the school itself and the varied aspects of primary education. I hope you will find it useful and informative.

We look forward to welcoming our new pupils and parents/carers. We can assure you that we will all do our best to make sure that you and your child will enjoy being part of our school in the years to come.

Our aim is to work in partnership with parents/carers and we actively encourage you to take a positive role in the education of your child. With your support, we can work together to make sure your child gets the very best primary education available.

Enquiries are dealt with speedily and courteously. Should you wish to speak with any member of staff please call into the school office or telephone 01698 274930 to make an appointment for a mutually suitable time.

Yours sincerely,

Mrs. Lorraine Hunter
Head Teacher

Lawmuir's Vision Statement

As pupils, staff and parents of Lawmuir Primary School our vision is that our school is at the heart of our community where we feel safe, valued and show respect for ourselves and others.

As lifelong learners we are confident individuals, responsible citizens, effective contributors and successful learners.

Our curriculum offers opportunities for active learning, personal choice and fun with high expectations of all.

Achievement within our school and wider community is recognised and celebrated, encouraging all to realise their full potential.

School Information

School Name: Lawmuir Primary School

Address: Footfield Road
Bellshill ML4 2BY

Telephone Number: 01698 274930

Fax Number: 01698 749702

E-mail:	enquiries@lawmuir.n-lanark.sch.uk					
Website:	www.lawmuir.n-lanark.sch.uk					
Blog:	https://blogs.glowscotland.org.uk/nl/lawmuirBlog					
Twitter:	@LawmuirPS					
Denominational Status:	Non-denominational					
Associated Secondary School:	Bellshill Academy Main Street Bellshill ML4 1AR 01698 274940					
Planning Capacity:	447					
Stages Covered:	Primary 1 – 7					
Present Roll:	357					
Present Class Structure:	Primary 1	25	Primary 3	26	Primary 6	33
	Primary 1	23	Primary 4	33	Primary 7/6	24
	Primary 2	27	Primary 5/4	22	Primary 7	33
	Primary 2	26	Primary 5	32		
	Primary 3	28	Primary 6/5	25		
Composite Classes:	Composite classes are made up of children from more than one stage, e.g. P.6/7 class will consist of children from both P.6 and P.7. From time to time it may be necessary to form composite classes as described in the definition above. The criteria used when forming composite classes can be “working groups”, based on Literacy/Numeracy, or “social groups” based on friendship groupings. When forming a composite P.1/2, the age of the P.1 children may be a determining factor.					
Community Facilities:	The school is available for members of the community to use. All applications for the use of the school should be directed to the Community Facilities Section, Kildonan Street, Coatbridge, who will advise on availability and charges. The school will be advised in writing of the proposed lets and will be invited to approve the lets.					
Parent Council E-mail:	parentcouncil@lawmuir.n-lanark.sch.uk					
	<i>More information about the work of the Parent Council can be found on page 26.</i>					

Staff

Senior Management Team

Head Teacher: Lorraine Hunter

Remit:

- Overall responsibility for the management of the school
- Formulation and monitoring of school policies
- Curriculum Design
- Raising Achievement for All
- Raising Attainment
- Learning and Teaching
- Overall Responsibility for all Curricular Areas
- Specific Responsibility for: Assessment, Recording and Reporting
- School Improvement Responsibilities; Health and Wellbeing (Mental, Social & Emotional Education)
- Quality Framework: School Improvement Plan, School Improvement Report

- Promoting Inclusion
- Whole School Discipline, Ethos
- Staffing: Appointment and Deployment of all staff, Professional Review and Development of staff
- Monitoring through Self-evaluation
- Management of Resources: DSM Budget, School Building
- School Budget, School Fund
- Health and Safety, School Security
- Adviser: Parent Council, Pupil Council
- Liaison: Associated Pre 5, Primary and Secondary Establishments, Psychological Service, Visiting Services, Social Services and Partnership Agencies
- All aspects of Communication
- All other Management issues

Depute Head Teacher: Diana Osborne

Remit:

- Overall responsibility in absence of Head Teacher
- Responsibility for Primary 4-7 including: Pastoral Responsibility, Promoting Positive Behaviour, Raising Achievement, Raising Attainment, Managing Support for Pupils
- Monitoring: Forward Plans, Learning and Teaching, Classwork, Pupil Progress
- Monitoring through Self-evaluation
- Staffing: PRD Co-ordinator, Absence Cover Timetables, Staff Development Co-ordinator
- Communication with Parents
- Liaison: Parent Support Worker, Associated Secondary Establishments, Parent and Teacher Association (“Friends of Lawmuir”)
- Member of School Improvement Plan Core Group
- School Finance Committee
- Budget: Staff Development
- Assessment Co-ordinator
- School Improvement Responsibilities: Health and Wellbeing (Physical Education)

Principal Teacher: Tracy Hurst

Remit:

- Overall responsibility for Primary 1-3 including: Pastoral Responsibility, Promoting Positive Behaviour, Raising Achievement, Raising Attainment, Managing Support for Pupils
- Monitoring: Forward Plans, Learning and Teaching, Classwork, Pupil Progress
- Monitoring through Self-evaluation
- Staffing: PRD, Supply Cover/Staff, Student Placements
- Communication with Parents
- Liaison: Associated Nursery Establishments, Parent Council
- School Press Officer
- Member of School Improvement Plan Core Group
- School Finance Committee
- Budget: Early Intervention
- ICT / Media Co-ordinator
- School Improvement Responsibilities: Inclusion; Creating a Communication Friendly Learning Environment
- Website / Blog / Twitter Co-ordinator

Staff Co-ordinators

Eco Committee & Garden	Lynn Harper
Fairtrade	Joanne Kirkhope
Pupil Kitchen	Catherine Malcolm
French	Carol da Rocha
Library	Marie Holmes
Pupils Council & UNCRC	Lorraine Hunter & Jenny Burke
Healthy Heroes	Lilian Muirhead
Travel Team / JRSO's	Laura Stewart
Spanish	Marion Shaw
PE & Active Schools	Jenny Minchella
Numeracy & Maths	Lorna Sneddon
Monitors	Diana Osborne
Playground Buddies & Peer Mediation	Laura Hughes
GLOW	Tracy Hurst
R.M.E.	Jillian Law
Banded Books	Karen Kirk & Rhonda Callaghan
HT Award	Anne Baggley
Novel Studies	Val Philips
ASN Equipment	Margo Sharkie & Eileen Cordiner
Blog/Twitter	Tracy Hurst
SRG	Carol da Rocha

Class Teachers

Primary 1	Jenny Burke
Primary 1	Laura Stewart
Primary 2	Coral McNeill
Primary 2	Joanne Kirkhope
Primary 3	Jillian Law
Primary 3	Karen Kirk
Primary 4	Lilian Muirhead
Primary 5/4	Jenny Minchella / Lorna Sneddon
Primary 5	Laura Hughes
Primary 6/5	Sarah Turton
Primary 6	Lynn Harper
Primary 7/6	Maxine McCrindle
Primary 7	Heather Nelson

Non class contact cover: Carol da Rocha and Marion Shaw
Early Years Worker: Stephanie Munro

Total number of Teaching Staff – 18.04 FTE

Ancillary Staff

Office Staff	A.S.N. Assistants	Catering Staff	
Caroline Burns	Eileen Cordiner	Frances Donnelly (<i>Catering Manager</i>)	
Jackie D'Ambrosio	Margo Sharkie	Charlotte McKean	Kathleen Ross
Iris Milne		Kate McKechnie	Michelle Cavens
Claudette McCready		Elaine O'Donnell	Mary Cairney
Classroom Assistants	Janitorial/Cleaning	Grace Simpson	
Anne Baggley	Stevie Tomlinson (<i>Janitor</i>)	Crossing Patroller	
Marie Holmes	Fiona Kennedy (<i>Supervisor</i>)	Gary Lappin (Babylon Rd)	
Catherine Malcolm	Mary McCool	May Walker (Hamilton Rd)	
Val Phillips	Janet Young		
Rhonda Callaghan	Sarah Lee		

Supervision in Non-class Times

During non-class times children are supervised by Additional Support Needs Assistants, Classroom Assistants and members of the Management Team.

In line with the ethos of Curriculum for Excellence, our Primary 7 pupils are involved in mentoring younger pupils and are therefore available during non-class times to give support.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In Lawmuir, our janitor, Additional Support Needs Assistants and Classroom Assistants provide supervision of the playground.

School Hours

The school opens each day at 9.00am and closes at 3.00pm

First morning interval (Rooms 1,2,9,10 &16)
10.30am until 10.45am

Second morning interval (Rooms 3,5,6 & 7)
10.45am until 11.00am

Third morning interval (Rooms 12,13,14 & 17)
11.00am until 11.15am

Lunch starts at 12.35pm and finishes at 1.20pm

Children who start Primary 1 for the first time in August 2015 attend school from 9.00am until 3pm from the first day of term.

Out of School Care

For further information parents should contact:

Jane Laird, Orbiston Neighbourhood Centre, 01698 842215

Alan Cairns or Jean Guy, Bellshill and Mossend YMCA, 01698 843560

Transfer/Enrolment

Children who are starting school for the first time are normally enrolled or registered in January. Advance notice of the actual dates will be placed in the local press and information will be available from Orbiston Nursery Class, Bellshill Nursery Centre, local nurseries and playgroups. Notice is also given through school newsletters and website.

Parents wishing to see round the school should contact the head teacher.

Parents who need a place for a child at any other time of the school year should contact the head teacher to discuss availability and to make arrangements to visit the school.

Placing Requests

You have the right to make a placing request for your child to be educated in a school other than their catchment school. In December each year the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school

Placing requests to primary school does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website.

Parents and young people have a right, under the Additional Support for Learning Act 2009 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009, to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or, special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

Transfer from Primary to Secondary

Pupils normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils from Lawmuir normally transfer to: -

Bellshill Academy
Main Street,
Bellshill
ML4 1AR
Tel. 01698 274940

Lawmuir Primary has very good relations with Bellshill Academy and its staff and pupils. Links are strong in curricular continuity and transition procedures and these are reviewed annually to ensure the highest quality of service and smooth transition for pupils and parents.

School Improvement

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupils and staff, and taking into consideration national and authority targets, priorities are identified.

Priorities for 2015 – 2016	
Priority 1	Health & Wellbeing Learners' knowledge, understanding and skills within Health and Wellbeing will be enhanced within the area of Physical Education.
Priority 2	Health & Wellbeing Learners' knowledge, understanding and skills within Health and Wellbeing will be enhanced within the area of Mental, Social and Emotional Education.
Priority 3	Inclusion All learners will feel included in all aspects of school life through the creation of a Communication Friendly Learning Environment.

Priorities are decided on an annual basis.

Priorities for 2016-17

Assessment- tracking & monitoring of pupil progress in Reading, Writing & Numeracy

Technologies – developing the use of digital technologies within the classroom

Health & Wellbeing – developing a positive school culture / identifying & removing barriers to learning.

Copies of the School Improvement Plan and School Improvement Report are available on request at the school office.

Main Achievements - over the last twelve months

Extract from Lawmuir's School Improvement Report, 2015

How well do young people learn and achieve?

Classroom observations and discussions with pupils show that almost all are motivated and eager to participate in their learning. Learners are encouraged to take increasing responsibility for their own learning through the use of self-assessment and setting of targets. Most pupils in Primary 1-3 state that they like talking about their learning. All learners in Primary 4-7 add personal learning statements to their work in a variety of curricular areas. They comment on their learning and identify their own next steps based on agreed criteria. Observations have shown that co-operative learning approaches and group work mean that learners are actively engaged in their learning and quality feedback makes them aware of their progress and next steps. 99% of parents/carers who responded to a survey about their children's learning agreed with the statement "My child is learning and progressing well."

Learners are consulted regularly and their opinions are acted upon more often. Most children feel happy at school and that they have the opportunity to discuss their learning with their teacher. Pupil voice is improving throughout the school. The use of the "What I Think Tool" is one way in which staff consult with learners and gather information about their views. Learners contribute well to the life of the school in a number of ways: through responsibility within one of our four pupil committees, contributing ideas to one of these committees, leading whole school assemblies, raising money for charity, improving the school grounds etc. Primary 7 pupils take on additional responsibility through our monitors' programme where they provide support for younger children.



The school continues to work well with a range of partners. Our Community Learning and Development (CLD) Worker works with several parents to provide individual support and runs clubs which are attended by parents/carers and their children. This year local businesses again supported the school when children wrote persuasive letters asking for donations for a fund raising event. The children then hand delivered these letters and were delighted with the number of donations that they received. We work very closely with staff from Bellshill Academy, our associated secondary school. Primary 6 and 7 children taken part in an extensive transition programme and staff exchange information regularly in order to ensure continuity and the best possible support for learners. This year our nursery to primary transition programme has improved with nursery children visiting the school on a monthly basis from January. This has ensured that the children feel confident about their transition to primary in August. Organisations such as *Guide Dogs for the Blind*, *Child Line*, *Lidl* and *the Fire Service* have also contributed to children's learning at various points throughout the year.

How well does the school/centre support young people to develop and learn?

Meeting Learning Needs

We identify, review and evaluate learners' needs regularly through formative and summative assessment and the use of Learning Plans, ASPs and CSPs. Learners and their parents/carers are also involved in this process. We work well with parents/carers and other partners (such as our Educational Psychologist, CLD Worker, Social Workers, Health Workers and staff from Bellshill Academy) to take positive, proactive steps to ensure that factors which may hinder learning are identified and effectively addressed. Support staff are effectively deployed and play an important role in supporting those learners with additional support needs. Most pupils state that at least one member of staff knows them really well and that they are encouraged to do their best. 98% of parents who responded agreed with the statement "I feel staff really know my child as an individual and support them" (a 4% rise) and 99% agreed that their child is encouraged and stretched to work to the best of their ability (a 2% rise).

The Curriculum

Observations and teachers' planning show that children receive a broad and balanced curriculum, which increases their knowledge and understanding and develops their skills. This year, staff report an increased use of responsive planning and more challenge for more able children. Use of progression frameworks, particularly in Numeracy, is starting to improve transitions between levels and allow staff to make more accurate assessments. Assessment is planned as part of learning and teaching and staff are now aware of a wider variety of ways in which assessments can be made. Well-planned interdisciplinary topics focus on a selection of Experiences and Outcomes and support pupils in making links across different aspects of their learning. Staff continue to look at ways to improve programmes using the Experiences and Outcomes to plan a coherent approach to learning and teaching.

Future Plans – over the next three years

Over the next three years we plan to continue to develop our use of Curriculum for Excellence in order to meet the needs of all of our pupils. Assessment and moderation strategies will be further developed and children will be given opportunities to enhance their skills in relation to discussing their progress and next steps. Parents will be regularly involved in planning and their views will be sought over a variety of issues. This will take the form of discussions at Parent Council meetings and evaluations and audits.

Information regarding the school's performance at local and national level can be obtained from www.educationscotland.gov.uk.

H.M.I.e.

H.M.I.e. completed an inspection of Lawmuir Primary in May 2009. The inspection report was published in August 2009 identifying a number of major strengths within the school. Parents can access this online at www.educationscotland.gov.uk. In addition, the school underwent a Quality Improvement Visit by North Lanarkshire Council in November 2008 which again confirmed the accuracy of the school's self evaluation process.

What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3-18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curricular areas in Curriculum for Excellence?

There are eight curricular areas:-

Expressive Arts	Mathematics (Numeracy)	Social Studies
Health and Wellbeing	Religious and Moral Education	Technologies
Languages (Literacy)	Sciences	

Importantly, Literacy and Numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach Literacy and Numeracy.

Learning is divided into two phases.

The Broad General Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The new levels are as follows:-

Level	Stage
Early	the pre-school years and P.1 or later for some
First	to the end of P.4, but earlier or later for some
Second	to the end of P.7, but earlier or later for some
Third and Fourth	S1-S3, but earlier for some
Senior Phase	S4-S6 and college or other means of study

How will my child's learning be assessed?

In Lawmuir Primary School assessment is an integral part of teaching and learning, and pupils are continuously assessed in an informal way as part of the daily class routine. Records of Achievement are used as a means of gathering assessment evidence, celebrating success and recording learning targets. In these folders, children's best work are filed and can be used as part of our reporting to parents, as well as a record of work and standards achieved. At other times, standardised assessments may be used to help teachers assess pupil progress and to identify any strengths and diagnose any barriers to learning. All parents will receive a written school report each year. This will indicate pupil's progress in all areas of the curriculum. Curriculum for Excellence developments are being taken forward through the priorities identified in the School Improvement Plan.

In secondary schools the following formal assessments are used:

- National 4 and 5 qualifications were introduced in 2013/2014
- Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence
- New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking into account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year your nursery/school will let you know what is being done to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

Literacy

In Lawmuir we follow North Lanarkshire Council's Active Literacy Approach. This Literacy programme uses a variety of strategies that are designed to incorporate visual, auditory and kinesthetic (active) learning. 'Phonics', the sound of the letters, is taught alongside early reading skills such as using pictorial clues. Work is carried out within the contexts of the class or group reading lessons and throughout many other curricular areas.

From First Level onwards the focus for teaching and learning moves to more complex skills of comprehension with children again using a variety of materials to consolidate and extend their skills. We use a range of novels and commercially produced resources to develop reading and comprehension skills. Talking and listening and knowledge about language skills are linked to work in reading.

The development of writing and handwriting skills are directly taught as part of North Lanarkshire Council's Active Literacy Programme. Children are taught the skills they need in groups and targets are set and worked towards.



Children are given opportunities to develop their talking and listening skills through play and these skills are further enhanced and transferred across all other areas of the curriculum.

We are continually updating expanding our provision of library books in order to encourage an interest in reading for information and for enjoyment. A central library has been established for a number of years and children are encouraged to work independently while learning basic reference skills.

Numeracy

Children learn basic number skills, i.e. addition, subtraction, multiplication and division, as well as developing problem-solving and practical skills and knowledge. Oral and mental maths has a significant role to play in developing mental agility and time is spent on this area of maths in each class on a daily basis. Maths lessons are made relevant to daily life so that children can develop the skills which they will need as adults.

To assist our teaching and learning a variety of resources are used including TeeJay Maths, Maths in Action and Heinemann Active Maths. Other materials available in the school include Number Connections, On the Track and various computer software programmes.

Social Studies

In Social Studies children learn about the world around them (locally and globally) and develop the understanding, skills and attitudes necessary to interpret it. Children are encouraged to make informed decisions about their own behaviour. Positive and caring attitudes are fostered using problem solving, decision making and practical action.

Children are encouraged to learn in a variety of ways; through explanation, enquiry, activity and discussion. They also learn in a variety of settings within and beyond the classroom. Social Studies also provides a context for and brings relevance to learning across the curriculum. Children are taught how to develop enquiry skills in researching, recording, planning and evaluating.

Our programmes of study are devised to ensure balance and progression throughout the school and to ensure an appropriate balance of knowledge and understanding and enquiry skills.

Educational visits are arranged, where appropriate, to support learning and teaching in Social Studies. Likewise members of the community and visiting specialists add practical and personal contributions to our many programmes of study.

Sciences

Through learning in the Sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; they also support the development of a range of skills for life and skills for work, including literacy, Numeracy and skills in information and communication.

Technologies

The Technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities. In the wider world these skills can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.

Expressive Arts Art and Design

Through Art and Design, children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imaginations are stimulated through various mediums, e.g. music, poetry, the work of famous artists, etc. All children are encouraged to develop their creative talents through participating in activities, which include the use of different materials, e.g. paint, and collage work, plasticine and clay.

Drama

Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world about them. Drama extends and builds on this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, children have the opportunity to role play, improvise, use movement and mime, use sound to express their own and others' ideas. The opportunity to develop these skills often arises through other curricular areas and in Lawmuir these may often be linked to topic and language work.

Music

Our aim in music is to foster a lasting interest in and enjoyment of musical skills. In Lawmuir, all children have the chance to realise their full potential, whatever their musical talents and abilities. Activities to encourage this may include listening and responding to music, making and inventing their own music by using instruments which are available in the school, and singing modern and traditional songs. P.5 pupils receive voice instruction from a specialist tutor trained in Kodaly techniques.



Dance

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work of others.

Health and Wellbeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Health and Wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

It also enables some to perform at high levels in sport or prepare for careers within health and leisure industries.

As part of the Health and Wellbeing programme staff and pupils will also explore subjects such as Personal Safety, Sexual Health and Relationships Education, Drug and Alcohol Abuse, Road Safety, Bully Proofing, Keeping Healthy, etc. Parents are encouraged to attend workshops which provide information about these topics and to speak to members of staff if they have any concerns.

We have already gained North Lanarkshire's Gold Health Promotion award for the work which we do in school and we are committed to continuing this good practise. As part of this health promotion work our pupils receive high quality health education and take part in a range of activities throughout the year including sport taster sessions, visits from our dental hygienist, a variety of after school clubs and opportunities to prepare healthy food.

Physical Education

All pupils have two hours of P.E. each week, some of which will be outside (weather permitting). This provides them with opportunities to develop physical skills, encourage confidence and co-operation with others and to foster a positive attitude to health and fitness. P.5 pupils attend swimming lessons in a 12 week block; a variety of coaching sports such as flag football, hockey and netball are offered when available.

Spiritual, Social, Moral and Cultural Values

Religious Education makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, attitudes and practices within our own community and beyond. Religious and Moral Education is taught in Lawmuir with these broad aims in mind and reflects council and national policies as set out by the Education (Scotland) Act 1980.

We have a structured programme, which is taught by class teachers and includes input from the school chaplain. Included in our R.E. programme is the study of Christianity and other world religions. This encourages harmony, appreciation and consideration for the beliefs of others. While studying R.E. classes may make visits to local churches and other sacred buildings.

Whole school assemblies take place on a weekly basis, usually Friday mornings, and are conducted by pupils, staff and visiting speakers. It is recognised that the Education (Scotland) Act 1980 allows parents to withdraw their children from any religious instruction and observance, and parents wishing to do so should contact the head teacher, in writing, to allow any arrangements to be made.

Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Through our curriculum children are given opportunities to become responsible citizens who have respect for others and a commitment to participate responsibly in political, economic, social and cultural life within their community. They are able to develop knowledge and understanding of the world and Scotland's place in it, understand different beliefs and cultures and make informed choices and decisions.

Homework

All teachers set homework tasks most days but no child should need to spend more than 30 minutes completing this and generally, the time needed will be considerably less. Tasks set may include reading, especially in the early stages, practice of number and maths work, spelling, practical tasks, etc. – the tasks will be linked to work covered in class and should be able to be completed by the child working independently. All children are given a homework diary in which the children or teacher will note the work to be done each day. Parents are asked to sign when the work has been completed and make any comments in the space provided. A copy of our homework policy and guide for parents is available from the school on request. Where a homework task is issued which requires specific resources e.g. access to a computer, craft materials etc. please contact the class teacher if you would like support.

School Community Links

The school fosters close links with the community. The school has regular visitors from the local Community Police, Fire Service and Health Service Staff. Members of the community are often invited to the school to support work in Social Studies and programmes are further enhanced through visits through visits to community facilities e.g. The Bellshill Cultural Centre, Sir Matt Busby Sports Centre etc. Likewise members of the community and community groups e.g. Orbiston Neighbourhood Centre are regularly invited to school events e.g. Christmas events, School Shows etc. The school actively seeks opportunities to participate in community events.



Home and School Links

In Lawmuir Primary we take pride in the level of parental involvement throughout the school and are constantly looking for ways in which many parents can become involved in school life. We have helpers who, from time to time, help out with a range of events and activities throughout the school year e.g. the school library, assisting on educational visits, and special events. Any parents/carers wishing to help, should contact the head teacher.

Social events at the school are very well attended and the hall is always packed to capacity at our school concerts and class assemblies.

Newsletters are sent home to inform parents of coming events, to report on activities that have taken place and to celebrate the achievements of our pupils. Open days are organised to allow parents to see round our school and to meet with staff in an informal setting. Parents have been invited to complete questionnaires to help identify priorities for the school improvement plan and are regularly invited to contribute to other aspects of the school. Pupil achievements are displayed around the school and in the local press. Curricular workshops are organised for parents as well as the more formal parent/teacher interviews, which take place in November and March of each session. Written reports, which highlight pupil progress and next steps, are issued at the end of each school session.

Parents who have a concern about their child should, in the first instance, contact their child's class teacher. If the situation cannot be rectified at this stage a member of the Management Team may

become involved. If you have any concerns please contact the school to make an appointment with a member of staff. There is also a "Complaints and Suggestions" box located at the main office which can be used by parents. We aim to get back to parents regarding any concerns within seven days, this is in line with North Lanarkshire Council's policy.

Fair Trade

In June 2009 we were awarded Fairtrade status for the first time. This was renewed in June 2010 and 2011. Our Fairtrade work will now be assessed every two years. This award shows that we are committed to selling and promoting Fairtrade products as well as teaching pupils, staff and parents about the benefit of this scheme. Fairtrade is an organisation which ensures that the poorest workers around the world are given a fair price for their products. Look out for the Fairtrade logo on many products including coffee, bananas, clothing and flowers.

Eco Schools

The school was awarded our first Green Flag in November 2008. Our eco work involves anti-litter campaigns, looking at ways of becoming more energy efficient and continuing to improve the biodiversity of our school grounds.

Out Of School Hours Learning

Lawmuir offers an extensive range of out of school hour learning opportunities in the form of After School Clubs. These clubs are run and organised by both class teachers and visiting specialists to the school. All clubs take place within the school grounds: gym hall, playground, classrooms. In previous years clubs have included Scripture Union, Choir, Art, Badminton, Football and Netball. Parents/carers who would like to help at or organise an After School Club should contact the head teacher.

Residential Trips to Kilbowie Outdoor Centre in Oban are organised annually for our Primary 7 children. Trips normally run from Monday to Friday or from Friday to Sunday and include climbing, canoeing, gorge walking, hill walking, dry slope skiing, sailing, power boating and orienteering.

School Ethos

The school employs a range of strategies in order to promote a positive ethos throughout the school.

Whole School Assemblies

A whole school assembly takes place each week. These assemblies are taken by members of the Management Team, pupil committees, classes and visiting speakers. Parents and carers are invited to class assemblies and certain special assemblies.

Team Building Time

Children have the opportunity to take part in a variety of teacher led Team Building activities each week. These activities are designed to strengthen relationships within the class and encourage problem solving strategies.

Colour-o-Meter Reward System

Each child works towards "Excellent Behaviour" on a class Colour-o-Meter. Each child has a peg on the chart. Everyone begins each day on the green "Ready to Learn" section. Pupils have the chance to move their peg up or down throughout the day depending on the choices they make. If a peg is moved down, it can be moved back up if behaviour improves or better choices are made and visa versa. At the end of the school day, pupils colour their record sheet depending on the position of their peg. Pupils take this home to share with parents and carers.

Target Charts

Target Charts are used to give positive feedback and encouragement to children who are finding specific areas of their behaviour challenging to regulate. Target Charts are used in consultation with parents.



School Discipline

The relationship between pupils and teacher is similar to that between a child and his or her parents/carers and is built on trust and mutual consideration, understanding and tolerance on both sides. The ethos of Lawmuir promotes positive behaviour and relationships, rather than punishment for misbehaviour. However, pupils should realise that rules are necessary to ensure the safety and well being of all.

The school has a clear policy on positive behaviour and this is reviewed annually. In the event of a pupil's continual misbehaviour, parents are informed and their co-operation is sought. Where the indiscipline continues parents would be invited to the school to discuss the situation and agree the support required to improve behaviour.

Anti-bullying

The school has developed a clear policy on anti-bullying, a summary of which has been issued to all parents and further copies are available on request from the school.

In Lawmuir we take a proactive approach to anti-bullying by implementing a whole school bully-proofing programme. This programme takes the form of regular assemblies, planned and delivered by staff and children from a range of classes. All classes operate a Circle Time programme, which provides an appropriate mechanism for discussion of bullying and other related incidents.

Pupil Council

Our Pupil Council is well established, with representatives of each class meeting with a member of the management team on a fortnightly basis. This forum offers pupils the chance to raise issues of concern and for the whole pupil population to have a voice in the running of the school.

The Pupil Council has tackled issues such as playground games, cycle racks, decorating outside walls, water fountains, healthy tuck shop and behaviour. The minutes of meetings are discussed in each class and displayed on the Pupil Council notice board in the entrance area. Throughout the year the Pupil Council also runs fundraising events for a range of charities.

Other Pupil Committees

Our pupils are strongly involved in many aspects of school life and their ideas and opinions are often sought. We run a variety of committees (listed below) which promote citizenship and give pupils from Primary 1-7 responsibilities in a range of areas.

- Travel Team (including Junior Road Safety Officers)
- Eco Hunters
- Healthy Heroes

Additional Support Needs

In Lawmuir Primary we ensure that all children are provided with a curricular experience which is appropriate to their age, stage and development. This may be achieved through class, group and individual teaching approaches enabling children to reach their full potential. However, most pupils may, at some point in their school life, experience a learning difficulty or a barrier in accessing the curriculum fully. Through ongoing formal and informal assessment class teachers will identify where a pupil requires additional support.

Class teachers are responsible for meeting the needs of all the children in their class. Additional support may include additional tuition, advice from other professionals, provision of appropriate materials and practical help within the classroom.

Lawmuir Primary School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the school. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council Guidelines.

The school follows North Lanarkshire Council's Support for Learning Policy through the implementation of a staged intervention process:

- Level 1 – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom setting.
- Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within the school.
- Level 3 – External support where education staff identify that the child or young person requires support or planning from beyond the school but within education.
- Level 4 - External support provided on a multi-agency basis, where the child or young person's needs are identified as requiring support or planning from agencies outwith education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

Lawmuir is able to cater for a wide range of additional support needs. The school works closely with Psychological Services and regular meetings are held with the school Educational Psychologist to discuss progress and support for pupils. Other services include N.H.S. Lanarkshire, Hearing and Visual Impairment, Bilingual Services, Speech and Language Therapy, Occupational Therapy and Child, Adolescent Mental Health Service (C.A.M.H.S) and Social Services (including Transport and Housing).

Where a child has English as an additional language they will be supported within school and, where appropriate, by North Lanarkshire's Bilingual Services.

Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. We have procedures in place which ensure that all Looked After Children are closely monitored and supported. Within Lawmuir the Senior Management Team take responsibility for individual Looked After Children, monitoring their educational progress and overall wellbeing. However, the head teacher retains overall responsibility.

Parents and young people can request an assessment to establish whether a child or young person has additional support needs or requires a Co-ordinated Support Plan. Requests should be made to the head teacher.

Parents and pupils are an essential part of the assessment, planning and review process and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

Planning

Additional Support Plans (ASPs) enable staff to plan effectively for children and young people with Additional Support Needs.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs **Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

Equal Opportunities and Social Inclusion

The school is committed to equality of opportunity for all its pupils, regardless of sex, religion, physical ability or social background. The school is committed to assessing all policies and practices to ensure there are no negative impact on any group of people. To ensure this, the school has developed a proactive programme of study which challenges all aspects of discrimination. This is done through a variety of activities which encourage discussion of relevant issues and help to foster tolerance and build positive relationships. Discrimination in any form be it action or inaction is not tolerated.

In addition to the above programme, staff ensure that all children have access to every aspect of the curriculum and that teaching programmes are planned regardless of sex, social background, religion or race.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This information can be accessed at: <http://www.equalityhumanrights.com/news/2013/june/commission-publishes-equality-guidance-for-schools/>

Attendance at School

Section 30 of the 1980 Education Act places a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised as defined by the Scottish Government.

At the start of each school session parents will be asked to provide contact details including at least one emergency contact number and one mobile number (for the text messaging service). Parents are required to inform the school if these contact details change during the course of the year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the morning of the first day of absence. Where a child has not registered and the school has not been informed of the absence the school's text messaging service will be activated. Parents are asked to respond to the messaging service by contacting the school immediately. Failure to do so will result in school staff accessing all contact numbers provided for the child. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted.

Parents should inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school confirming the reason for absence.

Family Holidays during Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include: A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Exceptional Domestic Circumstances

Parents may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Parents/carers may request permission for a child to be absent from school to make an extended visit to relatives. For a request to be granted and the absence recorded as authorised it must be in writing and detail the destination and duration of the absence, and the provision to be made for the education of the child during the period of absence.

If there is no explanation from the parents/carer, the absence will be recorded as unauthorised.

The school attendance officer investigates unexplained absences and low attendance, and that the Education Authority has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter of the Children's Hearings, if necessary.

In Lawmuir we put a great deal of emphasis on attendance at school. The school rewards excellence in attendance in various ways, monitors closely the attendance of all pupils and informs parents (by letter) when concerns emerge.

Clothing and Uniform

All North Lanarkshire schools must have a dress code, which encourages children to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to



support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially encourage factions (e.g. football colours);
- could cause offence (e.g. anti-religious symbolism or political slogans);
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery;
- are of flammable materials which may be a danger in certain classes (e.g. shell suits);
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco, and
- could be used to inflict injury to other pupils or to be used by others to do so.

Lawmuir's uniform consists of a grey sweatshirt (black for Primary 7), a green polo shirt or white shirt and school tie, grey or black trousers/skirt. A small stock of the sweatshirts, polo shirts and ties is kept at the school and is available for purchase.

Parents of Primary aged children in receipt of a clothing grant from the Council will be encouraged to purchase items, which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances is at the discretion of the Executive Director of Learning and Leisure Services. Information and application forms may be obtained from any school or First stop shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment and Support Allowance (income related), housing benefit, council tax rebate.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the well being of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc, are not brought to school. Parents should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.

Meals

Breakfast Club

Our kitchen operates a breakfast service which starts at 8.30am each morning. Children have the choice of cereal, toast and milk or fruit juice for a cost of 20p.

Lunchtime

For lunch, the kitchen provides a choice of snack and main meals, and either a starter or dessert. All foods are freshly prepared each day and the menu varies from day to day. The kitchen runs a cashless system and children are able to top up their card on a daily or weekly basis. All pupils in Primary 1, 2 & 3 are entitled to a free school meal.

Availability of special diets

Parents of children who have a food allergy or intolerance should speak to the Head Teacher and Catering Manager who will advise on the Special Diet Procedure. Procedures and forms can be assessed from the child's school or dietician, or from North Lanarkshire's catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements. Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the head teacher and school catering service to ensure appropriate food provision. Special diets required for ethical, religious or

cultural reasons should be requested in writing to the head teacher, who will liaise with the school catering service.

Children of parents receiving Income Support, Job Seeker's Allowance (income based), Employment and Support Allowance (income related) are entitled to a meal without charge.

Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment and Support Allowance (income related), housing benefit, council tax rebate.

Only primary school children who receive a free school meal are entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

Transport

General

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest suitable walking route. 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 Learning and Leisure Services. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred. Not necessarily for the start of term.

Pick up points

While free 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 limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

Placing Requests

The Council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests if the child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy stated above.

Parking

Our Health and Eco Committee are constantly looking at ways of improving parking and road safety issues. The school travel plan is available on request from the school office. We would ask all parents to park or drop off at a safe place away from school gates. At various points throughout the year our Junior Road Safety Officers lead other pupils in a Park Smart campaign. Our community police officers support safe parking and on occasion are in attendance to ensure the safety of pedestrians.

Medical and Health Care



Children are examined medically during their school life, normally in the first year of primary schooling and then at 10 – 11 years and 13 – 14 years, by staff of Lanarkshire Health Board. Parents are notified in advance and will be informed if any issues arise from the medical. Occasionally the school nurse may visit to examine whole classes for general fitness and hygiene. Dental inspections are carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose instead to attend the family dentist. Children who are thought to have sight, speech or hearing problems may be referred to the appropriate service by the Head Teacher, where any necessary tests may be carried out by qualified staff – naturally, parents are informed before any referral. Parents should always inform the

school of any medical problems, which may affect their child's schooling or if their child needs regular medical treatment.

On occasions it may be necessary for a child to be taken home due to ill health, etc. In all cases the school makes every effort to contact a parent in the first instance. If a parent is not available the school will make contact with the child's emergency contact for the necessary arrangements to be made. It is essential, therefore, for the school to have an emergency contact that can be reached by telephone should any child have to be taken home unexpectedly. Under no circumstances will a child be sent home/allowed to leave the school unaccompanied.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment.

In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service. Children and young people resident in North Lanarkshire and in hospital in Glasgow, can access education through the Hospital Education Service (H.E.S.). The service is provided by Glasgow City Council Education Department and Social Services. For further information, please contact your child's school.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and the North Lanarkshire's website and Twitter.

Child Protection

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The head teacher is responsible for the schools actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Mrs. Lorraine Hunter
Telephone Number: 01698 274930

The Parent Forum

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school.

The Parent Council

Parent Councils came into force from 1st August 2007. The head teacher is the professional adviser to the Parent Council. A Parent Council has previously been established within Lawmuir (but currently has no members). All correspondence should be addressed to the school office.

The Parent Council's rights and duties include:

- a) Supporting the work of the school;
- b) Representing the views of parents;
- c) Consulting with parents and reporting back to the Parent Forum on matters of interest;
- d) Promoting contact between the school, parents, pupils, providers of nursery education and the wider community;
- e) Fundraising;
- f) Taking part in the selection of senior promoted staff;
- g) Receiving reports from the head teacher and education authority; and
- h) Receiving an annual budget for administration, training and other expenses.
- i) Improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

The current Parent Council members are:

- Stephen Palmer Chairperson
- William McBride Member
- Victoria Wilson-Lang Secretary
- Lisa McGill Member
- Gail McKerron Member
- Lorraine Gillen Member
- Tracy Hurst Staff Representative

Parent Council meetings take place every 6 weeks, out with the pupil day.

The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

The Parent Council hold their A.G.M. annually. All parents/carers are invited to attend. Officer bearers will be reselected on an annual basis at the A.G.M. The parental membership of the Parent Council, will be a minimum of three parents/carers of children attending the school. The maximum number of parents/carers is eighteen.

Any parents/carers of a child at the school can volunteer to be a member of the Parent Council, the preferred make up being at least one parental representative from each year group. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by formal election. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub groups set up by the council.

Parent-Teacher Association

There is an active Parent-Teacher Association, Friends of Lawmuir, which works hard organising fund raising and social events for both children and parents. In the past this association has donated funds to the school allowing it to purchase resources and materials. To encourage their invaluable work and

contributions to the quality of school life, we urge all parents/carers and pupils to actively support the events organised. Newsletters to inform parents of coming events and the success of past events are sent home with pupils. Meetings are held regularly in the school.

Data Protection Act 1998

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to Freedom of Information and Records Management Officer.

Transferring Educational Data about Pupils

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act 1998. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net.

Important Addresses

Learning and Leisure Services

Municipal Buildings
Kildonan Street
COATBRIDGE
ML5 3BT
Tel. - 01236 812222

Continuous Improvement Officers

Quality Improvement Manager

Gillian Hanlon
Stephen Moore
Jim Beers
Barbara Philliben

Councillors for the School

Cllr Harry Curran
Member Services
Civic Centre
Windmillhill Street
MOTHERWELL
ML1 1AB
Tel. - 01698 302697

Cllr Marina Lyle
Member Services
Civic Centre
Windmillhill Street
MOTHERWELL
ML1 1AB
Tel. - 01698 302697

Cllr Harry McGuigan
Member Services
Civic Centre
Windmillhill Street
MOTHERWELL
ML1 1AB
Tel. - 01698 302697

Chief Executive Area Officer

20 Motherwell Road
BELLSHILL
Tel. - 01698 346780

Area Community Learning & Development Officer

Patrick H. Marron
Orbiston Business Centre
Babylon Drive
BELLSHILL
ML4 2DN

Contacts in relation to Support for Learning

Help and advice on any matter relating to Support for Learning can be obtained from:

Anne Paterson (Additional Support Needs Manager)

St. Gerard's Primary School

Kelvin Road

BELLSHILL

ML4 1LN

Tel. – 01698 841743

Anne Paterson may be contacted directly or through the school.

You can also get more help and advice from:

Enquire

The Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning.

Enquire also provide a range of factsheets.

Tel. - 0845 1232303

Email - info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

www.enquire.org.uk/yp for children and young people

Resolve

Tel. - 0131 2222456

(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Melrose House

69a George Street

EDINBURGH

EH2 2JG

0131 2605380

enquiry@siaa.org.uk

www.siaa.org.uk

Social Work

303 Main Street

BELLSHILL

ML4 1AW

Tel. - 01698 346666

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Europa Building
450 Argyle Street
Glasgow
G2 8LH
Helpline: 0845 1202906
Fax: 0141 242 0141
Email – ASNTSInquiries@scotland.gsi.gov.uk

NHS Lanarkshire
Bellshill Health Centre
Tel. - 01698 575700

Photographs/Video Footage

On occasion events in school may receive coverage from the local or national press resulting in photographs/video footage of children appearing in newspapers, leaflets and/or school/authority documents. We regularly also use photographs / video footage on our school blog and Twitter account. Parents/carers who would not wish their child to be included should write to the head teacher to make this known.

Freedom of Information

The Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of information Officer with the support of an officer in each Service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01698 524712.

Glossary of Specialist Terms

Curriculum	The range of subjects taught in every class and school, e.g. Numeracy, Literacy, Social Studies, etc.
Curriculum Continuity	This term relates to the need for schools to make sure that the courses children follow show progression and do not overlap unnecessarily.
Emergency Contact	The person(s) nominated by a child's parents/guardians to be the first to be contacted if a parent/guardian is not available.
Ethos	This term related to the specific characteristics of the school; the spirit or principles of the school.
Out of School Hours Learning	Subjects which are not taught in the formal curriculum, e.g. after school clubs.
Group Teaching	Children are normally taught and work in groups with other children – for Literacy and Numeracy these groups are normally ability groups where children of a similar ability progress at a similar rate; for most other curricular areas children are taught in mixed ability and social groups.
Transition	This term usually relates to the movement of children from nursery to primary, or primary to secondary.

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt with in the document –

- (a) before the commencement or during the course of the school year in question
- (b) in relation to subsequent school years

Education authorities, by law, are required to issue a copy of the school handbook to parents in December each year. It details the current policies and practices of both the council and the school.

School holiday arrangements 2016/2017

August 2016

In-service day: Monday 15 August 2016

In-service day: Tuesday 16 August 2016

Pupils return to school: Wednesday 17 August 2016

September 2016

September weekend holidays: Friday 23 September 2016 and Monday 26 September 2016

October 2016

October break: Monday 17 October 2016 to Friday 21 October 2016

November 2016

In-service day: Monday 21 November 2016

December 2016 - January 2016

Christmas and New Year holidays: Monday 26 December 2016 to Friday 6 January 2017 (inclusive)

February 2017

Mid-term break: Monday 13 February and Tuesday 14 February 2017 In-service day: Wednesday 15 February

April 2017

Spring break: Monday 3 April to Monday 17 April 2017 (inclusive)* *Good Friday 14 April 2017 and Easter Monday 17 April 2017

May 2017

May day holiday: Monday 1 May 2017

In-service day: Thursday 4 May 2017

Mid-term holiday: Friday 26 and Monday 29 May 2017

June 2017

School closes Wednesday 28 June 2017

It is proposed that schools will return for staff Tuesday 15 August 2017 and Thursday 17 August 17 for pupils.