



St Edward's Primary School & Nursery Class



Handbook 2016



“Children First”



CONTENTS PAGE

- 1a. North Lanarkshire Motto and pledge.
- 1b. St. Edward's Pr. School motto and aims.
2. School Information.
3. Teaching Staff.
4. School Hours
5. The School Year
6. Transfer/Enrolment
7. Equal Opportunities.
8. Curriculum for Excellence.
9. Additional Support Needs
10. The Improvement Plan
11. Homework
- 12/13. Spiritual, Social, Moral and Cultural Values
14. Extra-curricular Activities
15. Freedom of Information
16. Data Protection
17. Child Protection
18. School Discipline
19. Home/School Links
20. Attendance at school
21. Clothing and Uniform
22. Meals
23. Transport
24. Medical and Health Care
25. Information in Emergencies
26. The Parent Forum
27. Supervision in Non-Class Times
28. Placing Requests
29. Transfer from Primary School to Secondary
30. Name and addresses
31. Specialist Terms
32. Qualifying Statement

North Lanarkshire Council

- 1a. The Education Department takes as its motto
'Service and People First' and pledges to do this by:
- ◆ improving 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 value of all
 - ◆ giving pupils and staff a safe, happy and attractive place to work



St. Edward's Primary School

1b. The Motto of the School is 'Children First'

In St Edward's the children are our highest priority and their wellbeing and academic achievement are central to every initiative undertaken within the school. We continuously seek to improve the education provided for them and encourage their participation and involvement in every area of development.

The Aims of Primary Education

The aims of primary education are to provide for all pupils a quality education with a curriculum which is appropriate to their needs in accordance with Curriculum for Excellence and all national and North Lanarkshire guidelines. Equality of opportunity for all must have a high priority to ensure intellectual, social and spiritual development.

"We are a community of faith in St. Edward's Primary and regard our role in the lives of the pupils, their families and the parishes we serve, as one of great importance and privilege. We promote fairness, equality and tolerance and strive to develop our children's skills and abilities to their highest potential in an ethos of happiness and mutual respect. We teach, by example, respect for others regardless of creed, colour, ability or gender. We work towards creating a community of faith and love and we regard this as a tremendous responsibility. We aim to endorse N.L.C.'s motto of 'Service and People First' and to strive to improve on previous best. Our motto is 'Children First'. The parents who have entrusted their children to us can be confident that all efforts are made to develop each child to his/her potential in a caring Catholic environment".

The Aims of the School

In St Edward's Primary School we aim:-

To uphold the Charter for Catholic Schools

To promote successful learners by

- providing a broad curriculum
- employing a wide range of teaching strategies
- setting clear targets
- providing a range of stimulating and relevant materials / resources
- offering personal choice
- creating opportunities for different learning styles
- making learning fun

To foster confident individuals by

- setting achievable targets
- creating a secure environment
- promoting positive behaviour
- ensuring equal opportunity for all pupils
- creating an inclusive community and celebrating diversity
- recognising talents and achievements throughout the school
- providing pupils with an opportunity to perform before an audience

To develop responsible citizens by

- encouraging pupils to take responsibility for their own learning
- raising their awareness to the impact of their actions on the environment and on other people
- fostering self-respect and respect for others
- being involved in the decision making of the school through pupil councils, eco / health committee.
- involvement in the local community
- developing an understanding of other faiths and cultures

To encourage effective contributors by

- developing thinking skills
- using cooperative learning techniques
- involvement in enterprise activities
- developing team work
- valuing pupils' opinion

2. Our School

St. Edward's is a co-educational Roman Catholic primary school containing all stages from P.1 to P.7. Its catchment area lies towards the eastern end of Airdrie as far as Clarkston village.

The full postal address is:-

St Edward's Primary School,
South Biggar Road,
Airdrie

ML6 9LZ

Telephone: 01236 794830

Fax: 01236 779328

Email Address: SEgan@st-edwards.n-lanark.sch.uk

Website: <https://blogs.glowscotland.org.uk/nl/stedwards/>

The accommodation of the school consists of a main building with twelve classrooms, six of which are in the semi open plan extension. The planning capacity of the school is 317. Four classes are used as non-teaching areas, one of which is a computer base and the others a resource/ tutorial room, science and Spanish room and a music room.

Parents should note the working capacity of the school may vary, dependent upon the number of pupils at each stage and the way in which the classes are organised.

At present the school roll is 247 which includes 40/40 nursery located in a large semi open plan area. The nursery class is non-denominational.

When composite classes are formed within the school it is on the basis of working groups in maths or language in accordance with the NLC Education Dept. guidelines.

Community Facilities

Anyone wishing to let the accommodation should apply to:-

Department of Community and Learning Development
Airdrie Area Office,
Victoria CE Centre,
Queen Victoria Street,
Airdrie ML6 0BD

Our local High School is –
St. Margaret's High School
Waverley Road
Airdrie
ML6 6EU
Acting Rector – Mr Snee
Telephone: 01236 794888
Fax: 01236 747429



3. The Staff

Remit

Mrs. Siobhan Egan
Head Teacher

D.S.M. responsibility
Curriculum Development
Personal/Social Development
Raising Achievement
P 1-7 Pastoral care
Nursery
ASL Co-ordinator

Mrs Margaret McCracken
Principal Teacher

Promoting Positive Behaviour
McCone Cover
Maths Champion
Coordinator for Music
Organisation of school events
Support probationers / student teachers
Support in sacramental preparation
ASD Link Teacher
Jotter monitoring P5-7
Pastoral Care P5-7
Trained First Aider

Mrs Mary Jo Livingstone
Acting Principal Teacher

Promoting Positive Behaviour
Pupil Council
Literacy Champion
Support in sacramental preparation
Organisation of school events
Support probationers / student teachers
Jotter monitoring P1-4
Pastoral Care P1-4
Learning Support P1-4

Class Teachers

Mrs McDade	Room 11	P6/7
Mrs Walsh	Room 9	P5/6
Mr Elliott/Mrs Eley	Room 8	P5/4
Mrs Lawson	Room 5	P3/4
Mrs Hughes	Room 4	P2/3
Mrs Sheriff	Room 3	P2
Mrs Cara	Room 1	P1

Teaching Staff Full Time Equivalent to 9.6

Non Class contact time is provided by Mr Elliott, Mrs McCracken & Mrs Livingstone.

Mr. D Kane	Music Instructor (Brass) 1 half day
------------	--

Miss Nicole Boag	Music Instructor (Violin) 1 half day
------------------	---

Nursery Staff

Vacancy	Nursery Teacher
---------	-----------------

Mrs Spence	Lead Early level Practitioner
------------	-------------------------------

Mrs Henderson	Early Level Practitioner
---------------	--------------------------

Mrs Sneddon	Early Level Practitioner
-------------	--------------------------

Mrs McDonald	Early Level Practitioner
--------------	--------------------------

Ancillary Staff

Mrs Anne Smith (GS3/Clerical Assistant)	D.S.M. procedures and N.L.C. Budget/Registers Requisitions/Staff Absence School Fund Photocopying/General Office Duties
--	---

Mrs. R. Boyle Clerical Assistant	School Fund & Nursery Fund General Office Duties D.S.M. procedures Photocopying/General Office Duties Staff Absence
-------------------------------------	---

Mrs. J. Hamill/ Mrs. J. Cullen Classroom Assistant	Resource organisation. Support pupils learning. Preparation of Materials Supervision of pupils. Support Individual Programmes.
---	--

Mrs. A. Woods / Mrs. J. Dallas Resource organisation.
Classroom Assistant Support pupils learning.
Preparation of Materials.
Supervision of pupils.
Support Individual Programmes.

Mrs. A.M. Dickson
(Janitorial Staff) Condition of building
Security
Monitoring Security System

The school office is very busy and is central to the smooth and efficient running of the school. During school hours a member of the office staff is always available to answer enquiries. Their role is vital in the school. All medication which pupils require is stored in the school office, where it can be administered under adult supervision, after parents have given written permission.

The role of the Head Teacher is to manage the school effectively in accordance with the procedures and requirements of the Education Authority; to manage the budget of the school; to manage the staff of the school; to ensure that there is effective planning, teaching, learning and assessment; to ensure that pupils are treated with equality and that their needs are being met; to ensure the health and safety of pupils and staff during school hours; to establish good relationships with the community, parents and also within the school; to develop the school in line with the guidance from national and North Lanarkshire Education Department.

4. School Hours

At present the school hours of St. Edward's Primary School are:-

9:00	-	10.30am	In class
10:45	-	11:00am	Interval
11:00	-	12:30pm	In class
12:30	-	1:15pm	Lunch Break
1:15	-	3:00pm	In class

All classes from P.1 to P.7 in our school work a maximum contact time of 25 hours per week. Teachers work 22.5 hrs class contact time and a total of 35 hrs per week.

Children from P1 will attend full-time from the first day of session.

St Edward's Nursery Class

In August 1986 the Local Authority provided the funding for a nursery class which can accommodate a maximum of 40 children at each session. Places are allocated strictly in accordance with the guidelines of the Council. The class is

non-denominational for girls and boys from the age of three years. The children are accommodated in a spacious open plan area in the main building. Information regarding the nursery can be had by contacting the Head Teacher. The nursery has a separate Handbook. The nursery sessions are 8:40 - 11.50 and 12:30 - 3:40.

Security

To ensure that the school premises and grounds are as secure as possible, a security plan has been put into action and has been disseminated to parents (see over). The main action points have resulted in:-

- All staff must wear security badges.
- All visitors working in the school must sign in and wear a badge.
- All visitors to the school must enter through the C.C.T.V. controlled doors and gain entry by permission of the school staff on duty.
- All gates, except Main Gates are locked to the public during the school day.
- All doors are protected by security entry

After School Care

Parents can arrange for after school care for their child by telephoning the number below. The children are collected from St. Edward's school office at 3:00pm and taken to the after school care facility where the children enjoy organised activities – baking, science and nature, games, computers, arts and crafts, chill out zone with pool table and DVD's.

Hours are from 3:00pm – 6:15pm Monday to Thursday and 3:00pm to 6:00pm on Friday.

Mobile Play in Action, One Wellwynd 35 Wellwynd, Airdrie. Details of the service can be found at <http://www.mobileplayinaction.org/>

Tel No: 01236 767767 email: mobileplayinaction@live.co.uk

7. The School Year

December 2015 - January 2016

Christmas and New Year holidays: Wednesday 23 December 2015 to Tuesday 5 January 2016 (inclusive)

February 2016

Mid-term break: Monday 8 February and Tuesday 9 February 2016

In-service day (all areas): Wednesday 10 February 2016

March 2016

Easter weekend: Friday 25 March and Monday 28 March 2016

April 2016

Spring break: Monday 4 April to Friday 15 April 2016 (inclusive)

May 2016

May Day holiday: Monday 2 May 2016

In-service day (all areas): Thursday 5 May 2016

Mid-term holiday: Friday 27 May and Monday 30 May 2016

June 2016

School closes Wednesday 29 June 2016

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 2017

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.

6. Transfer/Enrolment

In January of each year children who are due to start school should be enrolled at the primary school which serves their catchment area. However, parents may exercise the right to make a placing request to another school of their choice. Information regarding placing requests is available in the school. Enrolment dates are advertised in the school, local press and in the local churches. A programme of induction for new entrants and their parents is on-going from April until June to ensure a comfortable transfer into primary one and also to inform and advise parents.

7. Equal Opportunities

In accordance with Local Guidance this policy endorses the philosophy of the Equal Opportunities Commission that each child, parent/carer, staff member and the wider community have the right to equal opportunities and social justice.

In St. Edward's we aim to implement an equal opportunities policy in this establishment which encompasses sex, race, class and disability, promoting an understanding of cultural and physical diversity, challenges stereotypes and is responsive to local needs.

The school is committed to assessing all policies and practices to ensure there are no negative impact on any group of people.

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/>

In St. Edward's we aim to:

- To encourage children, parents/carers and staff in the promotion of equal opportunities – respecting the worth and rights of individuals as equal members of the community.

- To treat each individual fairly and with respect in a non-discriminatory environment.
- To encourage each child to develop a knowledge, understanding and respect for the range of languages, cultural heritage and beliefs in our society.
- To foster good relationships.

Teaching and Learning Issues

Children will not be segregated during activities but will be organised in mixed groups. This will include registers and cloakroom arrangements.

Children's play should be extended beyond stereotypes. All pupils regardless of race, gender, disability or ability will have the opportunity to take part and have access to the curriculum. Physical activities should provide opportunities for children to play all games including those which have traditionally been regarded as male or female sports. Drama activities should encourage the adoption of non-stereotypical roles of either sex.

Health and Safety

All data should be accurate, used for the purpose intended and retained no longer than is required. Due regard will be given to information which may be of a sensitive nature to the party concerned.

Implementation

- Each child will be treated as an individual with their potential recognised, valued and nurtured.
- We will listen to and be sensitive to the needs of all individuals.
- Celebrate festivals from a range of cultures.
- Plan activities to meet the individual needs of children.
- Plan a curriculum to ensure the promotion of equal opportunities.
- Provide resources which will be regularly checked to ensure that they reflect a multi-cultural and non-discriminatory balance.
- All children will have the opportunity to use and be actively encouraged to use all resources.
- Stereotyping male/female roles will be avoided and discouraged.
- North Lanarkshire Council policy on admissions will be adhered to.
- Equal opportunities policy is reflected in the appointment of staff.
- All parents will be given the same opportunity to contribute to the life of the school in whatever way they can.
- Staff will be committed to learn about discrimination and how to counter

8. 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 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 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 and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have the responsibility to teach literacy and numeracy.

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. These levels are as follows:-

LEVEL	STAGE
Early	the pre-school years and P1 or later for some
First	to the end of P4 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

The SENIOR PHASE is from Secondary School Year 4 and beyond

Senior Phase	S4-S6 and college or other means of study.
--------------	--

How will my child's learning be assessed?

Assessment

We operate a policy of continuous assessment in St Edward's Primary School. This enables us to build a clear picture of each child's ongoing progress.

Assessment is a tool used by teachers to plan and prepare programmes of study which challenge and extend pupils knowledge, understanding and skills. It also enables staff to evaluate the effectiveness of teaching methods and resources.

St Edward's Primary School is embedding 'Assessment is for Learning' strategies which involve pupils assessing their own work. All pupils engage in identifying their personal targets for learning. This practice provides parents with the opportunity to be part of their child's learning.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

Pupils are assessed using the professional judgement of teachers using a variety of approaches and range of evidence that fit the learning. We will assess as part of ongoing learning, periodically and at transition points. Baseline assessment is carried out with all P1 children in their first few weeks at school.

There will be new ways of assessing each child's progress to make sure that potential is achieved. New qualifications are being developed:-

- 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.

We aim to make learning for our children challenging, engaging and motivating. We will encourage high aspirations and ambitions for all. Children will be encouraged to be active in their learning and have opportunity to develop and demonstrate their creativity.

Using both National and Local guidelines we aim to provide a broad range of experiences through a variety of contexts within both the classroom and other aspects of school life.

Languages and Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. The main components are Talking, Listening, Reading and Writing.

P1 - P3

All reading books are book banded. Children progress through the levels at a pace which is appropriate to their stage of development and ability.

NLC Active Literacy Programme is used across the school.

Children use learning contexts to apply and develop skills taught in core lessons

P4 - 7

Novel studies are used following the guidance from North Lanarkshire Literacy Base. Grammar, spelling, punctuation and writing are taught in context following guidelines from North Lanarkshire Literacy Base.

Children are encouraged to develop handwriting skills and to present work to a high standard in all written contexts.

ICT - word processing packages and software to develop and reinforce language skills. iPad apps are also used across the school to enhance learning.

Additional resources are available to support the learning of pupils who have additional support needs.

Spanish is taught across the school from Primary 1 to 7.

Mathematics and Numeracy

NLC PATHWAYS are used throughout the school to plan learning. A variety of resources are used including Heinemann Active to promote learning. Pupils are encouraged to use concrete materials to develop an understanding of the concepts of number, money, measurement, shape position and movement, and information handling as well as problem solving and enquiry. Mental and interactive maths is practised daily in the classroom. Computer programmes and apps are also used to deliver our mathematics and numeracy programme.

Science/Social Studies/Technologies

Through learning in sciences, pupils develop their interest in, and understanding of, the living, material and the physical world. They engage in a wide range of collaborative investigative tasks to develop a curiosity and understanding of their environment. The key concepts are identified within five main organisers:

Planet Earth, Forces, electricity and waves, Biological systems, Materials and Topical Sciences.

Through learning in Social Studies, pupils develop their understanding of other people and their values in different times, places and circumstances. The key concepts are identified within three main organisers:

People, past events and societies, People, place and environment and People in Society, economy and business.

Through learning in technologies, pupils will be involved across the curriculum in developing ICT skills in a learning context which provides progression and challenge.

Expressive Arts

Expressive Arts programmes of study are used to develop pupil skills and knowledge within contexts of Interdisciplinary learning, pupil performance and extracurricular activities. Pupils have opportunity to engage in activities within the areas of:

Art and Design, Dance, Drama and Music.

Musical Tuition

The school has an assortment of both tuned and un-tuned percussion instruments which are used in the music programme which is used to teach music from P1 –P7. Where possible music is linked to other areas of the curriculum. In addition two music tutors visit the school to teach violin and brass. The instruments are supplied by the school for the use of the pupils.



Health and Wellbeing

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes. Certain aspects of Health and Wellbeing will be delivered through focused programmes such as personal and social education. Promotion of healthy eating will be the focus of our Food and Health Programme.

Physical Education

Regular physical activity is essential for good health, therefore P.E. is part of the core curriculum. Physical education is timetabled and the children should

change into their P.E. Kit and gym shoes .Each class will have 2 hours of P.E. per week.

N.B. Children are not allowed to wear jewellery of any kind –including pierced earrings as this contravenes North Lanarkshire Health and Safety Guidelines.

Swimming is part of the P.E. programme for P5 and takes place in the John Smith Pool in Airdrie. All children are expected to participate as this is a vital part of the P.E. programme. There is no charge for swimming tuition.

9. Additional Support Needs

St Edward's PS & Nursery Class 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.

At times a pupil's progress may not be keeping apace of others in the group or difficulties may arise which deter children from learning. In these circumstances it may be necessary to assess the child's ability in reading/ number/ spelling etc. to identify the difficulty. When the problem is identified, parents are informed materials and a programme of work is prepared for the child. This work is the responsibility of the class teacher but other non-class committed staff may assist him/her for periods of time in the day or week. The services of Educational Psychologist, School Doctor, Speech Therapist or Occupational Therapist may be sought when appropriate. If the class materials are not appropriate for the child then other resources are used (Wave 3, Lexion, Better Reading, Rainbow Reading and adapted course materials). Similarly, more able pupils' needs are met by ensuring that their programmes of work are challenging. Computer software and programmes are used to support both the more able and pupils experiencing learning difficulties.

Process of Identifying Pupils Needs

The Education (Additional Support for Learning) Scotland act 2004 has introduced a new framework for supporting children and young people in their school education, and their families. This framework is based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education.

Through a process of staged intervention and, where appropriate in conjunction with other appropriate agencies, the school will work to support these pupils and their families within the framework of the new legislation and in line with

the Code of Practice. In Line with NLC policy those pupils who have been identified as requiring additional support will follow a staged intervention process, that is:

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 or playroom setting.

Level 2 — Internal support, where education staff identify that a child or young person needs support or planning from within the school or Early years establishment.

Level 3-External support where education staff identify that the child's needs are identified as requiring support from beyond the school or early years establishment but within education.

Level 4 - External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from other agencies out with education such as health, social work and/or voluntary services and these support needs are likely to last more than one year.

Children who experience difficulty because English is an additional language are offered support from the Bilingual and Support for Learning Unit.

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.

Mrs Egan Head Teacher is responsible for Looked After Children and monitors their progress throughout the year.

Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Coordinated Support Plan.

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 a CSP and are involved in the process. 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.

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.

10. The Improvement Plan

The priorities for this session's Improvement Plan are:

- Children will improve attainment and progress of learning within experiences and outcomes of Literacy and English as assessment and moderation processes are developed in line with BTC5.
- Children will develop their knowledge and understanding in CFE Health and Wellbeing in particular Food and Health as outlined in Better Eating, Better Learning. Children will demonstrate a clear understanding of GIRFEC.
- Children will further develop an understanding of their emotional, social, physical and moral development in line with Christian and Catholic values through the implementation of This is our Faith and God's Loving Plan.

- Children will further develop their knowledge and understanding of mathematical processes and be able to apply them in real life experiences.

We will continue to work with in partnership with our Parent Council. We will use parental focus groups to identify ways in which parents could become more involved in their children's learning. We will continue to evaluate curriculum information nights and parental questionnaires. We have introduced monthly drop in sessions for parents.

We will continue to involve our pupils in the decision making processes within the school. We will encourage our pupils to play an active role in the life of the school making full use of Pupil Voices e.g. ECO/Health committees, pupil council and pupil questionnaires. Pupils' views will be sought through the monitoring process employed within the school and taken account of in the decision making process.

We will ensure that we promote Equality for All through the curriculum which we offer to our pupils through inclusive practices, through positive behaviour support strategies, through GIRFEC and through the ASL legislation. As a faith school central to this promotion of equality will be the SCES document This is our Faith.

The school and nursery staff are committed to the improvement of standards within the school. They are keen to continue to develop active learning throughout all stages of the school and improve the attainment of pupils in language and maths.

Monitoring systems have been revised to allow opportunities for pupils to be involved in discussion about their progress. Systems are continuing to be developed to ensure continuity and progression throughout the school and to build on prior learning.

The promotion of active learning throughout the school and especially the delivery of the literacy programme has impacted on the attainment of pupils. In the infant department children who are experiencing difficulty with reading are identified early and support programmes are put in place. Children are challenged to write independently and produce extended written text. Talking and listening resources support skill development throughout the school. In the senior school novel studies and a range of non-fiction resources are used to develop both reading and writing skills. The children enjoy and are developing confidence in all aspects of literacy work.

Development of the curriculum in line with a Curriculum for Excellence has ensured that pupils learn in contextual situations when possible.

11. Homework Policy

At the beginning of each session teachers provide parents with a plan for homework and an agreement which should be signed and returned to the school. Pupils in P.1 and P.2 will be given homework mainly concerned with Mathematics, English Language and Reading for Enjoyment (Library Work) but will also be given tasks associated with other curricular areas. Generally homework would be set Monday-Thursday and would be age and stage appropriate. Pupils in P.3 - P.7 will be set very regular homework tasks for approximately 30 minutes each evening. Monday - Thursday and the tasks would cover all areas of the curriculum. Parents are asked to support the homework programme by signing a contract at the beginning of the session.

Homework should be an activity which:

- reinforces classroom teaching.
- encourages home school links.
- establishes routines of self-discipline.
- establishes routines for working independently.
- encourages families to be active participants in the learning process.

Homework should be “a simple activity to be undertaken within the home to complement the child’s learning in school”. Homework may also be accessed through GLOW at home.

12/13. Religious and Moral Education with Personal & Social Development and Health Education

In accordance with the Scottish Office guidelines, a minimum of 2.5 hours per week is given to the teaching of Religious Education. The religious education curriculum in all Catholic Schools is determined by the Church Authorities. In St. Edward’s school we follow the guidance given by Motherwell Diocese and the Diocesan R.E. Advisors. Our R.E. Programme offers a systematic presentation of the Christian event, message and way of life in ways appropriate to the age and stage of development of the child. The R.E. Programme provides the opportunity for celebration, prayer and reflection in implicit and explicit ways. Preparation for the sacraments of Reconciliation, First Communion and Confirmation is effectively implemented at the appropriate stages in the child’s development. i.e.

P3 – Reconciliation P4 – First Communication P6/7 - Confirmation

These programmes are designed to allow the school to support the work of the parents at home. The Parish priest Fr. S Parkes will keep parents informed of the timetable of events for each of the Sacraments. The school does not provide this information and parents are expected to make their request for these Sacraments directly to the Parish Priest.

The R.E. Programme also provides the children with the language experience, whereby they can explore their faith and the faith of others within the terms of their own understanding.

This is Our Faith is the programme currently being delivered within the school. This programme of study includes other Christian groups and World Religions e.g. Islam, Judaism.

Our R.E. programme plays a vital role in our policy of ensuring that all pupils, irrespective of belief, race, culture, class, gender and disability are provided with an education which allows them to develop their full potential.

In our R.E. Programme we promote and foster positive values such as respect, love, tolerance, understanding and fairness. At the same time we strive to identify and combat stereotyping, racism and all forms of discrimination wherever they occur and in line with North Lanarkshire Guidelines procedures are in place to record and deal with any incidents.

In the case of those children who are not Catholic, parents can be reassured that religious education is approached sensitively and in a climate of great respect for those of other faiths and none. Nevertheless parents have the right to withdraw their child from Religious Observance and R.E. classes.

Arrangements could be made after consultation with the Head Teacher. The school encourages all parents to take an active role in the R.E. programme through e.g. parents' evenings for religious education matters, parent's workshops on the curriculum and the parent programmes relating to the preparation for the Sacraments.

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.

14. Extra-Curricular Activities

Extra-Curricular activities vary from year to year depending on the interests of the staff and pupils. This year we have football, athletics, tennis, multi -sports, netball badminton and cooking for different stages.

As part of the programme for Social Studies children take part in Educational Visits. These include visits to museums, exhibitions, retreats, workshops, local factories, places of interest such as castles, garden centres etc. Parents complete a consent form at the start of each year to allow children to take part in these events. An information letter and permission slip is sent to the parent prior to each visit.

Any parent who wishes to accompany pupils on educational outings as a parent helper will be required to have completed the conditions of Disclosure from North Lanarkshire Council.

Parents have also been involved in a range of activities such as cookery classes, art & craft and reading for pleasure. Many parents have also been involved in improving their own skills e.g. First Aid, Computing etc.

15. 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.

16. Data Protection

(a) 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.

(b) 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.

17. 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:

Siobhan Egan Telephone Number: 01236 794830

Child Protection Policy

“Protecting children from harm is a major priority for North Lanarkshire Council. All children have a right to grow up in a caring and safe environment. It’s everyone’s responsibility to protect children and young people.”

Child Protection (NLC)

At St. Edward’s Primary School, our approach seeks to integrate matters of personal safety, care and welfare, personal and social development, ethos and pupil participation within a coherent strategy. The North Lanarkshire Child Protection Procedures and Guidelines are available in the school and are strictly adhered to when there appears to be grounds for concern that a child may have been abused. All school staff are trained in the use of these guidelines on a yearly basis.

Grounds for concern may arise from a wide range of circumstances and will generally be covered by the following circumstances.

- A child states that abuse has taken place or that a child feels unsafe.
- A third party or anonymous allegation is received.
- A child’s appearance, behaviour, play, drawing or statement(s) causes suspicion of abuse.

The Head Teacher is the co-ordinator for child protection issues and all concerns should be brought to her attention as early as possible.

Grounds for concern reported by a member of staff are treated as a priority for action.

- The immediate needs of all children concerned are considered
- Emergency action is taken if required
- Information is gathered and if appropriate clarification is sought (not proof)
- Staff are asked to record, sign and date relevant information
- All information is stored in a Confidential Incident File

The Head Teacher will immediately report to the duty senior social worker at the social work office all cases where there are grounds for concern about child abuse. She will discuss with the duty senior social worker the action which will be taken including when and by whom the parents will be informed and the child interviewed.

In all instances the welfare of the child is paramount even if this results in tensions between rights of the child and rights of the parents. All information concerning the child is treated as confidential. The sharing and discussion of information is on a “need to know” basis. It is not the responsibility of the school to investigate suspected or alleged abuse, to evaluate the grounds for concern or to seek proof. The school staff will keep an open mind regarding all information but will report and record the information in line with the Procedures and Guidelines.

Education staff have a responsibility to report suspicions of child abuse or neglect and have a professional and contractual obligation to report such suspicions.

18. Discipline and Promoting Positive Behaviour

Good discipline is essential in an effective school and the relationship of pupil and teacher should be similar to that of child and parent with mutual respect and consideration being evident in all aspects of school life. Teachers endeavour to promote good, positive behaviour. The policy is in place and good standards of behaviour are expected at all times. Failure to behave accordingly will result in a punishment of some kind. Continuous bad behaviour will require the parent to be informed and a pupil may be placed on a weekly discipline report until there is an improvement. We seek the full co-operation of parents when dealing with disciplinary matters. The standard of discipline is excellent and staff, parents and pupils should be commended for this. Effort and achievement are awarded and each week and pupils are nominated for the Head Teacher’s Awards for good work, improvement, effort, achievement etc. on a monthly basis. This work is also displayed in the school. Achievement is acknowledged and celebrated in our school. This year we have introduced a House System across the school, there is a termly outing for the winning house.

Bully proofing our School

The school has an effective anti-bullying policy. The following advice may be useful for parents. In St. Edward’s we are very aware of the distress caused not only to children involved in bullying incidents, but also to parents who often feel anxious, angry or confused about the situation. We are aware too that the children who bully are often in need of help and support themselves. We make every effort to prevent bullying from taking place in our school.

Through programmes such as Circle Time and P.A.T.H.S we aim to:-

- build confidence and self esteem
- develop tolerance and respect for others
- have regard for their own needs and the needs of others
- develop life skills which will enable them to participate effectively and safely in society
- to express their fears and concerns appropriately
- to take positive action to deal with difficult life situations

Teaching and Learning

This is Our Faith is taught in every stage in the school. In addition Cool in School and PATHs is used from P1 –P7. These programmes build confidence and self-esteem and encourages children to discuss difficult situations such as bullying in a safe environment without fear of reprisal. The children are encouraged to find solutions to their own problems and to the problems of others. Teachers monitor these discussions carefully and can often be alerted to a bullying incident which may be occurring in their class. Anti-bullying workshops can also be carried out in class when appropriate through a variety of drama activities such as role play.

Implementation

It is often difficult to trace bullying. If we suspect that a bullying situation is taking place in our school the following procedure is followed

- establish the nature of the bullying incidents
- raise awareness of staff concerned e.g. a member of SMT, class teacher, playground supervisors, in serious cases this would also be the parent of the child /children involved
- monitor the situation with a view to bringing it into the open
- discuss situation with individual children concerned
- anti-bullying lessons used in class
- if the situation recurs sanctions will be put in place. Parents will be informed, in extreme cases the child may be excluded from school for a period of time

Advice for Parents. Give reassurance and acknowledge the problem.

◆ It is important to let your child know you're pleased they've told you, you believe them, it's not their fault and you're sorry it's happened.

They are not the problem.

- ◆ Make sure they don't believe the things said about them.
- ◆ Reassure them that they're not the only one to be bullied
- ◆ Address any concerns about their safety.
- ◆ If your child shows extreme distress, seek medical advice.

Then -

- ◆ Find out the facts but resist persistent questioning; go at the child's pace. Get information elsewhere but try to work through the school.
- ◆ Give your child a chance to suggest ways of dealing with it.
- ◆ If the problem persists go to the school and discuss it with staff.

19. Home School Links

Good relationships and good communication between school and home are vital. A monthly newsletter is issued to every parent giving information about school events etc. Regular workshops and information evenings are held to keep parents well informed of developments in the schools' curriculum. We also have monthly drop in sessions and regularly send messages via text messaging. We have recently set up a school twitter account and are currently updating our school website. Views are also regularly sought by consulting through questionnaires. Twice a year, parents are invited to the school to receive a report on pupils' progress. Assessment of the pupil's work is also given at this time.

Parents are welcome to attend a parent council meeting. The dates of meetings are on the back of the newsletter.

However, parents may, if they wish, make an appointment to speak with a class teacher at any time of the school year, if there is a necessity to do so. Parents wishing to enrol their child in the school, will be invited to visit the school. New infants enrolling for the first time will take part in our pre-entrant programme.

Reporting to Parents

Formal reporting on pupil progress is carried out twice yearly in October and March/April in the form of Parent Consultation Evenings. In addition, Final Written Reports are issued in June. If at any time a parent has any concerns regarding their child in terms of progress or welfare then it is important that they contact the school to speak to the Head Teacher or one of the Principal Teachers. An appointment can also be made with the Class Teacher if this is deemed necessary.

In keeping with modern thought, the class teacher is responsible for all pupils in his/her class. Learning materials are available and are provided for different levels of attainment. Regular assessment is carried out and additional support will be provided if a child is experiencing difficulty. Parents will be informed if we are concerned about the child's progress and we will discuss the range of support available. An individual programme of learning to suit the needs of the child will be drawn up if required.

It is **VITAL** to give information about your child regarding an emergency contact telephone number.

Parents are encouraged to participate in the life of the school either by joining the Parent Council or becoming a parent helper. We greatly appreciate the work and support of our parents within the school and recognise the benefit to the pupils.

20. 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 school staff accessing all contact numbers provided for the child. In interest 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.

Attendance at Nursery:

Good attendance is essential so that the children can benefit from nursery experience. Absence should be reported by telephoning the school office. The Head Teacher will contact a parent if the attendance of the child is poor. Continued non-attendance may result in the loss of the nursery place which may be reallocated to another child.

(a) 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.

(b) 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

(c) 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.

The attendance is monitored on a weekly basis by a member of the office staff and the Head Teacher. The number of absences authorised or unauthorised and the pattern of absence is examined. Where a child's attendance shows cause for concern the parent is notified by letter alerting them to the need for attendance at school. Should the child continue to be absent the case is then referred to the attendance officer who will make a home visit to ascertain the reason for absence.

The school attendance officer investigates unexplained absence, and the 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.

The attendance figures for last session are included and when compared to other establishments there is room for improvement. Good attendance and punctuality are very important and help to ensure that every child is receiving the maximum benefits from attendance at school. A child's education may be seriously affected by poor attendance in both academic and social terms.

(ii) Community Links

St. Edward's school plays an important role in the local community. In recent years the children have been working very hard to improve their local environment. While working towards gaining 3 Green Flags as an Eco School the pupils greatly appreciated the support from our neighbours and local shop who helped in their campaign to free the school grounds for litter. The children were also delighted to have the assistance of the pupils from Tollbrae School who helped with litter picks.

The school has signed a partnership link with St Andrew's Hospice and formalised the working relationship which has previously existed between the Hospice and the school. The pupils support the hospice through fundraising activities and curricular links and will continue to support the work and aims of this excellent resource within our local community.

The school serves two parishes St. Edward's Church and St. Margaret's Church. The priests of both parishes are very supportive of the work of the school and are actively involved in the preparation of pupils for the sacraments.

21. Clothing and Uniform

The school uniform of St. Edward's is:-

Blue Blazer /Blue School Jacket

School Tie, (Blue/Gold)

Blue shirt, great trousers or skirt

Royal blue V neck jumper, tank top or cardigan

Suppliers: Scotcrest, Clarke Street, Airdrie

The wearing of school uniform is strongly advised and it is recognised that a sense of ownership and belonging can be achieved if pupils are encouraged to wear the uniform of the school. There is a tradition of wearing uniform in the school and most parents prefer their children to be dressed thus. The wearing of uniform assists school security as strangers are easily identified. Parents of children receiving family income support, family credit or housing benefit, provided the upper limit of family credit is not exceeded, will normally be entitled to monetary grants for footwear and clothing for their children.

Approval for any requests for such grants made by parents in different circumstances are at the discretion of the Director of Education. Information and application forms may be obtained from school and from area and divisional education offices. The wearing of 'Team' colours is strictly forbidden in all North Lanarkshire schools.

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. This would include 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).
practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco;
- could be used to inflict damage on other pupils or to be used by others to do so.

Parents of Primary aged children 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 the discretion of the executive director of learning and leisure services. Information and application forms may be obtained from any school or area office. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefit. 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 might be deemed to be a serious challenge to the head teacher's authority and be detrimental to the wellbeing of the whole school community. In such circumstances a head teacher could 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.

22. Meals

St. Edward's School meals are supplied by the kitchen from Tollbrae Primary School. Freshly cooked food can be purchased each day from the cashless cafeteria, selections can be made from a pre published menu. Menus change daily, thus providing a good balance and choice. Milk may however be available for purchase in the school during the lunch period. From January 2015 all Primary 1-3 children will be entitled to a free school meal.

All pupils have a card which is used to purchase their school meal. Those children who receive free school meals have the money entered automatically at the start of each day. These pupils may wish to add money to their card to purchase additional items. All other pupils are given an opportunity at the start of the school day to put money on their cards for purchasing snacks or meals. Parents may limit the amount of money which their children can spend by informing the school at the start of a term. Children do not require to carry the card as the system operates using photo ID. The cards remain with the admin staff within the school and are issued when the pupil wishes to put money on their card. Children are encouraged to add money to their cards on a weekly rather than daily basis.

Provision is also made for pupils bringing their own packed lunch. These are consumed in the assembly hall under the supervision of an adult.

The Availability of 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 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 provision.

Special diets required for ethical 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 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), 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. Nursery children are entitled to free milk.

As of January 2015, all P1-P3 pupils are entitled to a free school meal.

Children of parents receiving Income Support, Universal Credit, Job Seekers Allowance (income based), and Employment & Support Allowance (income related) are entitled to a meal without charge.

Early Years Provision – If your child is aged between 2 and 4 years and attends a North Lanarkshire Council or Partnership Provider Nursery, in the middle of the day, may now or in the future be entitled to a free meal. Parents must be in receipt of any of the qualifying benefits above or in receipt of State Pension Credit or Incapacity and Severe Disablement Allowance. Your child will also be entitled if they are or have been at any point since their second birthday looked after; the subject of a kinship care or guardianship order.

23. Transport

(i) 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 safe 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 special circumstances to grant permission 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.

(ii) 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.

(iii) 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 policy stated above.

Advice should be sought from the school office or Contracts section on eligibility for transport.

24. Medical and Health Care

The welfare and care of pupils is of the highest priority in our school. New pupils are medically inspected in their first year of school. Parents are informed of this and can accompany their child to this appointment in the school. General checks take place at certain stages within the primary school, this includes dental surveys. Once again, this is only carried out with parental consent. If your child requires medicine during school hours, the appropriate permission form should be completed and sent to the school. In the event of injury at school, staff are allowed to carry out the cleaning of very minor cuts. More serious injury requires medical attention and parents will be contacted if this occurs. Injuries to pupils or personnel are logged in line with N.L.C. policies. In the event of your child being hurt at school the following procedures take place.

Your child will be attended to by a first aider who will do his / her best to ensure the child is comfortable and assess the seriousness of the injury. If it is felt appropriate the wound will be cleaned using a sterile wipe and if appropriate a dressing may be applied. In some cases an ice pack may be used to reduce swelling.

In the event of a head injury the parent will be, where possible, contacted by telephone and informed of the incident. In the case of a minor injury the child

will receive a written note informing parent of the action taken. Parents will only be contacted by telephone if the injury is considered serious enough to require medical treatment or if there could be delayed symptoms such as concussion.

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.

25. 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 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.

26. 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

The parent council is made up of 14 parents who represent the pupils across all stages of the school. The Head teacher acts as professional advisor to the Parent

Council. There will be a minimum of 6 Parent Council meetings throughout the school year. All parents are welcome to attend.

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 constitution for the Parent Council is available from the school and indicates how members will be elected to the council.

Chairperson	Vacancy
Secretary	Phil McDermott
Treasurer	Mary Grant
Church Representative	Vacancy

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. New members of the council are elected in September at the Annual General Meeting each year. Nursery parents may also be elected to the Parent Council.

27. Supervision in non-class times

During inclement weather the pupil entrance doors are open and children may enter the building. All pupils should make their way to the assembly hall where they will be supervised by a member of the school staff usually a member of the SMT. Children should remove their coats and wet clothing before making their way to the hall.

During wet plays the children remain in their classrooms and are supervised by the janitor and classroom assistants. P7 pupils who have been appointed as monitors assist in ensuring the health and safety of younger pupils.

During educational outings, pupils are supervised in accordance with the guidance of the North Lanarkshire Education Department (1 adult per 10 pupils) after having sought permission of parents to participate in the outing.

Permission is requested annually and information sheets are sent home regarding each outing/activity. Information regarding insurance is also issued annually.

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

28. Placing Requests

You have the right to make a placing requests 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 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, 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.

29. Transfer from Primary to Secondary School

Pupils normally transfer between the ages of 11 yrs 6 months and 12 years 6 months 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.

Our local High School is:
St. Margaret's High School
Waverley Road
Airdrie
ML6 6EU
Rector:
Telephone: 01236 794888
Fax: 01236 747429

30. Important Addresses:

Andrew Sutherland
Executive Director
Learning and Leisure Services
Municipal Buildings
Kildonan Street,
Coatbridge
(01236 812338)

Mr. James McKinstry
Head of Contracts/Provisions
Municipal Buildings
Kildonan Street,
Coatbridge
(01236 812269)

Mrs Isabel Boyd
Head of Service
Municipal Buildings
Kildonan Street,
Coatbridge
(01236 812279)

Mr Thomas O'Hagan
Education Officer
Municipal Buildings
Kildonan Street,
Coatbridge
(01236 812297)

Area Office
Willowbank House
37 Alexander Street,
AIRDRIE
(01236 763322)

Councillors (Central Airdrie)

Mr James Logue, Mr. David Stocks, Mr Peter Sullivan,

P.O. Box
Civic Centre
Motherwell

(01236 752053)

QIM Alison Cameron
Municipal Buildings
Kildonan Street,
Coatbridge
32. Qualifying Statement

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.

Contacts in relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from mccannc@northlan.gov.uk

Carolann McCann (Airdrie Area)
Additional Support Manager
Municipal Buildings
Kildonan Street
Coatbridge
ML5 3BT
Telephone: 01236 632363

Carolann McCann 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,

0845 123 2303
info@enquire.org.uk
www.enquire.org.uk for parents and practitioners
www.enquireorg.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

NHS Lanarkshire

Airdrie
Health Centre 01236 772200

Social Work

Please insert relevant Social Work Office
Airdrie
Coats House
Gartlea Road 01236 757000
Airdrie
ML6 9JA