



Education Resources

## ***Bothwell Primary School Handbook (January 2026)***



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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](mailto:education@southlanarkshire.gov.uk).

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# 1. Introduction by the Head Teacher

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

The Council's Plan Connect sets out the Council's vision which is, "to improve the lives and prospects for everyone in 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. [This is available at Education Resources Plan 2025/26 Education and learning - South Lanarkshire Council](#)



Dear Parents/Carers,

The staff and children at Bothwell Primary School are delighted to welcome you and your child to our school.

As a school, the children are at the heart of everything we do. We are committed to creating a nurturing, stimulating and fun environment for the children to learn and thrive in. As a staff, we work collaboratively with our children, families and partners to create a warm ethos, where everyone in our school community feels that they belong.

A new vision, set of values and aims, as well as a motto were launched last session. These are central to all areas of school improvement and day to day life at Bothwell Primary. Our values are that we aspire for our school community to be: Kind, Happy, Inclusive, Responsible and Caring.

This handbook serves as a guide to provide insight into life at Bothwell Primary - procedures, policies and of course most importantly, the learning! We hope that you find our it both useful and informative.

Should you have any questions or queries please do not hesitate to contact the school. You can also access further information on our school website <http://bothwellps.schoolwebsite.scot/about>.

Kind Regards,



Mrs Lynsey Hogg  
(Head Teacher)

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## 2. About our school

School Name:	Bothwell Primary School
School Address:	Blantyre Road, Bothwell, G71 8PJ
Phone:	01698852919
Email:	<a href="mailto:gw14bothwellpsoffice@glow.sch.uk">gw14bothwellpsoffice@glow.sch.uk</a>
Website:	<a href="http://bothwellps.schoolwebsite.scot">http://bothwellps.schoolwebsite.scot</a>
Twitter:	@BothwellPrimary
Parent Council Email:	parentcouncilbothwellprimary@gmail.com
School Roll:	336
Stages provided:	Primary 1 – Primary 7
Denominational Status:	Non-denominational

N.B. school does not provide Gaelic teaching.

Head Teacher:	Mrs Lynsey Hogg	
Depute Head Teacher:	Mr Martin Frame	
Acting Depute Head Teacher:	Mrs Katie Gibson	
Principal Teacher:	Mrs Gemma Jamieson (Monday – Thursday)	
Acting Principal Teacher:	Miss Hannah Stewart (Friday)	
Class Teachers	Mrs Kirsty Bell	Primary 1A
	Mrs Debbie McNeil	Primary 1B
	Miss Peyton Dunsmore	Primary 2A
	Mrs Laura Smith (Mon-Wed) & Mrs Nicole Morton	Primary 2B
	Mrs McSevney (Mon-Wed) & Ms Robyn White	Primary 3A
	Miss Nicola Walker	Primary 3B
	Mrs Gemma Jamieson (Tues-Wed) and Mr Darren Morrell	Primary 4A
	Mrs Elaine Weir/Mrs Jill Hunter	Primary 4B
	Miss Kirsty Shearer	Primary 5
	Mrs Mari Lamont/Mrs Louise McIntyre	Primary 5/6
	Mrs Ruth Quadrelli	Primary 6
	Miss Lisa McGuigan	Primary 7A
	Miss Hannah Stewart	Primary 7B
	Mrs Weir, Mrs McIntyre & Mrs McLeaney	CCC/Equity

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## **Home / school communication**

The Head Teacher and members of the Senior Leadership Team can be contacted, and are happy to speak with parents on any matter relating to school life including concerns you may have about your child. If not available at the time, an appointment or phone call will be arranged at the earliest opportunity.

We are always keen to maintain and improve our service. If you have a complaint, we would appreciate you letting us know by contacting us by phoning or emailing the school office. We will deal with your concerns as promptly as possible, following South Lanarkshire Council's 'Have Your Say' policy.

## **Arrangements for Visiting the School**

Should you wish to visit the school, please contact the school office to arrange a visit.

A member of the School Leadership Team will be happy to show you around.

## **Absence Procedures**

In cases where your child is unable to attend school parents are asked to:-

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, phone us or let us know by email. *For example if you know they have a hospital/dental appointment, please let us know in advance.*
- notify the school first thing in the morning (no later than 9.30 am) when your child is going to be absent. Let the school know the likely date of return and keep us informed if the date changes.
- inform the school of any change to the following:-

- home phone number
- mobile number
- emergency contact details

## **Emergency Procedures**

Please ensure that all contact details are kept up to date (this should be done via Parents Portal) to ensure that in the event of an emergency, the school can contact you as soon as possible. Please follow us on Twitter, register for Parents Portal and have our school app as these will be used for blanket emergency procedures, e.g. in the event of school closure or opening delay due to extreme weather we would use these universal forms of communication to inform families.

### 3. School Ethos

As noted above, our children are at the heart of what we aim to achieve as a school. It is important to our school community that we work hard to develop strong relationships between all stakeholder groups

**Our Vision is to:**

*'Work together to create a nurturing, safe, and inclusive community where a rights-respecting ethos empowers us through high quality experiences to achieve our potential.'*

**Our school values are:**

**Kindness**

**Happy**

**Included**

**Caring**

**Responsible**



**Our school motto is:**

***'BELIEVE, BELONG, BECOME (at Bothwell)'***

Our motto represents our aspirations of supporting our learners to believe that they can achieve anything they set their minds to, that no matter what their interests are or their strengths, that they feel valued and that they belong to the BPS Family and that through their learning and experiences their future is in their hands with the choices they make.

Our role within the community is very important to us. We work closely with Bothwell Futures, Bellshill and Bothwell Parish Church and Grace Church also.

In August 2024 we launched our new policy for Promoting Positive Relationships in our school; READY, RESPECTFUL, SAFE. Our revised vision, values, motto and aims have built on this work.

Ready, Respectful, Safe is Bothwell's policy to promote positive relationships and understand distressed behaviour. It is based on guidance and training from South Lanarkshire Council. R,R,S is all about developing a relational approach to behaviour management. It clearly sets out our school rules, shared routines and a consistent approach and language used by all adults in the school.



Our school rules are to **BE**:

Ready  
Respectful  
Safe

We are working towards empowering our learners to take ownership of their emotions, to work towards understanding feelings and how these impact on how we act and behave. We encourage Above and Beyond Behaviour, across all areas of our school community.

The four capacities from Curriculum for Excellence are a focus for our learners to work towards also:

- CONFIDENT INDIVIDUALS
- SUCCESSFUL LEARNERS
- EFFECTIVE CONTRIUBTORS
- RESPONSIBLE CITIZENS



Achievement and attainment are celebrated across the school and wider community in a variety of ways including:

- Class Star of the Week based on the four capacities - **CONFIDENT INDIVIDUALS, SUCCESSFUL LEARNERS, EFFECTIVE CONTRIBUTORS** and **RESPONSIBLE CITIZENS** from Curriculum for Excellence (weekly from each class – chosen by teachers).
- Above and Beyond Award – Hot Chocolate Friday Award (weekly from each class and each member of SLT. Other staff across the school are invited to nominate too).
- Weekly assemblies - an opportunity to celebrate in school and wider achievements.
- Yearly whole year group based assemblies (parents/carers will receive notifications of dates through school newsletter and annual calendar).



### School Ethos – House System

We promote a positive and supportive ethos within our House System. When the children join our school, they are allocated to one of four houses:

Name of House	Colour
Fairview	Red
Lairds Gate	Green
Castle Gate	Blue
Sweet Hope	Yellow

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Each house has two nominated House Captains from Primary 7.

The House Captains are expected to:



- Be an example of exemplary behaviour and attitude
- Represent the school within the community
- Collect and count up the house points
- Help to organise reward days
- Organise House competitions
- Be a buddy to younger children in their House
- Propose and represent ideas from their House ideas that will improve the House System

### House Points

House points can be earned in all areas of school: e.g. exemplary behaviour, lines, lunch hall and playground.

25 points - white token

50 points - blue token

100 points - gold star

100 points – eco green token

Each week the winning house receives an extra break time. At the end of the year the overall winning house receives an end of year reward.

### Comments from our learners about life at Bothwell Primary School:

Bothwell Primary School  
cares for us.  
(Primary 3 learner)

The teachers make  
us feel safe.  
(Primary 7 learner)

We are motivated to  
go above and  
beyond in our  
school.  
(Primary 5 learner)

The teachers help us get  
confident with our  
learning.  
(Primary 7 learner)

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## 4. Staff List

Head Teacher:	Mrs Lynsey Hogg	
Depute Head Teacher:	Mr Martin Frame	
Acting Depute Head Teacher:	Mrs Katie Gibson	
Principal Teacher:	Mrs Gemma Jamieson (Monday – Thursday)	
Acting Principal Teacher:	Miss Hannah Stewart (Friday)	
Class Teachers	Mrs Kirsty Bell	Primary 1A
	Mrs Debbie McNeil	Primary 1B
	Miss Peyton Dunsmore	Primary 2A
	Mrs Laura Smith (Mon-Wed) & Mrs Nicole Morton	Primary 2B
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	Miss Nicola Walker	Primary 3B
	Mrs Gemma Jamieson (Tues-Wed) and Mr Darren Morrell	Primary 4A
	Mrs Elaine Weir/Mrs Jill Hunter	Primary 4B
	Miss Kirsty Shearer	Primary 5
	Mrs Mari Lamont/Mrs Louise McIntyre	Primary 5/6
	Mrs Ruth Quadrelli	Primary 6
	Miss Lisa McGuigan	Primary 7A
	Miss Hannah Stewart	Primary 7B
	Mrs Weir, Mrs McIntyre & Mrs McLeaney	CCC/Equity

Support Staff:	Mrs Anne McIntosh	(Team Leader)
	Mrs Rhona Martin	(Support Assistant)
	Mrs Elizabeth Bannister	(Support Assistant - office)
	Mrs Elizabeth Kennedy	(Support Assistant)
	Mrs Valerey Delaney	(Support Assistant)
	Mrs Marion Grant	(Support Assistant)
	Miss Dayna McMinn	(Support Assistant)
	Mrs Morag Miller	(Support Assistant)
	Mrs Shirley Dempsey	(Support Assistant)

Janitor: Mr Stephen Doyle

Cleaning Staff: Miss Christina McKellar

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Miss Heather Young  
Mrs Margaret Lauder

Dinner Hall Staff: Mrs Andrea McLaughlin (Cook in Charge)  
Mrs Anne Gold  
Mrs Audrey Don  
Mrs Kerry Robertson

**We work with various partners to support our whole school community. These include the partners below:**

Mrs Francis Kirkland	Specialist Support Teacher
Mr Kelton Green	Educational Psychologist
Ms Katy Reilly	Active Schools Co-ordinator
Mrs Shona Robertson	IMS Music Tutor
Mrs Laura Baillie	IMS Music Tutor

## 5. Attendance

### Encouraging School Attendance

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

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

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

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, phone us or let us know by email. *For example if you know they have a hospital/dental appointment, please let us know in advance.*
- notify the school first thing in the morning (no later than 9.30 am) when your child is going to be absent. Let the school know the likely date of return and keep us informed if the date changes.
- inform the school of any change to the following:-

- home phone number
- mobile number
- emergency contact details

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

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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).

### **Family Holidays During Term Time**

Family holidays taken during school term time will be recorded as unauthorised absences in line with Scottish Government and South Lanarkshire Council policy. The school is not required to provide work during this period, and parents are asked to avoid arranging holidays that disrupt their child's learning.

## **Information on emergencies**

### **Emergency Information**

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

### **Severe Weather Protocol**

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

### **Communication**

The Council's website, [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), will provide updates on school closures or delays including further information about the next school day.

## **6. Parental Involvement and Parent Councils**

Parents and carers play a vital role in their child's learning. Research shows that when families are involved, children do better at school and beyond. South Lanarkshire Council values parents as partners and works closely with schools to make this happen.

### **Why Parental Involvement Matters**

- Strong partnerships help schools understand children's needs and help parents feel informed and supported.
- Parents can reinforce learning at home, making schoolwork more meaningful and connected to everyday life
- Parental involvement can help children develop a love of learning and resilience when facing challenges
- When parents work with school and take an interest in learning, children often achieve more academically and feel more confident.

### **Our Commitment**

We want parents and carers to:

- Feel welcome and involved in school life.
- Be well informed about their child's learning.
- Have opportunities to support learning at home.
- Share views and take part in discussions about education.

### **Parent Forum and Parent Council**

- Every parent with a child at school is part of the Parent Forum.
- Each school has a Parent Council, a formal group that represents parents' views and works with the school to improve learning and experiences.

### **Connect – Supporting Parent Councils**

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All Parent Councils in South Lanarkshire are members of Connect, Scotland's national organisation for parent groups. Connect offers:

- Free training and advice for Parent Councils.
- Resources and guides to help parents support learning.
- Insurance cover for Parent Council activities. Find out more at <https://www.connect.scot>.

#### **Other Helpful Resources**

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](https://parentzone.scot)
- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.npfs.org.uk>.

#### **Getting Involved**

Interested in joining the Parent Council or helping in school? Contact your school office or visit the Council website for details.

## **7. The Curriculum**

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

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

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

Expressive Arts  
Languages and Literacy  
Health and Wellbeing  
Mathematics and Numeracy  
Religious and Moral Education  
Science  
Social Studies  
Technologies

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

<b>Level</b>	<b>Stage</b>
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.

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## Expressive Arts

Expressive Arts includes Drama, Dance, Music and Art and Design. Through interdisciplinary work and as subjects in their own right, we aim for balance, progression and coherence in these areas. A wide and varied range of resources is available to encourage development in this important part of the curriculum including using personnel from outside agencies.



## Languages and Literacy

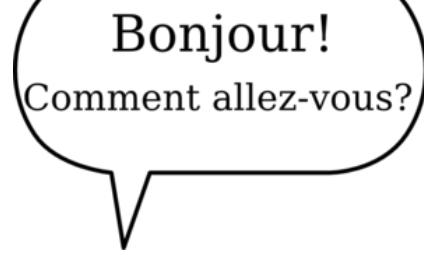
*Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. (Principles and Practice Paper).*

At Bothwell Primary School learners at all stages of the school will be engaged in active, challenging tasks linked to Reading, Writing and Talking and Listening. Learners will experience a wide variety of texts, to include both fiction and non-fiction genres. In Reading our approach focuses on developing higher level reading strategies, where learners at all stages of the school are engaged in active, challenging tasks linked to reading, spelling and phonics skills. We promote a love for reading through our Reading Schools initiative and gained core status during last session.



## Primary Modern Languages

In line with Scottish Government Languages Policy, an additional language is taught where possible at all stages in the school. The focus for the additional language within the Uddingston Learning Community is French. The children in the senior stages also have the opportunity to experience a third language where they have the opportunity to learn Mandarin and Scots.



## Health and Wellbeing

Learning in Health and Wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. This curricular area permeates the whole school curriculum and underpins the ethos of the school.

The framework is structured into the following organisers:

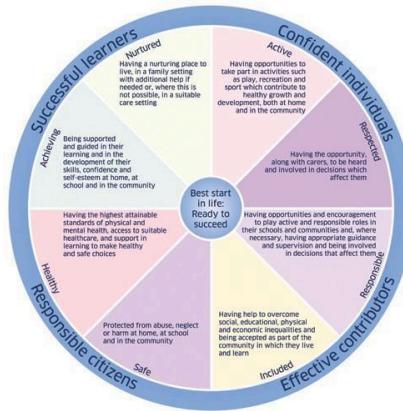
- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health

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- substance misuse
- relationships, sexual health and parenthood

The children learn about Health and Wellbeing themes under the Wellbeing Indicator Framework. There is a monthly focus for the whole school:

Wellbeing Indicator	Month
Safe	September
Healthy	October
Achieving	November
Nurtured	December
Active	January
Respected	February
Responsible	March
Included	May
Consolidation work of indicators	June



## Relationships, Sexual Health and Parenthood (RSHP)

At BPS we base RSHP learning and teaching on the national teaching and learning resource for Relationships, Sexual Health and Parenthood (RSHP) education, which can be found at [rshp.scot](http://rshp.scot). This has been developed by NHS Specialists and teaching staff from both North and South Lanarkshire Councils. This resource was created from a need to improve the quality, relevance, consistency and coverage of RSHP education. RSHP education should help protect children and young people from harm and support them to understand that friendships and personal relationships should be healthy, happy and safe. Our RSHP education aims to reflect a modern and inclusive Scotland where we value and respect the human rights of everyone.

Learning in RSHP will build on our pupils' previous knowledge and will be taught throughout the school, through a progressive programme, which meets the needs of all learners and is age and stage appropriate. Learning in RSHP will include class discussion, group and individual activities and the use of educational videos and literature where appropriate. Learners will be assessed on an ongoing basis through discussion and observation.

Themes that run through the RSHP curriculum are detailed below. These themes support teachers to highlight important information, appropriate to the stage of their class.

- Bodily autonomy, consent and protection from harm
- Emotional wellbeing and help-seeking behaviour
- Equalities and inclusion
- Gender equality, discrimination and gender-based violence
- Parenthood and families
- Relationships and friendships
- Sexual health and reproduction

Our RSHP programme is based on the Experiences and Outcomes and Benchmarks of Curriculum for Excellence for Early, First and Second Levels. Plans and further information can be found on the school website.

Opportunities for PE and physical activity meet the required minimum of two hours per week and regular participation by all pupils is expected and encouraged. We work closely with Active Schools to provide a range of opportunities for our children.

Our Primary 5s get the opportunity to take part in a block of swimming lessons and our Primary 5-7s take part in different sporting events organised by Active Schools including football, girls football, athletics and netball.

## Numeracy and Mathematics



At Bothwell Primary we aim to provide learners with stimulating experiences which provide learners with the opportunity to develop a high level of numeracy skills across all areas of the curriculum, where rich numeracy experiences are part of our learners' day-to-day learning.

Carefully planned pathways have been created to teach Numeracy and Maths to ensure progression, challenge and attainment throughout the school community. Learning in Numeracy and Maths, allows pupils to develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work.

A wide range of resources are used so that the important mathematical skills and concepts can be developed. Local Authority and National Guidelines are closely followed.

Fluid Maths Groupings is the approach we use from Primary 4 onwards, encouraging learners to take ownership of their learning journey and extending their level of challenge when they are ready.

## Religious and Moral Education

Bothwell Primary has a carefully designed programme of themes which ensures a progression of skills and understanding in Religious and Moral Education from Primary 1 to 7. Religious and Moral Education enables children to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. We aim to provide our pupils with a thought-provoking background where they can develop their own beliefs and values.

## Science

At Bothwell Primary we aim to encourage the children's natural curiosity to motivate them to develop problem solving and investigation skills through science. This in turn will impact on the breadth and depth of the children's knowledge and understanding of science. We have a three year rolling programme to ensure all children have the opportunity to learn about all the experiences and outcomes within the Science curriculum.

The framework for science is divided into key concepts:

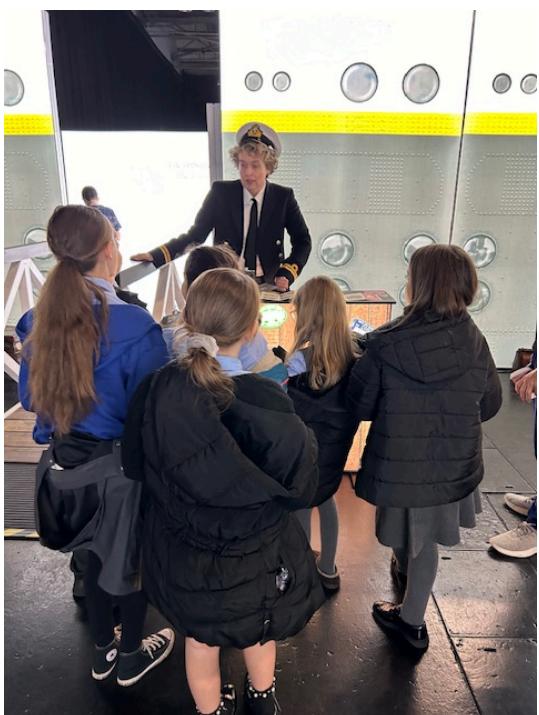
- Planet Earth
- Forces, electricity and waves

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- Biological systems
- Materials
- Topical science

These concepts are delivered using a wide range of effective strategies including active learning and planned, purposeful play, problem solving skills, investigation and enquiry, appropriate use of technology, collaborative learning and independent thinking.

## Social Studies



Social Studies encompasses many skills and concepts. Its purpose is to develop pupils' understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. This area of the curriculum is structured under the three main organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business

At Bothwell Primary, Social Studies is delivered through an interdisciplinary approach which is designed to make links with pupil learning in other areas of the curriculum, promoting learning across the curriculum.

## Technologies

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Digital Education motivates and purposefully engages children in their learning. Digital Education provides learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school.

The children will be offered access to the internet which enhances learning and teaching by providing the children



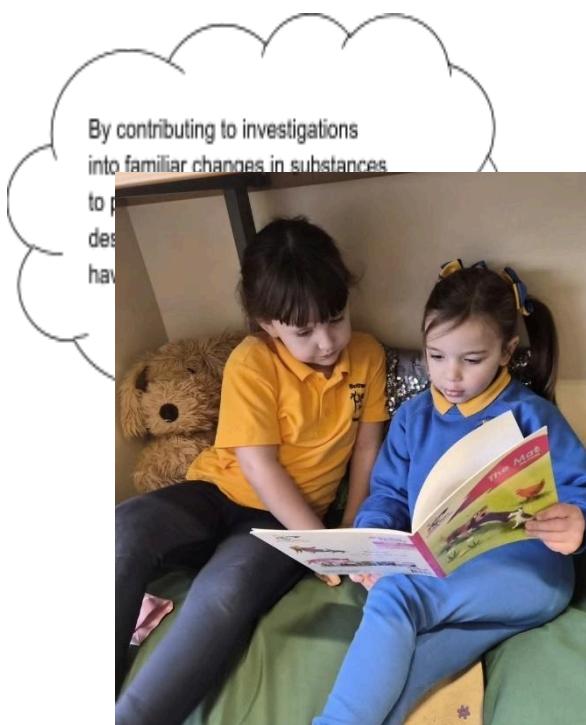
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with the opportunity to retrieve information from the many educational websites available.

Digital tools are used to enhance learning and teaching across the curriculum at Bothwell Primary School on a daily basis, whether it be as a tool the teacher is using or the learner's direct access through chromebooks and the interactive C-Touch Boards we have in our classrooms.

Many precautions are in place to prevent the pupils from accessing 'unsuitable information'. Parental information and internet agreement forms requiring signatures are issued for all new pupils.

### Curriculum For Excellence In Action at Bothwell Primary School



LIT 0-01c



EXA 0-01a / EXA 1-01a / EXA 2-01a

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I can explain core programming language concepts in appropriate technical language. TCH 2-14a



observance)

**Spiritual,  
social,  
moral,  
and  
cultural  
values  
(religious**



I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a

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.

Bothwell 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 Bothwell Parish Church (school chaplain) contributes to Christian festivals throughout the session.

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

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

## 8. Assessment and tracking progress

Teaching staff assess and track progress throughout the year which we plan for collaboratively as a school.

Assessment is an integral part of the learning and teaching process. Assessment strategies should provide opportunities for learners to show their progress through the Curriculum for Excellence Levels in a range of ways. Learners need opportunities to show they have achieved a **breadth** of learning, can respond to the level of **challenge** set out and can **apply** what they have learned in new and unfamiliar situations. It is the means of obtaining information, which allows teachers, pupils and parents to make judgements about progress and targets to further develop pupil progress. Assessment must measure the success of learning, teaching and achievement as well as inform the next steps. Teachers make on-going and informal assessments about their pupils throughout the school year.

Assessment information may also be gained through:

- Formative strategies
- Summative for recording and reporting processes
- Diagnostic assessments to indicate strengths and specific difficulties

### Formative Strategies

At Bothwell Primary we actively support Assessment is for Learning (AiFL). Staff have and will continue to develop, knowledge of a wide range of strategies to promote and implement formative assessment into the learning and teaching process. Strategies include:

- Sharing learning intentions and success criteria
- Questioning
- Feedback
- Self and peer assessment

### Summative Assessment

Summative assessments provide valuable information to teachers, pupils and parents on what knowledge and skills have been attained. These strategies may include:

- End of unit assessment
- Pre and post learning tests
- Standardised tests

### Diagnostic Assessment

This type of assessment is used to gain evidence of specific strengths or specific needs of pupils. A pupil may also undergo an assessment because the teacher or the parent has a concern about a particular area not progressing as expected. The results of such an assessment would be used to create a specific learning plan for that child where necessary.

### Monitoring

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The Senior Leadership Team will monitor learning, teaching and assessment approaches throughout the school. This will be carried out in a variety of ways which include:

- Classroom visits.
- Discussing with pupils what they are doing and why they are doing it.
- Reviewing specific learning and teaching approaches.
- Termly tracking, target setting and planning sessions with teachers.
- Tracking of pupil achievement and attainment.

We want to share with you on how your child's learning is progressing. We do this through parent consultations (October and March each year), individual learner reports (annually) sharing of termly snapshots of learning and sharing of Additional Support Plan progress (if your child has one in place).

## 9. Reporting

As noted above the Senior Leadership Team works in partnership throughout the year with teaching and support staff to track and assess pupils' progress and plan their future learning.

As a school we will provide parents with reports so that you can see what your child has been learning and how they are progressing. This includes through our biannual 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, as well as our 'learner reports' which help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements, and areas for development so you know what encouragement and support you can give.

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

## 10. Enrolment and Transitions

### **Enrolment – how to register your child for school.**

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

[www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/392/enrolling\\_your\\_child\\_for\\_school](http://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  
[Edsupperv.helpline@southlanarkshire.gov.uk](mailto:Edsupperv.helpline@southlanarkshire.gov.uk)

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

Proof of where the child lives may also be needed.

If your child is due to start school in August 2026, you can enrol online from Monday 5 January 2026. Your catchment school will contact you between Monday 12 and Friday 16 January 2026 to confirm your enrolment.

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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 should then be completed. This is available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or by contacting [edsuppserv.helpline@southlanarkshire.gov.uk](mailto:edsuppserv.helpline@southlanarkshire.gov.uk) or phone **0303 123 1023**.

### **Change of School/Placing Request**

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

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

If you move 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](mailto:edsuppserv.helpline@southlanarkshire.gov.uk) or **0303 123 1023**.

### **Transition from primary to secondary school**

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

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

## **11. Support for Pupils**

### **Getting it right for every child.**

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

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

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

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More information can be found on:  
[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Support for All (Additional Support Needs)**

A statement of the school policy in relation to pupils with additional support needs, including the assistance given to pupils experiencing learning difficulties who do not have a co-ordinated support plan should be given.

The range of additional support for learning catered for, and the specialist services provided along with details on unit(s) and/or class(es) that the school offers.

The number of pupils who have a co-ordinated support plan should be shown. (Where the number of pupils who have a co-ordinated support plan is between 1-4 inclusive, it should not be published in the school handbook).

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.

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

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](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://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](mailto:info@enquire.org.uk)

### **Attachment Strategy for Education Resources**

**Attachment – what we do to support children and young people**

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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.

### **Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)**

PPRUDB is South Lanarkshire's framework for understanding and managing behaviour in schools. It emphasises that all behaviour is a form of communication, often indicating unmet needs, and stresses the importance of building positive relationships as a fundamental skill for teachers and a preventive approach to distressed behaviour. The guidance aligns with key Scottish Government policies and legislation and supports the development of safe, inclusive, and nurturing school environments.

Children and young people who feel safe, healthy, respected, and included are more likely to develop self-confidence and resilience. South Lanarkshire Council's attachment-informed, trauma-sensitive approach, aims to create a secure base and safe haven to reduce the impact of adverse childhood experiences. School staff recognise that distressed behaviour can stem from disrupted attachment, anxiety, and other complex needs, including neurodevelopmental conditions and limited communication skills.

When incidents of distressed behaviour arise in schools, staff will use a range of strategies to de-escalate situations and prevent re-occurrence. Strategies include structuring the environment with consistent routines and quiet areas, adapting communication to accommodate speech and sensory needs, and building positive relationships based on shared values. Setting clear limits with dignity, active listening, and inclusive teaching practices support behaviour management. Planning for transitions and using support plans like Additional Support Plans (ASPs) and Behaviour Assessment and Support Plans (BASPs) assist in addressing individual needs.

Each educational establishment should use the PPRUDB framework to develop and implement a relationships and behaviour policy through consultation with staff, pupils, and parents, reviewing it every three years.

Further information is available from the Headteacher of the establishment your child attends.

## **12. School Improvement**

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Main achievements of the school session up until June 2025 include:

### **Literacy and English**

- Attainment in writing for P1, 4 & 7 combined has increased this session.
- Writing Improvement Working Party developed a new Writing Policy last session. The policy focuses on three genres of writing instead of the seven from Active Literacy, with categories of writing formats created under each genre. This policy, along with a new planning tool for staff has been launched at the start of the 25/26 session.
- Science of Reading CLPL session in December 2024 - Staff now feel more confident with their understanding of what the Science of Reading tells us about how to teach reading, as evidenced in surveys.
- SSP training in February Inset Day by Debbie Hepplewhite. This was recorded and shared with all members of staff including support staff. Staff report that they found this training helpful to complete as a whole staff team so everyone was finding out about it.
- Reading Schools - Core Award received in March 2025. An increase in pupil motivation to read for pleasure has been noted (+12%). An enhanced profile of reading for pleasure is evident through the work of the Reading Ambassadors and Committee to highlight reading through the monthly Reading Awards, staff sharing their favourite reads, staff wearing "Ask me what I'm reading" lanyards, Book and a Blether club, Library lunchtime club and reading promotion days like World Book Day being given a higher profile.

### **Numeracy and Maths**

- Almost all classes between Primary 5 and 7 use a consistent approach to fluid groupings under the headings of Bronze, Silver, Gold and Platinum. This has created a shared approach and smooth transition for children as they progress to their next class.
- Pupil feedback indicates greater motivation and confidence in numeracy, and staff have reported improved engagement and progress as a result of more responsive teaching.

### **Health and Wellbeing**

- All staff participated in PPRUDB training in August, as well as training focused on our own school specific policy - Ready, Respectful, Safe.
- Our Anti-Bullying Policy has been reviewed this term with feedback gathered from all stakeholders. The policy incorporates our new school vision, values and aims and is based on up-to-date publications from the Scottish Government and SLC.
- The school successfully completed the Bronze Level Rights Respecting Schools Award (RRSA) pathway and achieved Bronze accreditation in March 2025. This followed a period of focused development, including a whole-school Children's Day event in November 2024 to raise awareness of children's rights. The P7 RRSA committee led ongoing engagement through a Google Site and introduced a 'Right of the Month' calendar to embed rights-based learning across the school, shared at whole school assemblies.
- All staff participated in the Invisible Back Pack training from the Bernardos Charity.

### **Sustainability**

- Sustainability was a focus during the 2024-25 session and is now incorporated into our school aims following a review of our Vision, Values and Aims in January 2025.

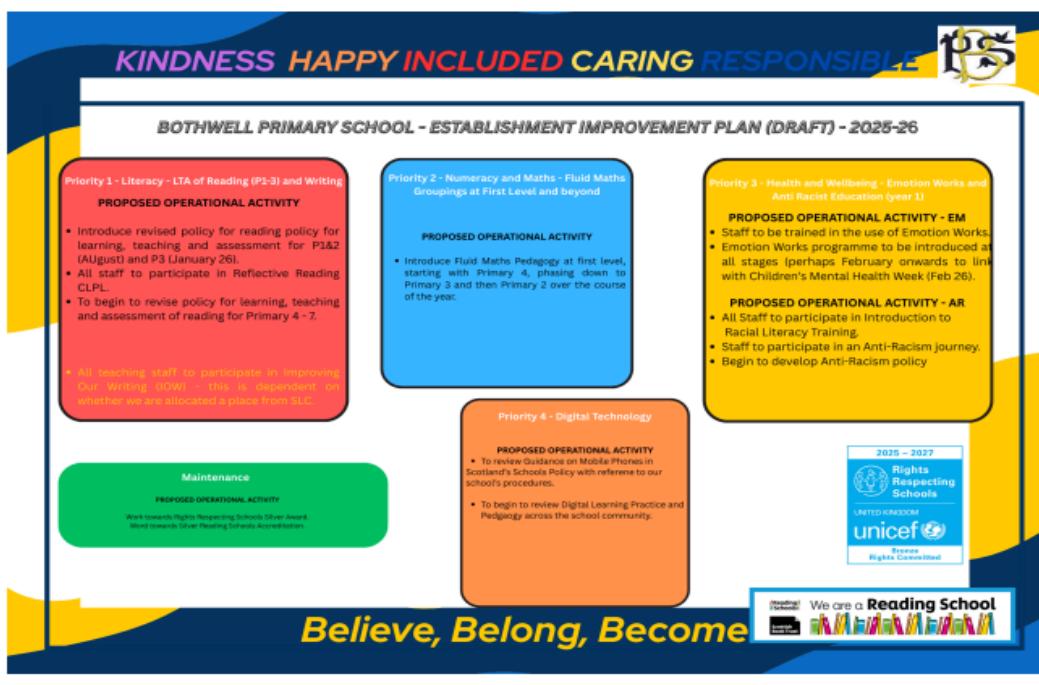
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- All learners participated in Sustainable Learning focuses in September 2024 during Sustainability Week. Feedback from the week was very positive and showed an understanding of the need to maintain a focus on the importance of sustainability.

We have used funding to support pupil equity during the session to:

- Support targeted learners across all stages of the school in our aim to improve attainment and reduce the poverty related attainment gap in numeracy, reading and writing.
- An additional member of teaching staff (0.4 FTE) through the equity funding has allowed us to target individual pupils and groups for identified areas of learning.
- All stakeholders were encouraged to vote on three options for Participatory Budgeting with the most votes going to improving our outdoor learning areas.

Our Improvement Plan Priorities are detailed in the image below. More information can be found on our school website.



## 13. School policies and practical information

### School Meals

#### Primary pupils

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

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

For their lunch each day pupils have the option to choose from two hot meal options (one being vegetarian option) plus a sandwich selection everyday. All meals also come with fresh chilled drinking water, vegetable choice, salad selection, seasonal fruit and depending on the day - soup or a dessert.

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

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Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.62.

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
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Scottish Child Payment (P6 and P7 pupils)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (and your earned income is less than £850 as assessed by the Department for Work and Pensions in the assessment period immediately preceding the application for free school meals)

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

Further information can be found at [Free school meals - South Lanarkshire Council](#) or by accessing the QR below -



### **School uniform**

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

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

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

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

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

## **Allergies**

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

### **Health Care Plans**

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

### **Mild Symptoms**

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

### **Employee Training**

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

### **Policy Adherence**

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

### **Mobile Device Policy**

Our school follows South Lanarkshire Council guidance on mobile device use, which is rooted in Scottish Government policy. Mobile technology can support learning and communication, but it can also disrupt lessons and affect wellbeing if misused. To maintain a safe, respectful, and inclusive learning environment, pupils are expected to use mobile devices responsibly and in line with school rules.

Devices should not be used during class unless specifically permitted for learning purposes.

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The policy has been developed in consultation with pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately.

## **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.

Eligibility criteria and online applications can be found at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).

Or via this link [Clothing grants - South Lanarkshire Council](#)

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**

Breakfast Club	8.15 am – 8.45 am (Liz and Val supervise at Breakfast Club)
Beginning of school day	9 am
Morning Break	10.30 am – 10.45 am
Lunch Time	12.15 pm – 1 pm
End of school day	3 pm

*School holiday dates and in-service dates are available from the website*

[www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## **Transport**

### **School transport**

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

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

[https://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/545/school\\_transport](https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport)

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

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not

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be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities.

A new application must be made each year.

More details on Privilege school transport may be found here:

[https://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/784/privilege\\_transport\\_to\\_school](https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school)

### **Pick-up points**

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

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

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

Mainstream School Transport contact details:

e-mail: [school\\_transport@southlanarkshire.gov.uk](mailto:school_transport@southlanarkshire.gov.uk)  
tel: 0303 123 1023

### **Insurance for Pupils' Personal Effects**

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

### **Insurance for Pupils' Personal Belongings**

#### **Personal Items**

- The Council cannot accept responsibility for the loss or theft of personal belongings, including mobile phones, tablets, or other valuables. These are brought to school at the pupil's and parents' own risk.
- To reduce the chance of loss, please avoid sending expensive or unnecessary items to school.
- School staff are not permitted to look after pupils' personal belongings.
- This policy also applies to musical instruments and equipment used for school activities. If these items are left at school, it is at the pupil's and parents' own risk.
- For valuable items such as musical instruments, parents should make sure they are covered by their own household insurance.

#### **Clothing**

- The Council will only consider claims for damage to pupils' clothing if the damage was caused by negligence on the part of the Council or its employees.
- Claims for any other reason cannot be accepted by the Council's insurers.

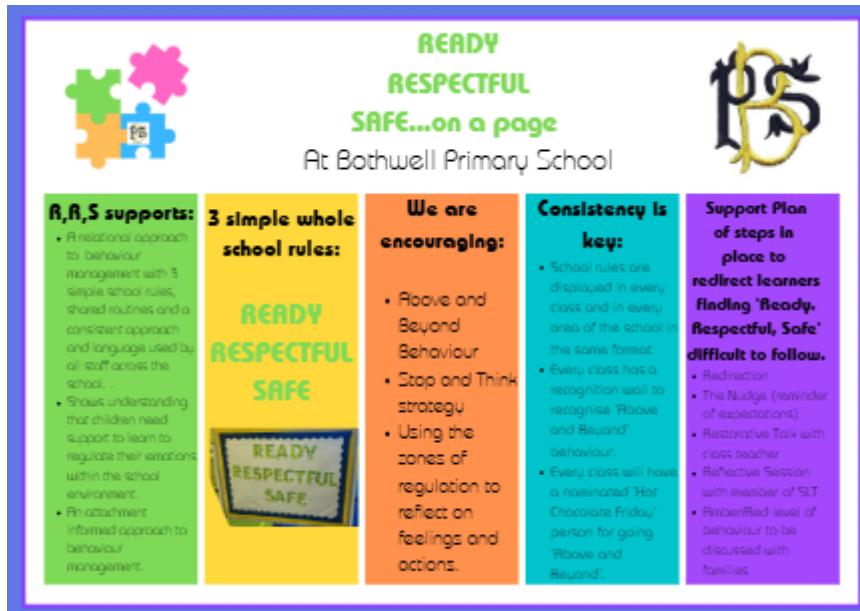
#### **Promoting Positive Behaviour**

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

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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. Our Ready, Respectful and Safe policy is highlighted below for you:



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

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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](http://www.childprotectionsouthlanarkshire.org.uk)

### **Our Commitment to Children's Rights**

In line with the United Nations Convention on the Rights of the Child (UNCRC), our school is committed to respecting and promoting every child's rights. We believe that children have the right to express their views on matters that affect them, and we will actively listen and take these views into account when making decisions.

To achieve this, we will:

- Create opportunities for pupils to share their opinions through class discussions, pupil councils, and consultation activities.
- Ensure that decisions about school policies and practices consider the voice of the child.
- Promote an inclusive, rights-respecting environment where every child feels valued and heard.

This approach supports our aim to empower learners, strengthen partnerships with families, and uphold equality and participation for all.

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# **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 service 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.

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

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

## **The Freedom of Information (Scotland) Act 2002**

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

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

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

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

Or email: [foi.request@southlanarkshire.gov.uk](mailto:foi.request@southlanarkshire.gov.uk)

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request it section) ([www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk))

## **Appendix A**

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

[http://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/1264/curriculum\\_for\\_excellence/3](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3)

### **Additional Information**

**Education Scotland's Communication Toolkit:** A resource for engaging with parents.

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

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

**A Guide for Parents About School Attendance:** Explains parental responsibilities regarding children's attendance at school.

### **Parental Involvement**

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

Parentzone provide information and resource for parents and Parent Councils  
National Parent Forum for Scotland; [www.npfs.org.uk](http://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

**#believebelongbecomeatbothwell**

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

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

### **Assessment and Reporting**

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

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

Curriculum for Excellence factfile - Assessment and qualifications.

Information on recognising achievement, reporting, and profiling.

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

### **Transitions**

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

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

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

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

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

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

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

### **Support for Pupils**

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

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

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

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

### **School Improvement**

**#believebelongbecomeatbothwell**

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**

**Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.**

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