



Education Resources

Robert Owen Memorial Primary School and Early Learning and Childcare Handbook 2024-2025



Pupil Council 2023-2024



Captains and Vice Captains 2023-2024



Bonnington

House Captain

Bonnington

Vice House Captain

Glenburnie

House Captain

Glenburnie

Vice House Captain



Leechford

House Captain

Leechford

Vice House Captain

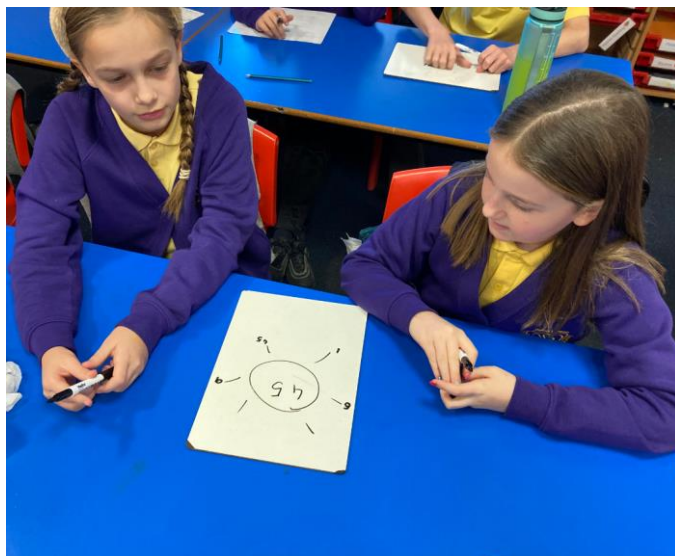
Oakwood

House Captain

Oakwood

Vice House Captain

Dream, Believe, Achieve



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

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

1) Introduction by the Head Teacher

Dear Parents and Carers,

As new Head Teacher to Robert Owen Memorial Primary School, I am delighted to welcome you to our school!

This handbook has been produced for you. It provides you with information such as how your children will be educated and looked after in Robert Owen Memorial Primary School.

I would like to welcome you and your children to our school. Some of you will be familiar with our school community, but for others you will be meeting us for the first time.

As parents and carers of our pupils, you will always be made welcome at Robert Owen Memorial Primary School. We aim to achieve the best possible education for your child. The most effective way to do this is to work in partnership with you. We hope that you will keep in close contact with us.

Our priorities are to ensure that all children can enjoy a high standard of care and welfare and learn in an atmosphere that is happy and stimulating. We strive to ensure that the ethos and school environment is one where children are encouraged to become successful learners, confident individuals, responsible citizens and effective contributors in line with Curriculum for Excellence.

I hope this handbook will answer many of the questions which you have about our school. If you have any other queries or concerns, please never hesitate to contact me personally and I will always do my best to address your concerns. We welcome all parents' visits and are happy to discuss matters of mutual concern related to your child's progress and welfare.

The staff at Robert Owen Memorial Primary School, look forward to working in partnership with you now and in the future.

Yours faithfully,

Mrs Paula
Ross Head
Teacher.

Our Vision for Robert Owen Memorial Primary School is:

To work together so that all pupils develop skills for learning, life and work, to become all they can be in an inclusive, welcoming and supportive environment.

Our school values are:

- Respectful
- Hardworking
- Happy
- Kind
- Confident
- Safe

Our school motto is:

Dream, Believe, Achieve

2) About South Lanarkshire and Our School

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas: Clydesdale in the south, which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north, as well as the towns of East Kilbride and Hamilton.

The Council's Plan, Connect, sets out the Council's Vision, "to improve the quality of life for all within South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources' Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

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

Robert Owen Memorial Primary School
Smyllum Road
Lanark
ML11 7BZ



Tel: 01555 662486

E-mail: gw14rompsoffice2@glow.sch.uk

School website: www.robertowen-pri.s-lanark.sch.uk

Parent Council: rompspc@gmail.com

X (Twitter): @ROMPSTWEET

'School App for Parents' – details will be shared with parents once children commence school.

Robert Owen Memorial Primary School is a non-denominational primary school, catering for children from Nursery (aged 3) to Primary 7. The current roll is 261, which includes the Early Learning and Child Care and Supported Provision.

The school is situated in the town of Lanark and its associated secondary school is Lanark Grammar School. The associated church of the school is Greyfriars Church.

Robert Owen Memorial Primary School welcomes community involvement in the school. We are keen to work with members of the community and welcome them at community events, assemblies and other celebratory occasions.

Meet Our Staff

Senior Leadership Team

Head Teacher: Mrs Paula Ross

Depute Head Teacher: Mrs Ruth Bradshaw

Depute Head Teacher: Mrs Natalie Allan

Depute Head Teacher: Mrs Hazel McCallum

Acting Depute Head Teacher: Mr Fraser Dickson

Principal Teacher: Mrs Lesley Hamilton

Teaching Staff as of January 2024

Room 1	Primary 1	Mrs Katie Dixon
Room 2	Primary 2	Mrs Gillian Picton
Room 3	Primary 2/3	Miss Asten Hill
Room 4a	Primary 3	Miss Rachael Ritchie/Mrs Hazel Wishart
Room 5 (Supported Class)	Primary 1-3	Miss Victoria Ruthven
Room 6 (Supported Class)	Primary 1/2/4	Mrs Lesley Hamilton/Mrs Nicola Small
Room 7	Primary 4	Mrs Gemma Gilhaney
Room 9a	Primary 5	Mrs Sheila McCallum
Room 10 (Supported Class)	Primary 4-6	Mrs Julie Hamilton
Room 11 (Supported Class)	Primary 6/7	Ms Jenny Hilton
Room 12	Primary 6/7	Miss Louisa Morin
Room 13	Primary 6	Miss Rachel Murphy
Room 14	Primary 7	Miss Lauren Ferguson

Support for Learning Teacher/Nurture Teacher
Nurture Teacher and Attainment ambassador
Support for Learning Teacher

Mrs Deanne McMaster
Mrs Gillian McDowell
Mrs Hazel Wishart

Teaching – our teachers work within the McCrone agreement, which states teachers have the following entitlement: Class contact = 22.5 hours

Class Contact Cover (C.C.C.) = 2.5 hours Weekly total 25 hours

This means other teachers take classes to allow class teachers to have planning/development time. We have two teachers who take classes for a range of curricular activities identified by the school.

C.C.C.: Mrs Hazel Wishart, Mrs Yvonne Jordan, Mrs Deanne McMaster and Mrs Gillian McDowall

Early Years' Team:

Early Years' Team Leader	Mrs Janey Watt
Early Years' Practitioners	Mrs Alison Logan Mrs Alison Kennedy Mrs Stacey Miller Mrs Michelle Gregg Mrs Audrey Moore Ms Veronica Larkin Miss Carra Irvine
Early Years' Support Worker	Mrs Kathleen Thomas

Support Staff

Team Leader	Mrs Angela Harper
Clerical	Mrs Caroline Porter
Support Assistants	Mrs Susan Jackson Mrs Fiona Kelbie Mrs Susan Jopp Mrs Una Doak Mrs Megan Clelland Mrs Louise Tough Mrs Janette McCartney Mrs Kelly Morens Mrs Brenda Ferguson Miss Emma Lindsay Mr Matthew Gatenby Mrs Catriona Deards Mrs Marion McCulloch Mrs Kim Welch

Facilities Staff

Janitor	Mr John Wilson
Cooks in Charge	Mrs Linda Russell Mrs Jackie Donald
Catering Assistants	Mrs Katie McCahon Mrs Leanne Taggerty Mrs Margaret Masters

Cleaning Staff

Ms Teresa Brennan
Ms Jackie Gray
Ms Sharon Mulvaney
Mr Donald Martin

School Chaplain

Rev. Bryan Kerr

Lanark Learning Community

A learning community is made up of schools and education establishments from the area including the secondary school, primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services. Lanark Learning Community consists of Braehead Primary School, Carmichael Primary School, Carstairs Junction Primary, Carstairs Primary, Douglas Primary, Kirkfieldbank Primary School, Lanark Primary School, New Lanark Primary School, Rigside Primary School, Robert Owen Memorial Primary School, Underbank Primary School and Lanark Grammar.

The learning community develops ways of working between establishments and with other agencies and organisations to ensure services are responsible, accessible and are delivered as effectively as possible. Each learning community is managed by a Head of Education. The Head of Education for our area is Ms Jacqueline Wallace.

Attendance

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

- Tell someone at the school if you know in advance of any reason why your child is likely to be absent from school; telephone us or let us know in writing. Please also give your child a note on his/her return to school, explaining the reason for absence.
- Notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes.
- If you know they have a hospital/dental appointment, please let us know in advance.

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

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

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know as soon as possible. We shall keep in touch by the most appropriate method at the time normally through the school app.

In cases of severe weather in the morning such as snow and a heavy frost and if there is a reason the school cannot open in the morning at the normal time, we will adopt the protocol for a delayed start until 10am.

If this is the case a message via social media and on the council's website will be posted.

The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed or has a delayed start. Further information will be provided later in the day as to whether the school will be open as normal the next day.

Things we need you to do:

- It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.
- If for any reason, you are unsure if the school is open visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk



Your commitments

We ask that you:

- support and encourage your child's learning – ask them what they have been doing.
- respect and adhere to the school's policies and guidance.
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its commitment to care for and educate your child.

Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time, then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are able to demonstrate they have been unable to obtain leave during the school holiday period.

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

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates, and in-service dates are available from the website www.southlanarkshire.gov.uk

Visits to School for New Parents

Parents are always welcome to view our school. Please contact the office (01555 662486) to arrange an appointment.

3) Parental involvement/Parent Council

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website:

www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_strategy_2019

Parents, carers, and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms, but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school.
- Fully informed about your child's learning.
- Encouraged to make an active contribution to your child's learning.
- Able to support learning at home.
- Encouraged to express your views and involved in forums and discussions on education related issues.

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

To find out more on how to be a parent helper, or a member of the Parent Council and/or the Parent Teacher Association contact the school or visit our website. We have also produced a guide on the role of a Parent Council, which was produced by parents for parents,

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

Our Parent Council and Parent and Teacher Association (PTA)

Chair: Mrs Laura Black

Staff Members:

Head Teacher: Mrs Paula Ross

Depute Head Teacher: Mrs Ruth Bradshaw

Depute Head Teacher: Mrs Natalie Allan

Acting Depute Head Teacher: Mr Fraser Dickson

Principal Teacher: Mrs Lesley Hamilton

Parental Engagement

The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in supporting their children's learning.

The main aims of the Parental Involvement Act focus on the following supports for parents:

- Learning at Home
 - Help parents become more involved with their child's education and learning
- Home/School Partnership
 - Welcome parents as active participants in the life of the school
- Parental Representation
 - Provide easier ways for parents to express their views and wishes.

Parent Council

All parents of children at school are automatically members of the Parent Forum and are entitled to have a say in what happens at the school. Parents can also decide to form a Parent Council to represent them. Our school has a Parent Council which has shared meetings with our PTA.

A copy of the Parent Council constitution and what it does, is available from the school and can be downloaded from the school website.

What does the Parent Council do?

The school and the local authority are obliged to listen to what the Parent Council says and to respond to the issues raised. All parents are welcome to come along to meetings, which are currently "virtual". Parent Councils represent parent/carer views on such matters as:

- how their Parent Council will be set up
- who should be a member of the Parent Council (majority of members must be parents)
- how parents can join and support the school
- how they can work together with the school and pupils to support children's learning
- when the most convenient time is to hold meetings
- what will be discussed at meetings – these might be topics such as school uniform, parking near the school, the school's anti-bullying policy, etc. However, it should be noted that, a Parent Council cannot discuss issues attributed to individual pupils.
- how parents can play an active part in helping the school to take forward Curriculum for Excellence.

All parents are welcome to be involved and will be given information at the beginning of the school year. It is a fun filled way of helping the school and our pupils. If you wish more information, or you can help in any way, please contact the school office.

Home-School Links

One of our main aims at Robert Owen Memorial Primary School is to build on and consolidate the already strong, supportive links with our parents and the wider community. It is important that you, as parents, feel welcome to come into the school at any time to discuss any concerns you may have about your children.

There are two formal Parents' Evenings; one in November and one in March. These meetings are in place to give you the opportunity to discuss your child's progress with the class teacher.

In addition to these more formal meetings, parents/carers are invited into the school at various times throughout the year to see the children showcase their work through assemblies, presentations and open afternoons. There are also events organised to keep parents up-to-date with the stage of your child; parent workshops, transition events for P1 and P7 and parent participation in class projects.

Our monthly "Sway" newsletter will be shared via email and on the school app with you, keeping you up to date with events going on in the school. The school website also informs you of events in both the school and which the school takes part in, within the community. It includes important information about upcoming dates and events. Our X (Twitter) account keeps parents informed of upcoming events and successes of the children, as they occur. Our Robert Owen Memorial Primary School app, can be downloaded onto Smartphones and tablets to keep parents up to date with news, events and important information.

Please note: a special form is sent home for signing by parents to grant permission for outings.

Robert Owen Memorial Primary School fully appreciates all parental support both in school and at home. We welcome parent helpers into our school to support the children with active learning activities, paired reading, practical maths, number, reading games, computing skills, after school clubs and on educational visits.

This partnership with parents is highly valued and is evident in the two-way dialogue which exists between the home and school. Parents are regularly consulted, with views carefully reflected upon and considered within the school improvement plan. Robert Owen Memorial Primary School celebrates an ethos where parents feel they are an integral part of the school community. Parents can contact the school at any time by telephone, e-mail or letter, or by calling personally at the school.

4) School Ethos

Ethos is the overall feeling and nature of a school. A positive school ethos can significantly impact on the health and wellbeing of pupils and staff. The ethos includes the atmosphere in the school, relationships between pupils, staff, families and the wider community, the school building and grounds, the sense of welcome and positive learning in the classroom.

Features of our positive school ethos include:

- A strong sense of community
- Good interpersonal relationships
- Appropriate pastoral care for pupils and staff
- An atmosphere that encourages citizenship
- Pupil voice
- Pupil participation in decision management

In Robert Owen Memorial Primary School we recognise that the starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents of children and young people.

Parents, carers and friends of the school are always welcome to support the school by assisting or leading in areas of expertise or interest, whether through the curriculum within the school day, or for

a short period as an after-school club. The school always has an extensive range of after school clubs, run by parents, members of the community and staff, which enables a wider sharing of skills and interests.

We, as a school, work closely with local businesses, care homes, nurseries and schools in the area, as well as organisations to enhance our children's experiences and strengthen community links. To develop our pupils' Skills for Learning, Life and Work, we engage with local businesses in our Health, Enterprise and World of Work Weeks.

We always welcome support from the wider community and are very grateful for the support already in place. Thank you, parents/carers and community members, you enhance our pupils' learning!

Our Nursery to Primary 1 transition involves all denominations and this approach is continued throughout P1 to P7 with children participating in ecumenical events, ensuring a culture of inclusion and equality is promoted.

Robert Owen Memorial Primary School and Early Learning and Childcare's Visionary Aims

We aim to:

- Meet the needs of all learners in a safe and nurturing environment where everyone feels valued
- Provide children with opportunities to explore and develop transferable skills successfully
- Create and maintain purposeful links with the whole school community in order to achieve our vision
- Foster respectful attitudes by celebrating diversity
- Build learners' skills and knowledge for learning, life and work in the 21st Century.

Pupil Comments about their school:

We can lead our own learning. Teachers listen to our ideas and we can decide how we learn and what we learn.

All the awards we have won and our ECO flags are displayed.

Staff and pupils help one another.

All the staff in the school are very nice.

All teachers encourage us to do things we think we can't.

Pupils have a voice through working parties and councils.

"The school is a really positive and friendly place to be."

"The teachers are good and make you work hard to make sure we are learning lots of new things."

All staff pass on a nice smile.

I feel safe in the school because I can always talk to teachers. I also feel happy and the school encourages me to be the best I can be.

Robert Owen Memorial Primary School has achieved Level 1 award as a Rights Respecting School. We were commended on the mutual respect shown by pupil/pupil, staff/pupil and staff/staff.

It is a requirement of the Children and Young People (Scotland) Act 2014 that *public bodies encourage and support children's rights and here in South Lanarkshire the Making Rights Real is a framework for Rights Based Learning, created to support schools to meet this requirements and to support teachers to deliver Rights Based Learning in the classroom.

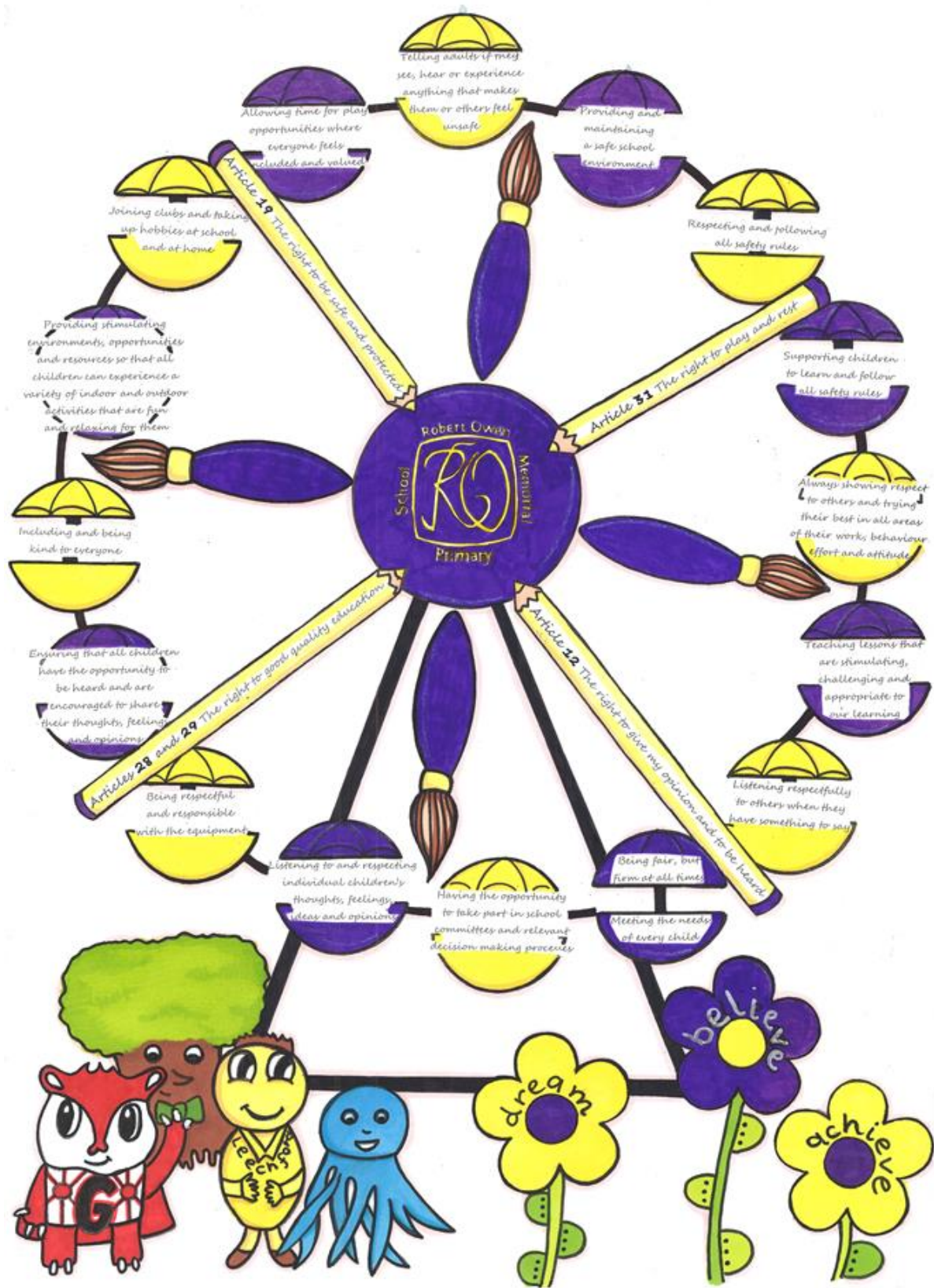
We believe that the benefits of Rights Based Learning are many, that they should impact positively on the wellbeing of pupils and adults, on the ethos of the school and should enable children to attain and achieve in an environment that promotes the ethos of respect and dignity.

The five key areas of Rights Based Learning are as follows

- Rights: What they are
- Rights: Pupil participation
- Rights: Within learning and teaching
- Rights: Across the school
- Rights: In the community and the world

Our School Charter:

The Making Rights Real Committee worked with all members of the school community to create and design a school charter. Our school charter is the guidelines that we all agreed on for our school to highlight to all children that they have certain rights. These rights are important as they help to keep us safe and happy while we receive our education. In the design we incorporated important aspects of life in our school and rights that we felt were most relevant to us each day. We are very proud of the finished result.





School Charter



Pupils can respect each other's Rights by:	Children's Rights from the UNCRC	Adults can respect our Rights by:
<p>Telling adults if they see, hear or experience anything that makes them or others feel unsafe</p> <p>Respecting and following all safety rules</p>	<p>Article 19 The right to be safe and protected</p>	<p>Providing and maintaining a safe school environment</p> <p>Supporting children to learn and follow all safety rules</p>
<p>Always showing respect to others and trying their best in all areas of their work, behaviour, effort and attitude</p>	<p>Articles 28 and 29 The right to a good quality education</p>	<p>Teaching lessons that are stimulating, challenging and appropriate to our learning</p> <p>Being fair, but firm at all times</p> <p>Meeting the needs of every child</p>
<p>Listening respectfully to others when they have something to say</p> <p>Having the opportunity to take part in school committees and relevant decision making processes</p>	<p>Article 12 The right to give my opinion and to be heard</p>	<p>Listening to and respecting individual children's thoughts, feelings, ideas and opinions</p> <p>Ensuring that all children have the opportunity to be heard and are encouraged to share their thoughts, feelings and opinions</p>
<p>Being respectful and responsible with the equipment</p> <p>Including and being kind to everyone</p> <p>Joining clubs and taking up hobbies at school and at home</p>	<p>Article 31 The right to play and rest</p>	<p>Providing stimulating environments, opportunities and resources so that all children can experience a variety of indoor and outdoor activities that are fun and relaxing for them</p> <p>Allowing time for play opportunities where everyone feels included and valued</p>

Life of the School:

Our children are encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of the community. Our children are encouraged to exercise their right to participate in decision making that affects them. We believe all children regardless of their age or ability can offer experience and knowledge, new perspectives, skills, time and both creative and practical ideas. They are encouraged to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.

Pupil Council:

We have an active Pupil Council which enables young people to play an important role in school life and help in various different ways, for example:

- to enable a two-way process of consultation between pupils and staff
- provide formal means for pupils to raise issues
- consult pupils on major issues that will affect them
- help raise pupil morale
- make a positive contribution to the school ethos.

Committees:

All children are developing as effective contributors, responsible citizens and confident individuals by fully contributing to the life of the school and the wider community.

Children have active roles in the various committees and working parties throughout the school, e.g. Eco/Health Committee, Making Rights Real Committee, Pupil Council, Leaders of Languages, JRSO, Play Activity Leaders, Sports Committee, Romps Royal Readers and Makaton Masters. These committees meet regularly and have staff and parents on them as well in order to gain the views of all stakeholders.



Celebration of achievement:

Achievement is celebrated daily in all classrooms and on our school X (Twitter) page. Achievements are also celebrated monthly at whole school assemblies and in each monthly SWAY.

All children are offered opportunities to participate in various after school clubs to enhance their skills and develop their interests.

Promoting Positive Behaviour

Pupils at Robert Owen Memorial Primary School and in our Early Learning and Childcare (ELC) setting are encouraged to display positive behaviour throughout the school. To ensure pupils have every chance of achieving this goal, we have revised our Promoting Positive Behaviour system.

As with everything we do in school, the success of this approach depends very much on support from parents/carers. I hope that the information included below will help you understand how the approach is used and will enable you to support and encourage your child's positive behaviour at school.

At Robert Owen Memorial Primary School and in our Early Learning and Childcare setting, we have a School Charter, which helps all of us understand our rights and responsibilities. This is based on the United Nations Convention on the Rights of the Child (UNCRC), which sets out the basic requirements for a safe learning environment.

The key components that underpin our new Promoting Positive Behaviour programme are:

- Emotion Works Cogs to help us deal with our emotions,
- Our School Values to help make school a positive experience for everyone,
- Our School Charter to help us understand our rights and responsibilities.

We understand at times, situations may arise where some children may require adult support with displaying positive behaviour. Therefore, teachers will use the Emotion Works cogs to talk children through how they are feeling.

If children are displaying unacceptable, dangerous or outrageous behaviour, the Senior Leadership Team will discuss their actions and decide on the consequence.

In order to promote positive behaviour further throughout the school and ELC, we have introduced a new House Points initiative.

All members of staff, including Teachers, Support Staff, Early Years Practitioners, the Janitor and Cafeteria Staff, will look for children who display our school values and follow the school charter each day. Staff will issue children with a house token to deposit into the House Token Collector. This is situated outside the main office.



At the end of each term, all children will participate in TERMTACULAR. This will be a fun experience where they will participate in an activity being offered within their Zone.

Restorative Practice:

In Robert Owen Memorial Primary we are committed to using Restorative Practice techniques in the school particularly when dealing with challenging behaviour and conflict. It focuses on building and repairing relationships rather than on managing and controlling behaviour.

It is really about asking the following questions:

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need/to do?

The emphasis on 'we' is crucial, because it implies that all those affected by what has happened are also involved in finding the way forward.

School Houses

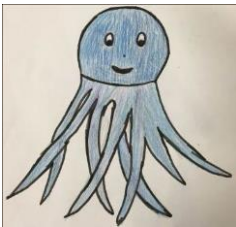
There are 4 houses set up in school. These are Bonnington,

Glenburnie, Leechford and Oakwood. All houses have great historic significance to Lanark as they are named after 4 of the town's march stones.

Each child is a member of one of these houses and has been given a badge to wear to show their support for their house. Children from the same families are in the same house. Children should wear badges to school every day. A house point will be awarded each day to each child who wears his/her house badge.



Each house has its own mascot, which the children named and designed themselves:



Bobington is the mascot for **Bonnington**,

Glenn is the mascot for **Glenburnie**,



Leo is the mascot for **Leechford**,

while



Oak man represents **Oakwood**



Children in Primary 7 are given the opportunity to put themselves forward for the role of House Captain or House Vice-captain. Those interested complete an application form and speak at assembly to persuade their fellow house members to vote for them. After this all children in each house are given the chance to vote for who they want as their house's Captain and Vice-Captain. These children are presented with their Captain and Vice-Captain badges. Captains and Vice Captains take ownership of house activities on House Days and monitor points awarded throughout the year.

The house system gives children the opportunity to work with children of all age groups. Children will work individually and as a team to earn points for their house.

House points are awarded each day. Children will earn one house point for wearing house badges.

Opportunities for children to receive points occur daily in school.

A House Day will take place each term. Inter-house competitions will take place on these days allowing children to work as a team to earn points for their house.

At the end of each week, house points are totalled and announced at assembly.

At the end of the year points will be tallied up and the winning house will win the House trophy.

Other trophies will also be presented to the winning houses for the different competitions held throughout the year, e.g. Inter-house Quiz.

5) The Curriculum

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

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

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

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

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

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

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

Curriculum for Excellence is about raising standards, improving knowledge and developing skills. The curriculum ensures continuity in children's learning and will take account of their strengths, interests and achievements.

Active Learning engages and challenges our learning. It helps us make links across the curriculum to ensure depth of understanding. A range of teaching approaches are used, such as outdoor learning and learning through the use of digital technologies, in order to engage all pupils in their learning.

Curriculum for Excellence is a major national reform designed to provide a richer, more flexible 3-18 curriculum which will equip children and young people for learning, life and work in the 21st century, by focusing firmly on their needs.

The aspirations of A Curriculum for Excellence are:

“for all children and for every young person that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work.”

The 21st century curriculum will provide support, structure and direction to young people’s learning, so that they can maximise their potential in each of these four areas.

What does this look like in practice?

When planning activities and experiences for young people, teachers will take account of the following seven principles:

1. **Challenge and enjoyment** – All young people should be active in their learning and have opportunities to develop and demonstrate their creativity.
2. **Breadth** – all young people should have access to a range of activities so that they can learn and develop in a variety of ways.
3. **Progression** – All young people’s learning should be built on earlier knowledge and Achievement.
4. **Depth** – All young people should have opportunities to learn and study in depth. As they progress, they should be able to draw different strands of learning together and deepen their learning to the best of their ability.
5. **Personalisation and choice** – The individual needs of all young people should be recognised with particular talents and skills being supported and developed. Opportunities should be provided for young people to exercise responsible personal choice as they progress through the school.
6. **Coherence** – There should be clear links between the different aspects of learning.
7. **Relevance** – Young people should understand the purpose of their activities and see the value of what they are learning for their present and future life.

Sometimes the learning experiences may be linked together through themes and projects covering several areas of the curriculum (interdisciplinary learning). At other times learning will take place in individual subject areas. Learning will also be developed through day-to-day involvement in the life and work of the school community and the wider community. Such activities will include a variety of out of school projects and a range of school or community-based events. Planned experiences will be designed to achieve specific outcomes in terms of the knowledge, skills and understanding that show how young people are progressing and developing.

Key teaching and learning approaches, to implement Curriculum for Excellence

1. Assessment is for learning (AifL)
2. Co-operative learning
3. Active learning
4. Interdisciplinary working – linking learning across the curriculum
5. Literacy
6. Numeracy
7. Health and Wellbeing
8. Assessing, recording and reporting on pupil progress
9. Outdoor learning
10. Using digital technology to enhance learning.



Languages and Literacy

Our Language programme seeks to follow the guidance set out in the experiences and outcomes of Curriculum for Excellence which aims to provide a firm basis for coherent progressive teaching in Language and Literacy.

The Languages and Literacy curriculum has three organisers: Listening and Talking, Reading and Writing. Our programmes use a range of materials and sources to provide the wide variety of stimuli which enable children to make progress in an interesting and pleasurable way.

At Early and First levels, the children are taught to read using the Oxford Reading Tree scheme. This programme covers a wide range of fiction and non-fiction providing a great variety of reading material which covers all skill areas and motivates children to read. The majority of our reading materials are book banded. Book banding is a system which organises books in level of difficulty. This is useful for both pupils and parents as it ensures an adequate level of challenge and allows parents to complement their child's reading out of school as banded books are readily available in the shops and libraries. As the children progress through First level and onto Second Level, Literacy World and novels are used as well as a wider range of texts to further their skills in reading and also provide a context for learning.



The technical skills of reading are taught through a balance of phonics and 'Look and say' approaches. Grammar is taught using a variety of approaches which are active and interesting.

Our children are given the opportunity to listen to a variety of text through the Pie Corbett Reading Spines.

From P1-P7, our children are taught spelling strategies and rules through the Active Literacy programme, such as Diacritical marking and Syllabification.

Children's writing skills are developed using a range of genre and where possible are linked to interdisciplinary topics.

A reference library has been established and each class has a selection of fiction books, which are available for children to choose from. The children are encouraged to read for pleasure as well as for researching information.



Modern Languages

Today's children are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens. In line with Scottish Government's 1+2 strategy all children across the school and nursery are taught French.

Mathematics and Numeracy

Our Mathematics programme seeks to follow the guidance set out in the experiences and outcomes of Curriculum for Excellence. It aims to present mathematics as a problem solving activity supported by a body of knowledge which will help children understand the world and prepare them to act effectively in work and in recreation.

Our school programme seeks to establish mathematical concepts and skills through carefully planned practical activities and to provide continuous consistent development. The materials used are designed to be flexible in use for class, group or individual teaching and include work on problem-solving and enquiry, information handling, number, money and measurement and shape, position and movement.

During maths lessons each day, the teachers use interactive teaching methods which include a daily session of mental maths activities to develop effective mental strategies and mental numeracy skills, such as Number Talks.

Digital Technology is an integral part of our Mathematics Programme with a wide variety of activities for all stages being available.



Social Subjects

Our programme seeks to follow the guidance set out in the experiences and outcomes of Curriculum for Excellence and is designed to ensure that learning involves activity and experiment, and that teaching and learning develops pupil's skills rather than simply remembering facts. Through the study of Social Subjects, children learn about the world in which they live and develop a range of skills in order to investigate and understand their environment. As they mature the children's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. We hope that they will also develop informed attitudes to environmental issues and to their own health and wellbeing.



Local Studies are strongly encouraged since they provide children with first hand experience and opportunities for field work. Throughout their studies children are given the opportunities to compare and contrast their own environment and culture with others.

Science

We use the applications of Science every day in our lives at school, at leisure and at home. Our Science programme seeks to follow the guidance set out in the experiences and outcomes of Curriculum for Excellence. This programme is aimed to develop the children's interest and understanding of the living things, materials and the physical world as well as topical science. They engage in a wide variety of investigative tasks which they do collaboratively with their peers. This allows them to develop skills of creativity as well as developing their enterprising and inventive skills.



Technologies

The technologies framework provides creative, practical and work-related experiences and outcomes which can be applied in business, digital literacy, computer science, food, textiles, craft, design, engineering, graphics and applied technologies. This curriculum offers a rich context for developing the skills that are recognised as being important for success in the world of work. It provides challenging activities which involve research, problem solving and exploration. It allows learning to take place through the creation of products which have real applications.

Expressive Arts

Art & Design

The aim of our arts programme is to cultivate an appreciation and enjoyment of the visual arts as well as enabling our children to use graphic arts as an expression of personality and as a means of communication. Our programme provides opportunities to develop the concepts of line, shape, form, colour, tone, pattern and texture whilst developing skills through a variety of activities including painting, drawing, collage, modelling and fabric work.

Children are offered opportunities to work independently or in a group and to be involved in discussion and decision making to help them respond both to their own work and to that of other artists.



A visually stimulating environment is provided in our school by attractive displays of children's work and by changing displays of artefacts and pictures.

Music

Our music programme includes listening, singing, playing and movement activities. These activities are developed using a range of resources which fulfil the experiences and outcomes outlined in Curriculum for Excellence

The aim of our musical programme is to enable children to experience and enjoy music making and to develop an informed interest and response to music.

Primaries 5-7 enjoy and benefit from specialist music tutors who take the children for tuition throughout the year.

Primary 5 also enjoy working with the Youth Music Initiative Specialist for a 20 week block throughout the session.



Drama

Drama consists of three broad based categories of activity; language-based, movement-based and theatre-based. Through these activities, a variety of skills can be promoted.

Language based activities include both talking and listening in a variety of contexts, as a class or in groups, both as self and when playing a part.

Movement based activities, include movement and the observation of movement.

Theatre based activities, whether from a script or unscripted, involve children both in performing and in watching others perform.

Dance

Through dance, the children have rich opportunities to be creative and to experience inspiration and enjoyment. Taking part in dance contributes to the children's physical education and physical activity.

At Robert Owen Memorial Primary School we provide a lunchtime dance club to prepare for the participation in the Clydesdale Dance Festival.

Health and Wellbeing

Our Health and Wellbeing Curriculum reflects a holistic approach to promoting the health and wellbeing of our pupils that is consistent with the UNCRC, which sets out the right of all children to have access to appropriate health services and to have their health and wellbeing promoted.

Good health and wellbeing is central to effective learning and preparation for successful independent living. We aim to provide a school environment where all children feel happy, safe, respected and included and where all staff are proactive in promoting positive behaviour in the classroom, playground and in the wider school.

To achieve this we work together as a school team and with partners to plan our programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

Health and Wellbeing across learning - Responsibility for All

Every adult in the school community has the responsibility for creating a positive ethos and climate of respect and trust, one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

These responsibilities are set out in the introductory statements of the Curriculum for Excellence but include:

- every adult's responsibility to establish open, positive, supportive relationships across the school community where children and young people will feel that they are listened to and where they feel secure in their ability to discuss sensitive aspects of their lives
- in promoting a climate in which children feel safe and secure
- in modelling behaviour which promotes health and wellbeing and encouraging it in others through using learning and teaching methodologies which promote effective learning
- by being sensitive and responsive to the wellbeing of each child

Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

Our Focused Programmes

Healthy Schools - Food and Health, PEPAS, Healthy Lifestyles

- Mental, social, emotional and physical wellbeing
- Planning for choices and changes
- Substance misuse

To support learning in the above areas of the HWB curriculum we use the Healthy Schools framework. Healthy Schools is a framework that guides the teaching and planning, tracking & monitoring and evaluation of Health and Wellbeing education. It supports co-ordination across the school and progression throughout the learner journey. It is a particularly good resource as it is flexible and adaptable to individual needs as it provides teachers with options from suggested activities, external resources, web links to additional information and links to relevant physical resources & materials from NHS Lanarkshire resource Library. The Health & Wellbeing Experiences and Outcomes are brought together into groups and aligned with the wellbeing indicators. One of the indicators is focused on each month and taught through the theme and outcomes for that month.

RSHP

The Scottish Government is committed to ensuring that all children receive high quality relationships, sexual health and parenthood education (RSHP) in order to respect, protect and fulfil their human rights as they grow up. We are committed to working with children along with parents, carers and staff to make this a reality here in Robert Owen Memorial Primary School in order to create a more positive culture around relationships, sexual health and parenthood in our community.

RSHP education is a key part of Health and Wellbeing within Curriculum for Excellence. RSHP education focuses on equipping children and young people with the knowledge, skills and values to make informed and positive choices about forming relationships. It can assist with making safer decisions about their sexual and emotional health and wellbeing in a responsible and healthy manner, as an important part of preparation for adult life. Children and young people develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships and sexual health. They also develop an understanding of the complex role and responsibilities of being a parent or carer.

High priority is given to the provision of good quality RSHP education in all Scottish schools, based on good practice and informed by evidence. The new RSHP resource

has been designed to make sure that information about relationships, sexual health and parenthood is not given in isolation but as part of a programme that considers a range of issues relating to personal and social development, healthy living, values and beliefs which reinforce self-worth, respect for others and a sense of responsibility. This is the resource that we are now using to deliver this part of the curriculum in partnership with parents and carers.

You can find out more information here. Please contact the school if you have any questions.

<https://rshp.scot/>

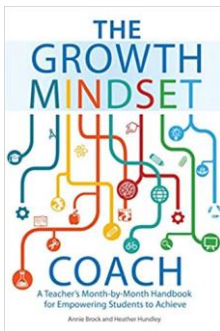
Practical Mindset – The Practical Mindset Toolkit

Practical Mindset supports children, young people and adults to develop healthy self-belief and coping strategies; to identify and celebrate their unique traits, treating themselves and others with love, respect and kindness.

Practical Mindset is founded by Jill Trevena, specialist occupational therapist. Practical Mindset aims to provide practical strategies and resources for positive and proactive mental wellbeing.

Each month we focus on a different aspect of a practical mindset, with the children learning skills to manage thoughts, feelings and states and experiencing content which they can immerse themselves in, grow and make positive changes as a result of. Ask your child what they have been learning, they may just have a few tips they could share with you, to help you relax or grow your mindset.

Mindset Mantra



As soon as children become able to evaluate themselves, it is believed that some of them become afraid of challenges. They become afraid of not being smart! There are two mindsets, the fixed and the growth mindset that exist in us all and whether we choose to view various aspects of our lives through the lens of the growth or the fixed mindset can make a big difference.

The ethos of 'The Growth Mindset' is embedded into our HWB curriculum and staff are encouraged to develop this in our pupils using monthly mantras, creative lessons, empowering messages and real life stories to meet our core objectives of fostering a growth mindset in our classrooms and motivating all of their pupils to believe in themselves and their ability to achieve their dreams.

5 Ways to Wellbeing

To help build resilience, boost wellbeing and lower the risk of developing poor mental health we encourage our children to engage in five simple things that they can do as part of their daily life – at school and at home. These simple actions are known internationally as the Five Ways to Wellbeing.



The Five Ways to Wellbeing are – Connect, Be Active, Keep Learning, Give, and Take Notice.

- Connect with the people around you, with family, friends and neighbours because strengthening relationships with others and feeling close to and valued by others is critical to boosting wellbeing.
- Keep Learning: Try something new, rediscover an old interest or take on a new responsibility because being curious and seeking out new experiences positively stimulates the brain.
- Be Active: Go for a walk or run, step outside, spend time in the garden, play a game because being physically active, improves physical health and can improve mood and wellbeing.
- Give: Do something nice for a friend or classmate, thank someone, volunteer your time because carrying out acts of kindness, whether small or large, can increase happiness, life satisfaction and general sense of wellbeing.
- Take Notice: remark on the unusual, notice the changing seasons or savour the moment because paying more attention to the present moment, to thoughts and feelings and to the world around, boosts our wellbeing.

Emotion Works

Emotion Works is a visual and colourful educational programme that puts learning at the heart of emotional health and wellbeing. It is designed to help children...



- Learn emotional language
- Develop emotional understanding
- Manage feelings and emotional behaviours
- Develop resilience

We use the Emotion Works programme at every stage in Robert Owen Memorial Primary School from our Early Learning and Childcare Centre through to our P7 classes. This has created a common emotional language and allows our school community to have a consistent approach when discussing emotions.

In lessons, we develop our understanding of the different “cogs” that are involved in emotional situations. This ‘Cog Model’ framework identifies seven categories of emotional knowledge and competence that link together to help show how ‘emotion works’ and the links between the different cog categories demonstrate the causal connections between concepts such as emotion triggers, body sensations, emotion behaviours, intensity and regulation strategies.

Emotion Works is used to make connections across the curriculum and adds depth to our drama, art, reading and writing activities. It helps our children to recognise and label emotions and identify associated body sensations, behaviours, possible triggers and emotional regulation strategies. We often use stories, films, drama and art as a stimulus and then our children can make their own connections to themselves and the world around them.

Physical Education

Our programme for physical education, which includes an indoor session and an outdoor session, offers opportunities for children to experience a combination of physical activities such as games, athletics, active health, swimming, team sports and outdoor education.

Programmes are planned for individual classes which include an appropriate form of physical ability for all pupils. Through these programmes we aim to give children the ability to develop a positive attitude to an active lifestyle, to build and maintain a healthy body, to develop confidence and self-esteem and to develop knowledge through physical experience.

Active Schools

A programme is in place to support and develop delivery of physical education experiences. The Active School Co-ordinator organises a range of activities for the

children, some which take place during school hours and others which are organised to take place after school.

Religious Education

Through our programme we aim to enable pupils to appreciate moral values such as honesty, liberty, fairness and concern for others. We also aim to develop self-awareness, relationships with others and help children develop an understanding of the beliefs, values and practices of Christianity and other world religions.

Reverend Bryan Kerr is a regular visitor to the school and he assists in the delivery of the Christianity section of the programme.

We also encourage the pupils to develop a positive self-image by coming to their own understanding of the meaning, value and purpose of life through a process of personal search, discovery and critical evaluation.

Interdisciplinary Working

Curriculum for Excellence includes space for learning beyond subject boundaries, so that children can make connections between different areas of learning.

In order to meet the experiences and outcomes in Curriculum for Excellence, some topic work will be done in an interdisciplinary way. Literacy, Numeracy and Health and Wellbeing will permeate the whole curriculum. There is an emphasis on Collaborative Learning and Responsive Planning where the pupils have a say in what they would like to learn and how they are going to learn.

Homework

At Robert Owen Memorial Primary School we believe in the importance of developing a love of reading. In order to do this it is vital that time is spent hearing reading, looking at key words and developing comprehension in what is being read. As a Gold Reading School, we have made reading and reading based activities a focus of our homework. This has been very well received across the school with pupils and parents and we hope that this enthusiasm will further encourage the children to be inventive and creative in their reading diet.

Eco Schools

Robert Owen Memorial Primary School participates in the Eco-Schools programme; an international initiative designed to encourage whole school action for the environment, and to raise awareness of local and global environmental, and sustainable development issues. It is a recognised award scheme that accredits schools who make a commitment to continuously improve their environmental performance. Three award levels are available: Bronze, Silver and Green Flags.

There are seven elements to the Eco-School programme, all of which must be maintained by the school: Eco-Committee, Environmental review, Action Plan, Monitoring and Evaluating, Links to the Curriculum, Involving the Wider Community and the Eco Code. In developing each of these elements, the school encourages participation from pupils, teaching and support staff, parents and members of the local community.

There are 10 topics which can be addressed: Litter, Energy, Health and Wellbeing, Waste Minimisation, Transport, Biodiversity, School Grounds, Water, Food and Sustaining our World. Of these, the Litter topic is mandatory.

We achieved our first Green Flag in 2012, our second in 2015, our Third in June 2017, our fourth in June 2019 and our 5th one in June 2021.



In the 2019-2021 session we were working on the topics of Litter, Biodiversity and Transport.

From 2021-2023 we were working on Litter, Global Citizenship and Food and the Environment.

From 2023-2025 we are working on the topics of Litter, Climate Action and Transport.

We hold an Eco Day each term where everyone is involved in Eco developments across the school.

An Eco Schools Notice Board is in our school foyer. This displays information and photographs of the steps we take to continue to maintain our Green Flag status.

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

Education Resources has produced guidelines on Religious Observance Policies and these are available in all establishments.

With reference to the Education (Scotland) Act 1980 parents may withdraw their children from Religious Education. The Head Teacher will make arrangements for this should it be required.

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

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

Rights of Parents/Carers

Based on the national guidance issued by the Scottish Government on 21 February 2011 and the Education (Scotland) Act 1980, Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

Robert Owen Memorial Primary School is a non-denominational school that values the cultural diversity of our pupils. We work with families from a range of cultural and religious backgrounds – we see this as a real strength of the school and we are very keen to ensure that children develop an understanding and acceptance of the various cultures represented within the school community and the multi-cultural society we all belong to. We aim to create an environment where our pupils appreciate values such as honesty, liberty, justice, fairness and concern for others. The children will be encouraged to develop a respect for other peoples' ideas, values, customs and beliefs, both within their community and the wider world. The children are also encouraged to work cooperatively with others demonstrating tolerance and partnership.

Children contribute to assemblies where they are all made aware of what's happening in other classes and this helps to promote self-confidence. The local minister of Greyfriars Parish Church (school chaplain) contributes to Christian festivals throughout the session.

There are voluntary activities involving various charities. Education Resources has produced guidelines on Religious Observance and these are available in all establishments.

Parents have the right to withdraw their children from Religious Education and Observance and the school should be informed of this by letter.

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

Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

6) Assessment and Tracking Progress

At Robert Owen Memorial Primary School, teachers assess and mark pupils' progress continually as part of daily learning and teaching in order to identify appropriate next steps in each child's learning. We want to share with you on how your child's learning is progressing. We do this through:

- observation
- discussion
- photographs
- written responses, reports, check-ups, jotters and meetings with the Senior Leadership Team to discuss pupils' progress
- children's own self and peer assessment
- pupils' profiles
- pupil plans
- recording by film
- "snapshots" of your child's current work, shared each term

Literacy, Numeracy and all aspects of **Health and Wellbeing** will feature across all learning and are the responsibility of all practitioners. Therefore, these areas have been given increased emphasis within the Progress and Achievement primary report.

7) Reporting

Robert Owen Memorial Primary School recognises that good teamwork among parents, children and schools is the key to a successful education for your child.

Reporting will be ongoing and comprise of a range of activities, which can include parents' meetings, children presenting their learning, newsletters and ongoing oral discussions.

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person or receive a phone call, to discuss your child's education.

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

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

8) Enrolment and Transitions

Enrolment – how to register your child for school.

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

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

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

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

Proof of where the child lives may also be needed.

If your child is due to start school in August 2024, you can enrol online from Monday 8 January 2024. Your catchment school will contact you between Monday 15 to Friday 19 January 2024 to confirm your enrolment.

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

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish to make a placing request. An online placing request form is available from the SLC website - www.southlanarkshire.gov.uk or by contacting edsuppserv.help@southlanarkshire.gov.uk or phone **0303 123 1023**.

Change of School/Placing Request

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

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

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

Transition from primary to secondary school

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

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

The associated secondary for Robert Owen Memorial Primary School is **Lanark Grammar School**. Close links have been established with Lanark Grammar School. There is a strong transition programme between the primary schools in Lanark Learning Community and Lanark Grammar; these include staff liaison and preparatory visits for children throughout Primary 7 to ensure the smooth transition of our Primary 7 pupils to Secondary.

Head of Lanark Grammar:

Mr Jeff Warden
Lanark Grammar School
Kirklands Road
Lanark
ML11 9AJ
Phone: 01555 667520

9) Support for Pupils

Getting it right for every child.

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

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

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

More information can be found on:

www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

The Education framework, which shapes the curriculum at the primary stage is intended for all pupils, including those with special educational needs.

To enable children with additional support needs to access this curriculum, teachers provide children, through the use of group teaching, with materials which are matched to their needs and which provide sufficient challenge.

The Head Teacher is the co-ordinator for Additional Support for Learning needs and both she and our specialist support teacher liaise with class teachers and with parents to provide additional support for individual children or for small groups. Some children may need an Additional Support Plan. This is created by the teacher in consultation with the pupil and parents. Review meetings are arranged termly to track progress made and targets are set. Parents are invited to this meeting as well as the pupil, the teacher and the Head Teacher. The Specialist Support Teacher may also be invited.

Within our school we have four supported classes which provide places for children with Autism. Support Assistants are allocated to these classes to support the teachers to meet the needs of all learners. Individual programmes of study are tailored to each child to allow each of them to reach their full potential at an appropriate pace.

For some children, a Co-ordinated Support Plan may be provided to note the specific needs of children and the additional support they may require from other agencies.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

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

Enquire – the Scottish advice service for additional support for learning

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

Phone Helpline: 0345 123 2303

Address: Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Email Enquiry service: info@enquire.org.uk

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

Enquire provides a range of clear and easy-to-read guides and fact sheets including the parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

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

What does it set out to do?

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

How can I find out more?

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

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

10) School Improvement

In addition to the core programme of literacy, numeracy and health and wellbeing, the wider curriculum continued to be taught online to our learners, with feedback being given in a timely fashion and at an appropriate level. The school as a community also continued to celebrate the achievements taking place through such events as Health Week, a whole school Health and Wellbeing focus and also Ford Castle, the location for the P7s residential.

P1 transition takes place in the final term of the session; parents and new P1s can visit the school, including their P1 classroom, hear about learning and teaching in Robert Owen Memorial Primary School and meet their teachers and future classmates. Our P7s get the same experience at Lanark Grammar, with a two-day visit, following their S1 timetable, alongside their peers.

Robert Owen Memorial Primary School staff constantly update their planning, to meet the current needs of our pupils.

Achievements

We are proud of our achievements in Robert Owen Memorial Primary School and celebrate them at school assemblies and share them with our school community. Please follow the link below to access our Latest Standards and Quality report which outlines the main achievements of the school over the past session. This can also be found on the school website.

[Standards and Quality Report](#)



**Robert Owen Memorial Primary School
and
Early Learning and Childcare (ELC)
Improvement Plan
2023 - 2024**



Play Based Learning

Introduce a Play Based Learning Pedagogy for Early Level

- *ELC staff will work closely with the P1 Teacher to share good practice in implementing play pedagogy
- *Children in the ELC and P1 will have increased levels of participation and engagement through having ownership of their learning environment
- *Children in the ELC and P1 will become more aware of their next steps in learning by setting their own targets
- *Children in the ELC and P1 will demonstrate increased transferrable skills through a range of learning opportunities and contexts
- *Attainment in literacy and numeracy will increase for all children in P1
- *Children in the ELC and P1 will be able to lead their own learning

B Squared

To continue to develop a consistent approach in the use of B Squared as a tracking and

- *All staff within the supported provision will feel more confident in the use of B Squared to track, monitor, record and report learning and teaching across the curriculum
- *A consistent approach will be used by all staff within the supported provision to both track, monitor and demonstrate progress for all learners
- *Parents of children in the supported classes will be invited to an information session regarding the use of B squared

STEM (Science, Technology, Engineering and Mathematics)

To continue to increase access to and participation in STEM learning for all pupils

- *A STEM Space will be developed in our school
- *Our STEM Mentor will lead the school and ELC towards gaining the STEM Nation Award
- *By June 2024, 2 elements of the STEM Nation Award will have been achieved. These are; Leadership in STEM and Employability and STEM Partnership Working
- *Our STEM Mentor will share good practice, up skill and build capacity of ELC and Teaching staff by team-teaching weekly in the STEM Space
- *P6 pupils will have an increased understanding of learning through STEM opportunities, through the Young STEM Leaders programme
- *Parents/Carers will be invited to Stay and Learn sessions to allow them to develop a greater understanding of Numeracy and Mathematics

Literacy

To continue to develop a consistent approach to the teaching of writing across the school

- *A consistent approach to the teaching of writing will be used by all staff
- *All children will develop a deeper understanding of the genre-specific targets for the six genres taught throughout the session
- *All staff will provide effective feedback in writing to children to move learning forward
- *All children will become more confident in setting their own next steps in writing
- *Attainment in writing will be improved

Maintenance Agenda

- *Continue to work on maintaining Green Flag status
- *Continue to develop Maths recovery in P1
- *Continue to maintain Gold Reading Schools status
- *Continue to implement the newly developed Health and Wellbeing programme
- *Continue to embed the Nurture Principles across the school
- *Continue to embed a Communication friendly Environment including the use of Makaton
- *Continue to work towards achieving the Digital School award
- *Continue to work towards Gold Right Respecting School award
- *Continue to embed the Emotion Works programme
- *Continue to be mindful of the Cost of the School Day

In line with Cost of the School Day, where we aim to reduce the cost of sending a child to school, we ensure a child can access all areas of the curriculum at no cost. We access funding to support families through the winter regarding winter attire and we ensure fundraising is kept to a minimum and is utilised to meet the needs of those most requiring it.

The school has formed a committee to lead the Equity journey, promote the meaning of being equitable and ways that this can be achieved. The Equity Committee comprises of pupils, parents and staff. The committee has key roles, including determining how to spend 5% of the school's Pupil Equity Fund (PEF).

From analysis of numeracy ACEL data, we have identified a group of 12 children P5 (5), P6 (7) throughout the school who are not achieving their expected level for

numeracy. These pupils will be targeted through small group teaching through our PEF funded 0.5FTE CT in line with SLC Numeracy Strategy.

From analysis of our literacy ACEL data, we have identified a group of 19 children throughout the school P5 (11) P6 (8) who have been identified as not achieving their expected level for writing and 13 children P5 (7), P6 (6) who have been identified as not achieving their expected level for reading.

After obtaining Gold Reading Schools accreditation in session 2022-2023 and creating a positive culture of reading for enjoyment across the ELC and school, we want to continue to build on this positive culture and in turn, continue to raise attainment and enjoyment in reading.

To continue to raise engagement and motivation in learning in Literacy, Numeracy and Health and Wellbeing, we will continue to use Sumdog and the Emotion Works platforms.

To continue to enhance and extend the children's learning experiences and to develop skills for learning, life and work, Class Trips /P7 Residential Trip will be arranged throughout the year.

We will continue to enhance and extend the children's learning experiences and to develop skills for learning, life and work, by organising Sports Events and lunchtime/extra-curricular clubs throughout the year.

The increasing level of need in emotional regulation, flexibility of thought and social interaction within the cohort of pupils in the supported classes has highlighted the need for a targeted intervention to support development in these areas. This intervention is the introduction our Faculty Dog called Poppy.

The remainder of the PEF is spent on teaching and resourcing to support our most vulnerable learners in the areas of nurture, literacy and numeracy.

Standards in literacy, numeracy, health and wellbeing enhanced by identified staff who attended South Lanarkshire Council network groups and disseminated information to all teachers on the following curricular areas:

- Health and Wellbeing
- Literacy
- P.E.
- Outdoor Learning
- Maths
- Science
- French
- ICT



Robert Owen Memorial Primary School



The Participatory Budgeting Process

Robert Owen Memorial Primary School allocated 5% (£3301.25) of their 2023-24 PEF allocation to be subject to Participatory Budgeting.

Chosen Options

Following consultation with pupils, parents and staff and a highly successful vote, four areas of focus were identified:

Outdoor Learning

ICT Equipment

Play Equipment

School Trips

Description of the Process

Step 1 – A Participatory Budgeting Pupil Group was created, and pupils and staff had a discussion to develop ideas.

Step 2 – Parents were contacted and invited into the school for a discussion to agree on ideas that could be taken forward to the vote.

Step 3 – Pupil, parent and staff questionnaires were created to narrow down the ideas suggested in Step 1 & 2.

Step 4 – The final choices as voted for by all stakeholders were selected to go out to a vote by the Participatory Budgeting group and a parent/carer focus group.

Voting Process and Counting

Class teachers explained what the Pupil Equity Fund is, the Participatory Budgeting process and the options which were to be included in the vote.

Pupils completed the Form as a class.

The whole school community were invested in the process and excited for the outcome of the vote.

Parents were emailed with a link to complete the Parent Form.

The voting all took place using Microsoft forms, which made the vote counting very straightforward.

The results of the vote were shared with each class by their Participatory Budgeting Representative.

Winning Option

Our winning option with 63% of the final vote was

School Trips

Participatory Budgeting Options



■ School Trips ■ ICT Equipment
■ Outdoor Learning ■ Play Equipment

11) School policies and practical information

School/Nursery Meals

Our nursery provides an engaging learning environment for young children. Parents from any area may apply to attend the nursery class. To find out more about the nursery, please contact the school. Please note that a place in the nursery does not mean that your child will automatically be enrolled at this school when they are ready to start primary school. All children who move from early years to primary education must register separately in the month of January.

Our nursery caters for forty 3 to 5-year-olds for full days (9a.m. to 3p.m., but additional hours can be purchased if required).

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

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

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

Primary pupils

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

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

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

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.05.

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

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

Adapted diets

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

Free School Meals

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

Income Support, Universal Credit (where your take home pay is less than £726 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £8,717 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £18.725 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

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

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

South Lanarkshire Council also offers a free Breakfast service, the service runs from 8.15a.m. to 8.45a.m. each school day.

We request that parents send a bottle of water each day to school with their child, thus enabling all pupils to have ready access to drinking water at all times.

School Uniform

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

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

Our school uniform is:

Grey	Skirt/trousers
Yellow	Shirt/blouse
Purple	V neck sweatshirt/cardigan (optional with school badge)
Purple Fleece	(optional with school badge)
Purple Showerproof Jacket	(optional with school badge)

PE Kit:

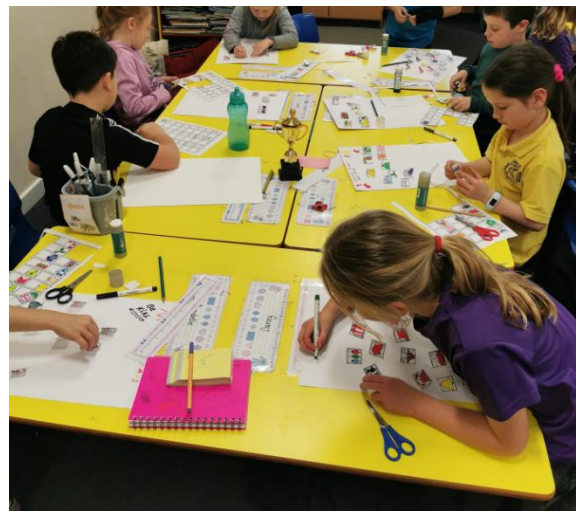
Yellow	Polo shirt (optional with badge)
Black	Shorts

Gym shoes or similar footwear are essential for P.E. Gym kit and ties, along with waterproof jackets with school badge are available to buy in school.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff. Great care is taken to protect children's clothing in school, but accidents sometimes happen. Please provide an old overall or old shirt, which can be left in school to be used for messy activities when needed. Please mark all items of clothing, including footwear, with your child's name.

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

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.



Allergies

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work/risk assessment and national guidance on the administration of medicines.

Support for parent/carers

Clothing grant

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

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

School Hours/Holiday Dates

Morning opening	9.00a.m.
Interval	10.30-10.45a.m.
Lunch	12.15-1.00p.m.
Closing	3.00p.m.

Nursery Hours

Drop-off	9a.m.
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See the attached list showing school holiday dates.

Transport

School transport

South Lanarkshire Council has a policy of providing school transport to primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should complete a form online www.southlanarkshire.gov.uk or contact **0303 123 1023**. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. More information on school transport is available www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport or phone **0303 123 1023**.

Pick-up points

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

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

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

Parking

For Health and Safety reasons parents/carers are requested not to park in the school car park or block the entrance/exit gate or disabled areas. The car park entrance is vehicular and not for pedestrians, who should instead use the two gates on Blantyre Road.

Insurance for schools – pupils' personal effects

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school is done so at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

Promoting positive behaviour

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

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

Robert Owen Memorial Primary School's policy on discipline aims to promote positive behaviour. We are also working towards the Silver level of our Rights Respecting Schools Award (RRSA). The RRSA recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of the school's planning, policies and ethos. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all relationships; between teachers/adults and pupils, between adults and between pupils.

Positive behaviour demonstrates itself in mutual respect. Positive behaviour creates a positive atmosphere that promotes effective teaching and learning. To help achieve this, we have a Promoting Positive Behaviour Policy across the school, whereby children's positive behaviour is reinforced and rewarded by all members of staff, both in the classroom and playground. Our weekly assemblies focus on recognising and acknowledging this responsible behaviour.

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

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

Child Protection

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

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

They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

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

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

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

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

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

We love school because...



...we enjoy being active and having fun with our friends.

...we have visitors who come in to teach us special things...



...we have opportunities to visit places within the local community and further...

...we work with our friends to learn and solve problems...



...we share special news and achievements at assemblies so that everyone can see what we have been doing outside school...

...we use resources to help us to learn...

...we go on the stage to perform and share our learning!

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

Information on pupils, parents and guardians is held by the school to enable the teaching, registration, and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

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

Privacy Notice

Introduction

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

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

Using your personal information

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

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

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

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

Information we collect at other times.

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

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

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

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

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

Information that we collect from other sources.

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

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:
for the education of children, young people and adult learners.
for teaching, enrolment, and assessment purposes and to monitor the educational progress of children, young people and adult learners;
to keep children and young people safe and provide guidance services in school;
to identify where additional support is needed to help children, young people and adult learners with their learning;
to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
to help us develop and improve education services provided for young people, adult learners, or families
In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

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

You have the right to access your personal information as well as the rights of rectification, erasure, restriction, and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website: (https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

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

Appendix A

This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link

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

The list is not intended to be exhaustive, and authors may wish to consider additional sources of school, local and national information, material, and resources.

Contact Details

Education Scotland's Communication Toolkit for engaging with parents.

The Scottish Government Guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities.

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school.

Parental Involvement

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

Parentzone provide information and resource for parents and Parent Councils
National Parent Forum for Scotland; www.npfs.org.uk

School Ethos

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

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

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

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

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

Curriculum

Information about how the curriculum is structured and curriculum planning.

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

Advice, practice, and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing.

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life, and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice, and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning.

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework.

Information about Curriculum for Excellence levels and how progress is assessed.

Curriculum for Excellence fact file - Assessment and qualifications

Information on recognising achievement, reporting, and profiling.

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

Transitions

Curriculum for Excellence fact file - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond.

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice, and guidance strategy.

Choices and changes provides information about choices made at various stages of learning.

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition.

Enquire is the Scottish advice service for additional support for learning.

Parenting Across Scotland offers support to children and families in Scotland.

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended.

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers.

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports.

Education Scotland's Inspection and review page provides information on the inspection process.

Scottish Credit and Qualifications Framework (SCQF)

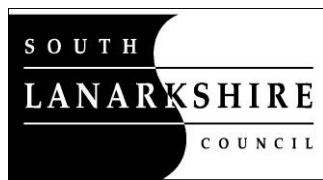
Scottish Qualifications Authority provides information for teachers, parents, employers, and young people on qualifications.

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

National policies, information and guidance can be accessed: from the Scottish Government website on www.gov.scot with an update on school inspection outcomes being available via the Education Scotland website.



Education Resources

School holiday Dates Session 2024/2025

Break	Holiday dates		
First Term	Teachers In-service	Monday	12 August 2024
	In-service day	Tuesday	13 August 2024
	Pupils return	Wednesday	14 August 2024
September Weekend	Closed on Re-open on	Friday Tuesday	27 September 2024 1 October 2024
October Break	Closed on Re-open on	Monday Monday	14 October 2024 21 October 2024
	In-service day	Monday	11 November 2024
Christmas	Closed on Re-open on	Monday Monday	23 December 2024 6 January 2025
Second Term			
February break	Closed on	Monday and Tuesday	17 February 2025 18 February 2025
	In-service day	Wednesday	19 February 2025
Spring break/Easter	Closed on Re-open	Monday Tuesday	7 April 2025 22 April 2025
Third Term			
	In-service day	Thursday	1 May 2025
Local Holiday	Closed	Monday	5 May 2025
Local Holiday	Closed on Re-open	Friday Tuesday	23 May 2025 26 May 2025
Summer break	Close on	Wednesday	25 June 2025 (1p.m.)

Notes

- ◆ Good Friday falls on Friday 18 April 2025
- ◆ Lanark schools will close Thursday 12 June and Friday 13 June 2025
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 20 December 2024 and Friday 4 April 2025)
- ◆ Schools will close at 1pm on the last day of term 3 (Wednesday 25 June 2025)
- ◆ Pupils attend school for 190 days and teachers attend for 195 days.