



**St. Barbara's Primary School
Elmira Road
Muirhead
G69 9ER**



**School Handbook
December 2015**

Service and People First



Motto

Service and People First

Pledge

To improve the educational opportunities offered to our pupils by:

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



St. Barbara's Primary School Muirhead December 2015



Introduction

Welcome to St. Barbara's Primary School.

St. Barbara's Primary School first opened as St. Joseph's Primary in August 1933. The name was changed to St. Barbara's on 16th August 1949.

The school caters predominantly for Catholic boys and girls within Muirhead, Chryston and Gartcosh. Additionally we have as placing requests, children who live outwith our designated catchment areas.

Educational Aims

The aim of the school is to offer each child the means to develop academically, socially and emotionally within a caring environment which is guided by Christian principles.

To support this concept the school will attempt to develop a caring ethos for pupils, parents and staff alike, thereby encouraging each group to actively participate in their own and in the school's development.

We aim to promote equal opportunities, a sense of responsibility and respect for self and others.

We actively encourage our children to become confident individuals, successful learners, responsible citizens and effective contributors in school and in their community.

School Information

St. Barbara's Primary School
Elmira Road
Muirhead
Glasgow
G69 9ER



Email: ht@st-barbaras.n-lanark.sch.uk



Tel: 01236 794840



Fax: 0141 779 3526

Denominational Status: Catholic

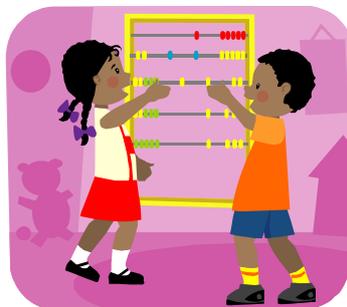
Present pupil roll: 208

Planning capacity: 242

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

Stages Covered: P.1 - P.7

Where we form composite classes, we follow the criteria of North Lanarkshire Council. A variety of factors are used to identify class membership. These include nursery or school reports, information from teachers, academic ability, emotional development, friendship groups and, if applicable, family membership.



Community Facilities

Various youth clubs are held throughout the year under the auspices of the community education service. The school accommodation available for letting purposes includes an assembly hall and a gym hall. Additionally, there is a football pitch adjoining the playground.

To arrange a let, please contact:

Community Facilities Section
Coatbridge Community Centre
9 Old Monkland Road
Coatbridge
ML5 5EA

Tel: 01236 632778

Fax: 01698 302138

Our Lady's High School, Cumbernauld

Pupils normally transfer to Our Lady's High School between the ages of eleven and twelve. Parents will be invited to a presentation by High School staff prior to their child's transfer.

Contact Details

Head Teacher: Mr Daniel McNulty

Our Lady's High School
Dowanfield Road
Cumbernauld
G67 1LA

Tel: 01236 757688

Fax: 01236 725090



Teaching Staff

The promoted post structure is:

Head Teacher Mrs Sheelah McKinney

Principal Teacher Mrs Colette Johnston

Acting Principal Teacher Mrs Shirley Boyce

Staff List

Miss S. Reid P.1

Mrs K. Corrigan/
Mrs C. Johnston P.2/1

Mrs N. Pacitti P.2

Mrs A. M. Graham/
Mrs M. Connolly P.3

Mrs M.C. MacLeod P.4

Miss L. McEleney P.5

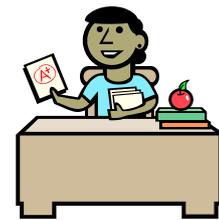
Mr D. McIntosh P.6

Mrs S. Boyce P.7

Mrs L. Haughey P.7

Mrs C. Johnston Support for Learning
Mrs S. Boyce

Mr J. Millar Instrumental Tuition
Total (Teaching Staff): 11



Ancillary Staff

Mrs M. Marshall	Senior Clerical Assistant
Mrs K. Grier	Clerical Assistant
Mrs M. Hogg	Classroom Assistant
Mrs M. Eadie	Classroom Assistant
Mr D. McAleer	Classroom Assistant
Mrs M. Hyland	Additional Support Needs Assistant
Mrs S. McLaughlin	Additional Support Needs Assistant

Janitor

Mr C. Feeney

Cleaning Staff

Mrs J. Beattie	Cleaning Supervisor
Mrs M. Smith	
Mrs P. Scullion	
Mrs G. Joss	

Catering Staff

Mrs C. Young	Catering Supervisor
Mrs M. McGowan	Mrs A. M. Harra

School Holiday List**August 2015 - June 2016**

August 2016	
Monday 15 th August: INSET Day	Children do not attend
Tuesday 16 th August: INSET Day	
Wednesday 17th August	Children return to school
September 2016	
Thursday 22 nd September	School closes: 3pm
Tuesday 27 th September	School re-opens: 9am
October 2016	
Friday 14 th October	School closes: 3pm
Monday 24 th October	School re-opens: 9am
November 2016	
Monday 21 st November INSET Day	Children do not attend
Christmas 2016	
Friday 23 rd December	School closes: 2.30pm
Monday 9 th January	School re-opens: 9am
February 2017	
Friday 10 th February	School closes: 3pm
Wednesday 15 th February: INSET Day	Children do not attend
Thursday 16 th February	School re-opens: 9am
Easter 2017	
Friday 31 st March	School closes
Tuesday 18 th April	School re-opens: 9am
Easter/Spring Break	
Friday 1 st April	School closes
Monday 18 th April	School re-opens: 9am
May 2017	
Monday 1 st May	May Day
Thursday 4 th May: INSET Day	Children do not attend
Thursday 25 th May	School closes: 3pm
Tuesday 30 th May	School re-opens: 9am
June 2017	
Wednesday 28 th June	School closes: 1pm

* Good Friday is 14th April and Easter Sunday is 16th April

Please note: pupils taking holidays outwith the above times will be marked as unauthorized absences - other than exceptional circumstances.

Parents must put requests in writing to the school.

Enrolment

A child should be registered for primary school in August if he/she will have reached his/her fifth birthday on or before the last day of February the following year. Enrolment dates are published in the local press, school newsletter, as adverts in local shops and in the Church bulletin.

Enrolment for Primary One takes place in January.

Parents should bring their child and the child's **Birth and Baptism certificates along with a Council Tax bill.**

Details of our Pre-school entry programme will be given to parents on the Enrolment Day.

Pupils arriving during the School Term

The Head Teacher may be phoned or called upon at any time for information regarding enrolment at other stages or at any time of the year. Parents considering enrolment are welcome to visit the school to view the building and discuss any issues with the Head Teacher.



Equal Opportunities

The school is committed to assessing all policies and practices to ensure there is no negative impact on any group of people. The school endorses the Authority's Race Equality Policy.

To assist in this process, we will:

- Welcome everyone irrespective of disability, race, gender or religion, promoting a culture of inclusion and tolerance within our school.
- Attempt to ensure that the resources used in the school reflect a multi-racial society and are free of gender bias.
- Ensure that all pupils receive a fair and equitable distribution of resources, both human and material.
- Encourage pupils' awareness of equal opportunities.
- Reflect an ethos of equal opportunity within school procedures.

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/publication/technical-guidance-schools-scotland>

Curriculum for Excellence: 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 curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

Expressive Arts	Religious and Moral Education
Health and Well Being	Sciences
Languages (literacy)	Social Studies
Mathematics (numeracy)	Technologies

Importantly, literacy, numeracy and health and wellbeing are given added importance within the curriculum because they are so vital in everyday life. All teachers have responsibility to teach literacy and numeracy. Learning, including literacy, numeracy and health and wellbeing takes place both indoors and outdoors. We include opportunities for children to contribute to learning plans and we factor in elements of pupil choice in how and where learning will take place.

Children have opportunities to learn skills for learning, life and work through well-planned themes which are supported by a range of partnerships. We regularly ask parents to share their life/work skills with the children and we also ask them for suggestions for relevant topics and areas for development as part of our Improvement Plan. Parents are consulted annually on the service we provide.

Learning is divided into two phases.

The Broad Education (BGE) is from nursery to the end of Secondary School Year 3.

Learning is divided into levels.

The levels are as follows:-

LEVEL	STAGE
Early	The pre-school years and P1 or later for some
First	To the end of P.4 but earlier or later for some
Second	To the end of P7, 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?

Children's progress is assessed regularly by teachers. Teachers and children engage in learning discussions which are age appropriate so that children know what steps they need to take to improve.

As a school we enjoy celebrating children's academic success and personal achievement. Great work, effort and excellence is acknowledged at regular Award Assemblies.

At high school the following assessments are in place:

- 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 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.

Further information on Curriculum for Excellence can be found on the Education Scotland website: www.educationscotland.gov.uk

St. Barbara's: Curriculum for Excellence



A Curriculum for Excellence has been developed as a result of the National Debate on Education in 2002. A National Initiative, it has been introduced in schools throughout Scotland.

At the heart of A Curriculum for Excellence is the principle that through planning we should create learning opportunities which will enable children to become:

- Successful Learners
- Effective Contributors
- Confident Individuals
- Responsible Citizens

Literacy, Numeracy, Health and Well-being underpin our curriculum. This session we are also focusing on Numeracy, Sciences, Music and interdisciplinary learning.

We aim to give our children the best possible learning experiences. We focus on 'how much' and 'how well' our children have learned by providing relevant contexts for learning, giving children opportunities to practise the skills they have learned across the curriculum. Through planning, we make links across the curriculum encouraging the children to engage in interdisciplinary projects.

Recognizing that no two schools are the same, one aim of Curriculum for Excellence is to give Head Teachers and staff more autonomy in planning learning experiences to meet the needs of the children within the context of their own school.

Emphasis is also placed on making connections across the curriculum and encouraging the transfer of skills to avoid unnecessary repetition.

Parents are encouraged to support their children's learning. To assist, we run a number of parental workshops during the year including a workshop designed to help parents to understand our approach to Literacy and Numeracy specifically at Early Level (P.1 stage), including homework tasks. We build on this at First and Second levels, illustrating progression within the curriculum and tips on how parents can help their children at home.

Relationships and Moral Education form part of our Religious Education programme, 'This Is Our Faith.' Where topics are of a sensitive nature, parents are invited to attend an information evening prior to any lessons being taught in school. God's Loving Plan is the core programme for Relationships and Moral Education and it is directly linked to This is Our Faith.

The Health and Wellbeing programme includes lessons on drugs and alcohol for our older children.

Information about current curriculum themes is included in monthly newsletters. Parents can also access curricular information via the Education Scotland website and also through the 'Parent Zone' section:

- www.educationscotland.gov.uk/
- www.educationscotland.gov.uk/parentzone/

We regularly organize educational visits associated with learning contexts. Among others, there have been recent visits to Glasgow Science Centre, Motherwell Heritage Centre, Summerlee Heritage Centre, Drumpellier Park and to Gartcosh Nature Reserve. Each session we embark on a project in association with the schools in Our Lady's High School cluster. This session the focus will be on all of the Primary 7 children in the cluster who will work creating a model of a sustainable housing development for refugees.

Each session all of our children enjoy Enterprise Education. As well as making items to be sold, they entertain family and friends with concerts, recitals, host coffee mornings and participate in a wide range of community events.

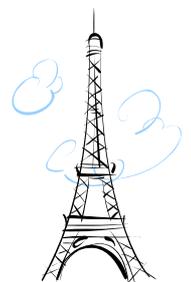
Many of our children attend our many after-schools clubs which are run by teachers and parents. Recently we have had athletics, Fundamentals, arts and crafts clubs; in term three we will extend these.

Our P.7 children get the opportunity to attend a residential visit to NLC's outdoor learning centre in Kilbowie, near Oban. This is always a terrific and very rewarding experience for the children - and it is talked about throughout the year!

Children participate in many sporting activities outwith the school throughout the year, including: SFA coaching, rugby, hockey, football tournaments, tennis, dancing, the Primary Games and many more!

We encourage our children to have a meaningful voice within the school. Consequently, all of our children are represented in Pupil Voice groups which include the Pupil Council; Charity Committee; Health Committee; Eco Committee; Junior Road Safety Officers; Comenius Committee (for International Education) and many more.

St. Barbara's staff and children work closely with a number of European schools. Five years ago we were delighted to win the prestigious International School Award - the first school in North Lanarkshire to do so. In May 2014, children from Primary 6 - Primary 7 visited Paris. This was our second European visit. The trip included a tour of the Stade de France, a cruise along the Seine, a visit to the Eiffel Tower and a tour of Paris culminating in a day in Disneyland Resort, Paris. The children are intending to visit again in June 2016.



Transition Information

We have a detailed transition programme for children who will be joining the school at Primary 1 which is delivered in conjunction with our three main local nursery centres: Jigsaw Nursery, Lochview Nursery and Snowdrop Nursery.

Within the school, teachers complete detailed information at the end of each year which is then passed to the receiving teacher.

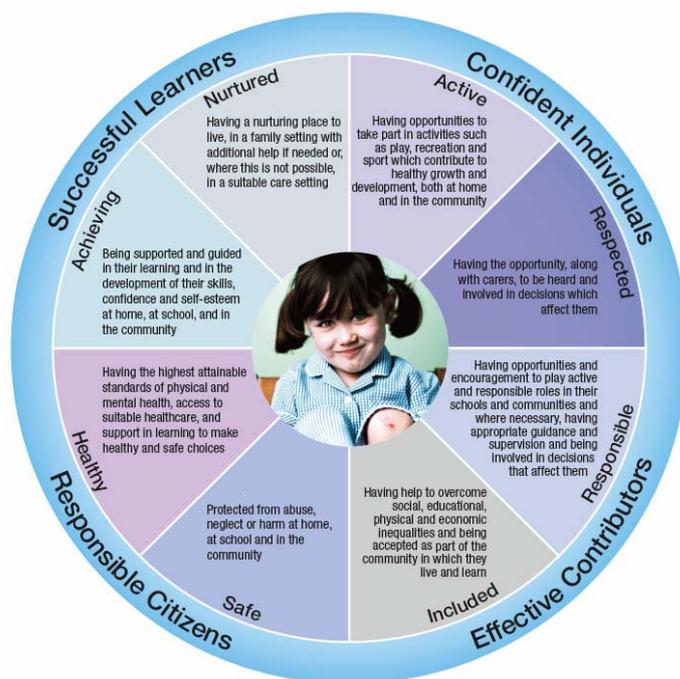
Our Primary 6 children benefit from a full day visit to Our Lady's High School where they follow the high school programme for the day.

At the Primary 7 stage, the children enjoy regular learning blocks from the high school staff. They visit OLHS for two days and participate in an inter-house sporting competition. They visit the NLC Confucius Hub within the school and enjoy learning some Mandarin.

Additional Support Needs

St. Barbara's 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.



It is school policy to continually monitor pupils' progress to alert staff to possible difficulties. In line with North Lanarkshire Policy, we operate a system of staged intervention to support the children. Support may be required as a result of a concern in respect of one or more categories which you can see in the diagram above.

Staged Intervention

Level 1

Where a child has been identified in need of support, the area of difficulty will be specified and discussed with the teacher, Head Teacher, parents and the child - where appropriate. Initial support will be planned and provided for internally within the classroom setting.

Level 2

Where more targeted support is required, this will again be provided internally within the school. This might involve additional support from our Support for Learning staff. Some children requiring support for learning or who have emotional difficulties will have an Additional Support Plan (A.S.P.) which will set out short and long term targets to be addressed. This will be done in consultation with parents and plans will be reviewed termly.

Level 3

Sometimes children need support which is provided by education services but comes from outwith the school. In this case, support could be provided from Psychological Services.

Level 4

External support involving multi agencies (e.g. Health, Social Work and/or voluntary services etc.) will be organized where a need is identified. In this instance a detailed Co-ordinated Support Plan (C.S.P.) may be drawn up. This will also be done in full consultation with parents.

Our Support for Learning Policy enables us to identify both more able and less able children who will be challenged or supported according to their needs.

Support will be provided for children for whom English is a second language.

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.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional support needs or requires a Co-ordinated Support Plan. Please contact the Head Teacher in the first instance. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

Planning

Additional Support Plans (ASPs) enable staff to plan for children 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.

In the first instance, parents should contact the Head Teacher who will be happy to assist.

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 the 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 or the content of it, you may be able to refer to the Tribunal.

School Improvement

We aspire to be an excellent, active learning community focused on continuous improvement. We take pride in the high quality teaching and learning experiences we plan for our children and in our commitment to the care and welfare of each child in our care. We are committed to meeting the needs of each child within a supportive and challenging environment. We treat all of our children fairly and equally and, as a Catholic school, we respect the dignity accorded to each human person.

We value our staff, our partnership with parents and carers, our Parish Priest, our local Nursery Centres and all those in the wider community of St. Barbara's. We value the opinions of our children and try to involve them meaningfully in respect of school improvement.



School Improvement Priorities

School Improvement

There are three priorities on the School Improvement Plan which was agreed in May 2015. They are:

1. Through well-planned outdoor activities and learning experiences the children will develop skills of enquiry, critical thinking and reflection necessary for them to meet the social, economic and environmental challenges of life in the 21st century. The children will develop an understanding of the natural world taking account of Scotland's built heritage, our culture and society while encouraging lifelong involvement and activity in Scotland's outdoors and beyond.
2. The second is a review of the school's vision and values. We last reviewed our vision and values in Session 2008/2009. The purpose is to agree a set of values and principles around which we will build our curriculum rationale. This will involve a contribution from all stakeholders: parents, children, staff and partners.
The intended impact of developing this priority will be a shared vision for and to learning; the development of curricular learning themes which would

link to the unique context of our school; the fostering of a 'growth mindset' among children with the aim of encouraging perseverance and self-belief while maintaining a focus on meeting children's needs with specific reference to the GIRFEC¹ agenda.

3. The third priority is a focus on progression in knowledge, understanding and skills within children's learning. We intend to look at these in relation to children's progress at every level/stage of development within school and, ultimately, across the cluster.

The intended impact of this priority is the development of a coherent, progressive and relevant learning pathway which will be shared across the cluster.

¹ Getting it right for every child

In the past year the children have continued to follow North Lanarkshire's Literacy Programme. At Early Level (P.1) and First Levels (P.2-3) the children read several short books each week which reinforce common words. During the course of P.3 they move onto short novels and this continues throughout the remaining years in primary school.

In numeracy groups of children have been working to demonstrate that they can apply a new skill and new knowledge in a more unfamiliar context. Examples include: some classes have applied their knowledge and skills in numeracy and ICT to cost family holidays - indeed some families used their child's research to actually book their trips! Other classes have studied the layout and management thinking behind the organization of supermarkets in order to tempt buyers. They have also researched the 'Buy one, get one free' offers to ascertain if shoppers are getting a bargain. We also held a very successful Financial Education fortnight to give children opportunities to practise their use and understanding of money. Through these activities, children are developing skills for learning, life and work - which will be useful for many years to come.

We continually review our Health and Wellbeing programme to ensure that it is relevant, coherent and progressive. This session we have had a number of invited guests and parents to speak to the children on areas of health and wellbeing linked to their personal expertise.

¹ Getting it right for every child

Each year we hold a Health Week. Events include sporting taster sessions, healthy food taster sessions, Sports Day etc.

This session we have had a considerable focus on sustainability. Some senior pupils have researched sustainable development across renewable energy, fashion, transport, housing and food and produced leaflets for all to consult. Other pupils have focused on wildlife and animals which are on the verge of extinction due to human behaviour. They have also researched their own and their families' carbon footprint to ascertain the impact of our daily life on the planet. This was very topical and it linked to the recent summit on climate change.

This year with the help of parents, pupils and staff we have introduced a house system. Everyone contributed to naming the houses which are: St. Andrew, St. Bernadette, St. Lucy and St. Francis.

We had our first inter-house competition - a quiz - recently and the honours went to St. Lucy! Additionally pupils can win/lose points throughout the year for their house. A winning house will be announced at the end of the year with a special treat for all members.

We are currently working with all parents, children and staff to update our Vision and Values statement which includes writing a strapline for the school which is meaningful and relevant to learning.

We have now implemented God's Loving Plan which is linked to the overarching religious Education programme, 'This is Our Faith.' God's Loving Plan is used to teach Relationships and Moral Education.

School Improvement: Three-Year Plan

While these priorities have not yet been finalized, we intend to focus on:

- Assessment
- Skills for learning and life
- Literacy and Numeracy

Homework

Homework will be given to all pupils in line with the school homework policy. Pupils will keep a record of planned homework activities in a diary provided by the school. Parents are asked to check this nightly and sign it where appropriate. Taking an interest in your child's homework is a great motivator as children enjoy feedback on their progress from interested adults.



Homework is not always written. It might include reading, practising tables, research on a specific topic, preparing a talk etc.

If a child is experiencing difficulty or is taking a great deal of time to complete a task, parents should indicate this in the homework diary or in a letter to the teacher and the problem will be addressed.

The curriculum should be accessible to all pupils. Where support is needed to achieve this, we will follow the guidelines indicated in the Additional Support Needs section above.

Your encouragement towards homework is very important and will help to ensure that your child has the proper attitude towards it. Our homework policy was reviewed with parents and staff earlier this year and you will receive a copy of it.

Home/School Links

It is a major aim of the school that an 'open door' policy should be encouraged. An early communication that a problem exists is of great assistance in ensuring that children benefit fully from their time in school. Parents should therefore contact us whenever difficulties or problems arise, whatever their nature. We will treat all matters in the strictest confidence.

Regular newsletters will keep parents up-to-date with events in the life of the school. An annual timetable will be distributed at the beginning of each year with updates during the year.

Reporting to Parents/Guardians

You will receive termly information in respect of your child's progress within school:

Term 1: a written Interim Report

Term 2: a formal Parents' Evening when you meet with your child's teacher

Term 3: a second formal Parents' Evening

Term 4: a final written report

Following each written report both you and your child will be asked to comment on the report and on the progress made to date.

If you have a concern about your child outwith these reporting times, please do not hesitate to contact the Head Teacher.

Parent/Teacher Association

We are very fortunate to have an active Parents' Association who fundraise tirelessly to support all of the children in the school.



School Community Links

In St. Barbara's we are keen for our children to participate in all aspects of the local and wider community as this helps to promote a sense of citizenship. We have developed close links with the school nurse, community police and the fire service.

Our children participate in local competitions and activities. At Christmas they undertake Christmas Enterprise activities and participate in the Christmas Fayre to which everyone in the local community is invited. The children perform a Christmas Nativity Play and concert - again parents, relatives and friends are invited to attend.

The school choir participates in a joint St. Barbara's Church/School Christmas Concert. This year the children's choir sang with the Diocesan Choir to celebrate the unveiling by the Bishop of a new mosaic which was created for the church.

Throughout the year the children are involved in fund-raising activities. Their achievements are publicized in the local press.

We maintain close links with our feeder nursery schools and children from each are invited to attend concerts and shows throughout the session.

Church Links

St. Barbara's is a Catholic School and we are very fortunate to have strong links with our local parish and with our Parish Priest, Fr. Campbell. Fr. Campbell actively supports our community of Faith and Learning, visiting the school very regularly.

Within the curriculum, the children learn and say prayers daily. They attend First Friday Mass each month and participate in a variety of prayer services: Lenten, Easter, Advent and Christmas services throughout the year.

In conjunction with parents, church and school, the children are prepared to receive the Sacraments at appropriate times:

Sacrament of Reconciliation - during Primary 3

Sacrament of Holy Communion - during Primary 4

Sacrament of Confirmation - during Primary 6 or Primary 7

We have children from a number of faith backgrounds. Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognized 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 authorized absentee in the register.

As part of the R.E. curriculum relating to 'This is Our Faith' and 'God's Loving Plan,' the Primary 6 and 7 children will have lessons in puberty and in sex education. Prior to lessons taking place in school, parents will be invited to attend an information meeting.

Parents/Guardians may request the withdrawal of their children during religious lessons. Such requests should be put in writing for the attention of the Head Teacher.

The Charter for Catholic Schools is included in Appendix 1.



Extra Curricular Activities

We offer a range of after-school activities which vary from year to year. Last year children participated in football, crafts, choir, art and craft, outdoor learning, cycling, cookery, cross-country, 'Fundamentals' and athletics clubs.



Our Primary 7 children assume a number of leadership roles within the school, including organizing and running lunchtime clubs for younger children. These clubs enable many children to attend a club who might not otherwise be able to do so due to travel/childcare issues. Clubs include: dancing, cheerleading, magic, animal welfare, art and potted sports. Each club usually runs for about six weeks at a time. In the past parents have taught dance and yoga to the children. If you have any talents (hidden or otherwise!) which you would be willing to share with the children, please contact the Head Teacher.

P.7 children are given the opportunity to attend a residential course in Kilbowie, near Oban.

In Primary 5, the children have swimming lessons and 'dry-side' activities which are held in the Tryst Leisure Centre in Cumbernauld .

We organize a variety of educational outings to support the current curricular themes. These include visits to the Scottish Parliament; the Civic Centre in Motherwell; Summerlee Heritage Centre; Drumpellier Park and many more.

Instrumental tuition is provided weekly by Mr John Miller.

Pupils are auditioned at the start of the year. Pupils may be required to hire an instrument.



We have two gymnasia in school and a football pitch for the children to use.

Please note: Parents wishing to participate in after school hours activities must go through the 'Protecting Vulnerable Groups' procedure. This was formerly known as the 'Disclosure Process.'

Freedom of Information

The Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information from 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.

Data Protection

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.

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 school's 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.

The Child Protection Co-ordinator is: Sheelah McKinney

Telephone Number: 01236 794840

School Discipline

The school follows a policy of promoting positive behaviour in its pupils. Good work and behaviour are encouraged by recognizing and rewarding this - at both class and school level - through the use of a variety of individual, group and class rewards.

The relationship between teacher and child is similar to that of a parent and child, requiring mutual consideration and trust. An acceptable code of behaviour is necessary to ensure the safety of all members of the school community and to ensure a calm, secure environment which is conducive to learning.

Our promoting Positive Behaviour Policy was agreed in consultation with all members of our school community. You will be given a copy of this. Experience has demonstrated that working collaboratively with parents and carers is the most effective way of addressing and resolving any behavioural concerns in school.

We use Restorative Practices in school to encourage children to reflect on different behaviours; to consider other people's perspectives and to seek solutions where needed. Some of our older children have been trained in Peer Mediation. This enables them to help to resolve difficulties among younger children.

Bullying

The school has a strict anti-bullying stance. Issues connected to anti-bullying are addressed during school assemblies, during Health and Well-being class and in each individual class. Anti-bullying material is displayed in school and we have an 'Anti-Bullying Box' where children can leave notes if they are concerned about bullying.

With the advent of social networking sites and of course, mobile phones, bullying can take many forms. We will listen to and support pupils who are having difficulty. Children are reminded that everyone has a role to play in preventing bullying. We have an anti-bullying policy which is available for everyone.

Attendance at School

Section 30 of the 1980 Education Act lays 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. 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 first day of absence. Failure to do so will result in 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/carers are asked to inform the school by letter or by 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.

It should be emphasised that the school attendance officer investigates unexplained absence and that the authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the Children's Hearing, if necessary.

Where attendance falls below a certain percentage, it is school policy to issue an attendance letter accompanied by a copy of a child's individual attendance statistics to parents/carers. Parents/carers will be invited to a meeting with the Head Teacher to discuss attendance with a focus on supporting the child's attendance at school.

Where absence continues to be an issue, further letters will be sent and visits from the School Attendance Officer requested.

Clothing and Uniform

All North Lanarkshire schools must have a dress code which encourages pupils 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 damage on other pupils or to be used by others to do so.

Parents in receipt of a grant for footwear and clothing 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 are at the discretion of the Executive Director of Learning & 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 & Support Allowance (income related), housing benefit, and 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 might be deemed to be a serious challenge to the head teacher's authority and 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.



Uniform

We take a great pride in our very smart school uniform. Wearing their uniform gives all of our children a great sense of belonging and pride in their school and they are encouraged to wear full uniform each day.

Our school uniform is grey in colour. It comprises:

Boys: grey school trousers; white shirt; white polo shirt (P.E.); school tie

Girls: grey school skirt/pinafore/school trousers; white blouse; white polo shirt (P.E.); school tie

Knitwear (boys/girls): grey jumper; grey cardigan; grey tank top

Shoes: Children are required to wear soft indoor shoes for P.E.

P.E. Kit: P.E. kit comprises shorts, white polo shirt or T-shirt and children's indoor shoes

Please note: no football colours are permitted.

School Tie: our P.7 children wear a special tie. These ties are given to the children as a gift as they leave P.6 in preparation for their P.7 year.

Items of uniform may be purchased, if desired, from the school office. Order forms for new P.1 children are available at both Induction days.

We have burgundy outdoor jackets which are available for purchase, again if desired.

Meals

Our school cafeteria is available during lunch break for main meals, snacks and drinks. Accommodation is provided for children wishing to bring a packed lunch. Children are supervised by our support staff and, when possible, a member of the management team.

All meals are cooked on the premises and follow Healthy Eating guidelines designed to provide pupils with the healthiest of options and remove junk food from the diet.

A cashless system is in operation. Children are issued with cards and those in Primaries 4-7 can top up their cards as required. As of January 2015 all P.1-P.3 pupils are entitled to a free school meal. Their cards are topped up automatically - as are the cards of children who are in receipt of free school meals.

We encourage all members of our school community to eat healthily. We work hard to ensure that our children are aware of their choice of food and drink. Our Eco and Health teams work hard throughout the year to promote healthy eating and healthy/active lifestyles.

Special Diets

Diets required as a result of a medical condition (a medically prescribed diet e.g. Coeliac disease, diabetes, food allergy or intolerance) can be provided in school.

A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed 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 Facility Support Services.

Children of parents receiving Income Support, Universal Credit, Job Seekers Allowance (income based), Employment & 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 & Support Allowance (income related), universal credit, housing benefit, council tax rebate.

Only primary 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.

Packed Lunches

Children are welcome to bring a packed lunch to school. Packed lunches are taken in the cafeteria also and children can sit with their friends.

Please note: children should not bring glass bottles/containers to school for health and safety reasons.

ST. BARBARA'S IS A...NUT FREE ZONE !!!!

Several of our children have severe allergies to nuts. We would be very grateful if children were not given nuts for snacks in school. Thank you.



Transport

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 the 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.

Medical and Health Care

Throughout their primary school years, the children will have routine medical (eyesight, hearing etc.) and dental inspections. Parents will be informed of any diagnosed problems.

Where dental treatment is necessary, parents will be informed and advised that they have the option of using the school dental service or private practitioner.

Parents who have a child with a special medical condition/special medical requirement should contact the Head Teacher with regard to the necessary steps to be taken in the event of illness.

Parents who are worried about any health problem involving their child should contact the school.

Hospital Education

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, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

First Aid and Emergency Contact Numbers

Three members of our staff have been trained in First Aid. Bumps and bruises are regular occurrences during playground games; however, if a child has an accident, a significant head bump or is taken ill at school, parents will be contacted. If a parent is not available an emergency contact number will be used from the list provided by parents.

It is essential that the school has two names, addresses and telephone numbers for emergency contacts for each pupil.

Please remember to inform the school if you or a named contact changes your mobile number.

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 and on local radio, on North Lanarkshire Council's website and Twitter.



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

A new Parent Council is formed every three years. The most recent council was established in November 2015. Parents are asked to volunteer to serve on the Council. Where the number of volunteers exceeds the number of places available, an election will take place.

There are currently six parent members on the council and their details can be found below. The Church representative is Mrs Ellen Lennon. Mrs Johnston, our Principal Teacher, is a co-opted member. The Head Teacher is the professional advisor to the Parent Council and has a right and a duty to attend meetings.

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.

**St. Barbara's Parent Council
Parent Representatives**

Name	Role
Mrs Helen Mackenzie	Chair
Mrs Bernice McNamara	Vice-Chair
Mrs Katrina Patterson	Clerk
Mrs Elizabeth Guy	Parent Member
Mrs Ruth Jones	Parent Member
Ms Mary Frances Dolan	Parent Member

Playground Supervision

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

The Janitor, three Classroom Assistants and our two Additional Support Needs Assistants are responsible for playground supervision. A member of the SMT will also be present when possible.

During wet intervals, the children will remain seated in their classrooms with an appropriate activity. Primary 7 children act as classroom monitors with an adult

presence provided by the Janitor, three Classroom Assistants and a member of the SMT when possible - moving between rooms.

Children with specific educational needs will be supported by our Additional Support Needs Assistants where appropriate.

Placing Requests

You have the right to make a placing request for your child to be educated in a school other than the local 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 details and procedures are 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, 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 School to Secondary School

Pupils normally transfer between the ages of 11 $\frac{1}{2}$ and 12 $\frac{1}{2}$ 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.

Children from St. Barbara's Primary School normally transfer to Our Lady's High School, Cumbernauld.

Parents are actively involved in the transition process and you will be invited to attend information sessions in the Primary and Secondary schools.

Contact Details

Our Lady's High School
Dowanfield Road
Cumbernauld
G67 1LA



Tel: 01236 757688

Fax: 01236 725090

Head Teacher: Mr Daniel McNulty

Useful Names and Addresses

Learning and Leisure Services	Community Learning & Development Office
Municipal Buildings Kildonan Street Coatbridge ML5 3BT	Municipal Buildings Kildonan Street Coatbridge ML5 3BT
Tel: 01236 812222	Tel: 01236 812222
Chief Executive Office	Continuous Improvement Officers
Civic Centre Windmillhill Street Motherwell ML1 1AB	Irene Pandolfi 01236 812222
Tel: 01698 302222	

Local Councillors

Name	Contact Details	Telephone
William Hogg	Civic Centre	01698 302365
Frances McGlinchey	Windmillhill Street	
John McLaren	Motherwell	
Brian Wallace	ML1 1AB	

Support for Learning: Additional Support Needs - Manager

Name	Address	Telephone
Helen Delaney	Cumbernauld/Kilsyth Area Municipal Buildings Kildonan Street Coatbridge ML5 3BT	Tel: 01236 632363

Please note: Helen Delaney may be contacted directly or through the school.

Useful Names and Addresses continued

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 123 2303

info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

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

Resolve

0131 222 2456 (Independent Adjudicator)

Scottish Independent Advocacy Alliance

London House

20-22 East London Street

Edinburgh

EH7 4BQ

0131 556 6443

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Europa Building

450 Argyle Street

Glasgow

G2 8LH

Helpline: 0845 120 2906

Fax: 0141 242 0141

Useful Names and Addresses continued

NHS Lanarkshire

Cumbernauld
Kildrum Health Centre
Tel: 01236 721354

Social Work

Cumbernauld/Chryston
Bron Way
Town Centre
Cumbernauld
G67 1Dz

Tel: 01236 638700

Glossary of Specialist Terms

A.S.N.	Additional Support Needs
A.S.N.A.	Additional Support Needs Assistant
A.S.P.	Additional Support Plan
Cluster	The primary schools linked to a specific high school
C.S.P.	Co-ordinated Support Plan
SMT	Senior Management Team

Conclusion

Although this information is correct 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 certain parents in December each year. It details the current policies and practices of both the council and the school.

Appendix 1

- **SMT Remits**
- **Charter for Catholic Schools**



St. Barbara's Primary School SMT Remits



Category	Head Teacher	Principal Teacher
	Overall responsibility	
Leadership		
Leadership, management and strategic direction	<ul style="list-style-type: none"> ➤ School Improvement Plan ➤ School Improvement Report ➤ Articulate shared vision for the school ➤ Embed self-evaluation ➤ Delegate and support to develop leadership throughout the school ➤ Cluster liaison ➤ PRD ➤ Developing teamwork/effective remits ➤ Effective communication ➤ OSHL 	<ul style="list-style-type: none"> ➤ Deputize for HT ➤ CPD Co-ordinator ➤ Staff Training Budget ➤ Co-operative Learning Co-ordinator ➤ Self-evaluation ➤ PRD ➤ Staff Development Discussions ➤ Mentor to Probationer teachers ➤ Student placements/work experience ➤ OSHL
Successes and Achievements		
Key Performance Outcomes Impact on Learners	<ul style="list-style-type: none"> ➤ Monitoring and tracking of individual pupil progress ➤ Monitoring of F. Plans ➤ Monitoring of impact of self-evaluation ➤ Monitoring of learning and teaching ➤ Jotter monitoring ➤ Target Setting ➤ Promote and embed active learning 	<ul style="list-style-type: none"> ➤ Monitoring and tracking of individual pupil progress ➤ Monitoring of F. Plans ➤ Jotter monitoring ➤ Promote and embed active learning
Engaging with Parents/Carers and wider community	<ul style="list-style-type: none"> ➤ Opportunities for consultation ➤ Parish Links ➤ Links with the local community ➤ Primary/Secondary liaison ➤ Nursery/Primary liaison ➤ Liaison with external agencies ➤ Parent Council ➤ PTA (rotation) 	<ul style="list-style-type: none"> ➤ Parish Links ➤ Links with the local community ➤ Liaison with external agencies ➤ Parent Council ➤ PTA (rotation)



St. Barbara's Primary School SMT Remits

Category	Head Teacher	Principal Teacher
	Overall responsibility	
Delivery of Education		
The Curriculum	<ul style="list-style-type: none"> ➤ Curriculum design ➤ Overview of Active Literacy and Active Numeracy ➤ Timetabling to support delivery of the curriculum ➤ Resourcing to support effective delivery of the curriculum ➤ Embed AifL ➤ Plan for effective transition ➤ Sacramental Preparation 	<ul style="list-style-type: none"> ➤ Teach assigned class as required ➤ Joint responsibility for ICT ➤ Sacramental Preparation
Care, Welfare and Development	<ul style="list-style-type: none"> ➤ Child Protection Co-ordinator ➤ Support for Learning ➤ Overview of CSPs/ASPs ➤ Liaison with parents/carers/external agencies ➤ Pastoral Care ➤ Promoting Positive Behaviour ➤ Monitoring behaviour ➤ Monitor attendance ➤ Assemblies 	<ul style="list-style-type: none"> ➤ Support for Learning ➤ Liaison with parents/carers/external agencies ➤ Co-ordinate Restorative Practices ➤ Pastoral Care ➤ Buddy Programme (liaise with nursery) ➤ Promoting Positive Behaviour ➤ Monitoring behaviour ➤ Assemblies
Policy Development and Planning	<ul style="list-style-type: none"> ➤ Monitor current policies ➤ Provide opportunities to enable all stakeholders to participate in policy and planning 	<ul style="list-style-type: none"> ➤ Monitor current policies
Management and Support of Staff	<ul style="list-style-type: none"> ➤ Promote and foster positive ethos, trust and relationships ➤ Recruitment of staff ➤ Deployment of staff ➤ Care and welfare of staff 	<ul style="list-style-type: none"> ➤ Promote and foster positive ethos, trust and relationships ➤ Recruitment of staff ➤ Organize staff training
Partnerships and Resources	<ul style="list-style-type: none"> ➤ Effective management of finances to support learning ➤ Organization of resources ➤ Use of information to inform next steps ➤ Manage Health and Safety 	<ul style="list-style-type: none"> ➤ Management of Staff Training budget ➤ Organization of resources ➤ Use of information to inform next steps

SCOTTISH CATHOLIC EDUCATION SERVICE



A CHARTER for CATHOLIC SCHOOLS in SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the
- development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

