



Education Resources

***Bothwell Primary School Handbook
(January 2025)***



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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.

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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.

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



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 develop 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 welcome, safe and valued.

With the appointment of a new Head Teacher in March 2024, we have been in a period of change, which has been exciting for our school, therefore, our school vision, values and aims are currently being revised and will be launched early into 2025. We have developed a motto in the meantime to encourage all of our children to achieve all that they can, academically and in the wider sense, which is simply to *"Be Brilliant At Bothwell!"*.

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: 01698 852919
Email: gw14bothwellpsoffice@glow.sch.uk
Website: <http://bothwellps.schoolwebsite.scot>
Twitter: @BothwellPrimary
Parent Council Email: parentcouncilbothwellprimary@gmail.com
School Roll: 351
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
Acting Principal Teacher: Mrs Kirsty Dickson

Class Teachers	Mrs Kirsty Bell	Primary 1A
	Mrs Summar McSevenay/Mrs Nicole Morton	Primary 1B
	Mrs Debbie McNeil/Mrs Kirsty Dickson	Primary 1/2
	Mrs Lindsay Bowie/Mrs Kirsty Dickson	Primary 2
	Miss Jazmine Meek	Primary 2/3
	Miss Claire Evans	Primary 3
	Mrs Ruth Quadrelli	Primary 3/4
	Mrs Elaine Weir/Mrs Jill Hunter	Primary 4
	Miss Kirsty Shearer	Primary 5
	Mrs Mari Lamont/Mrs Louise McIntyre	Primary 5/6
	Miss Eilidh Anderson/Mrs Louise McIntyre	Primary 6
	Miss Lisa McGuigan	Primary 7A
	Miss Hannah Stewart	Primary 7B
	Mrs Weir and Mrs McIntyre	CCC/Equity

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Home / school communication

The Head Teacher and members of the Senior Leadership Team can be contacted, and is 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 school is in a period of change and is moving positively to build on school improvement. A central focus for this session is to focus on the key pillars that are the basis for a positive and welcoming ethos for our school. The school vision statement, values and motto can be seen below, **however they are all under review and the revised vision, values, motto and aims will be launched into the new year following final consultations with stakeholders. We have lots of good ideas from our stakeholders and want to make sure that we take the time to get it right for moving forward in the future.**

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Vision for Bothwell Primary is (under review):

*To work in partnership with all stakeholders, to provide a safe, nurturing and stimulating environment in which **every** child can achieve their full potential in preparing for their role in society.*



Our school values are (under review):

- Sensible
- Mature
- Ambitious
- Respectful
- Thoughtful
- Eco Friendly
- Responsible

Our school motto is (under review):

Today's SMARTER learners, tomorrow's SMARTER leaders

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 will build 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 CONTRIBUTORS
- RESPONSIBLE CITIZENS



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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 stage based assemblies (parents/carers will receive an invite).



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



Each house has two nominated House Captains from Primary 7.

The House Captains are expected to:

- Be an example of exemplary behaviour and attitude
- 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

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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:

The teachers and support staff are all helpful.

I love learning about my new sounds! I can't wait to find out what my next one is!

Comments from our families...

The inclusiveness and general ethos of the school is a strength.

Strengths of our school
The community spirit. The strong sense of care, belonging and nurture. The high educational aims.

4. Staff List

Meet Our Staff

Head Teacher:	Mrs Lynsey Hogg
Depute Head Teacher:	Mr Martin Frame
Acting Depute Head Teacher:	Mrs Katie Gibson
Acting Principal Teacher:	Vacancy

Class Teachers	Mrs Kirsty Bell	Primary 1A
	Mrs Summar McSevenay/Mrs Nicole Morton	Primary 1B
	Mrs Debbie McNeil/Mrs Kirsty Dickson	Primary 1/2
	Mrs Lindsay Bowie/Mrs Kirsty Dickson	Primary 2
	Miss Jazmine Meek	Primary 2/3
	Miss Claire Evans	Primary 3
	Mrs Ruth Quadrelli	Primary 3/4
	Mrs Elaine Weir/Mrs Jill Hunter	Primary 4
	Miss Kirsty Shearer	Primary 5
	Mrs Mari Lamont/Mrs Louise McIntyre	Primary 5/6
	Miss Eilidh Anderson/Mrs Louise McIntyre	Primary 6
	Miss Lisa McGuigan	Primary 7A
	Miss Hannah Stewart	Primary 7B
	Mrs Weir and Mrs McIntyre	CCC/Equity

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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
- Miss Molly Bloor
- Miss Heather Young
- Miss Danielle Penders
- 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

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

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- 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.

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

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, will provide updates on school closures or delays including further information about the next school day.

Parental Responsibilities

Inform the school of any changes to your contact details.

If unsure about the school's status, 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.

Respect and adhere to the school's policies.

Respect school staff and support the school's commitment to your child's education.

Family Holidays During Term Time

Please ensure your child attends school during term time and avoid holidays during this period as it disrupts education and reduces learning time. If a holiday during term time is unavoidable, inform the school in advance by letter.

Holidays during term time will be marked as unauthorised absences, except in exceptional circumstances where parents can demonstrate the inability to obtain leave during school holidays. Unexplained absences will be recorded as unauthorised.

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.

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6. Parental involvement/Parent Council

Parental Involvement

The Scottish Schools (Parental Involvement) Act 2006 offers guidance for education authorities, Parent Councils, and others.

Parentzone [Parentzone Scotland | Education Scotland](#) provides resources for parents and Parent Councils, and the National Parent Forum for Scotland offers additional information at www.npfs.org.uk.

Parental Involvement/Parent Council

South Lanarkshire Council values parents as partners in their child's education and has published a strategy called 'Making a difference – working together to support children's learning', available on the Council's website:

www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019

The Importance of Parental Involvement

Parents, carers, and family members are the most significant influences on children's lives. Children spend only 15% of their time in school between the ages of 5 and 16.

Research shows that parental involvement in learning leads to better outcomes at school and in life.

Our Aims for Parents/Carers

To be welcomed and involved in the life of the school.

To be fully informed about their child's learning.

To be encouraged to contribute actively to their child's learning.

To be able to support learning at home.

To be encouraged to express views and participate in discussions on education-related issues.

Parent Forum and Parent Council

Every parent with a child at school is automatically a member of the parent forum.

The Parent Council is a formal group with a constitution that acts as the Parent Voice of the school.

Getting Involved

To learn more about becoming a parent helper or joining the Parent Council and/or Parent Teacher Association, contact the school or visit our website.

A guide on the role of a Parent Council, created by parents for parents, is available via this link [Parent Councils](#)

Parentzone Scotland

A unique website for parents and carers in Scotland, offering information from early years to beyond school.

Provides up-to-date information about learning in Scotland and practical advice to support children's learning at home.

Offers more detailed information on additional support needs

Explains how parents can get involved in their child's school and education.

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

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 \(scotlandscurriculum.scot\)](http://Scotland's Curriculum for Excellence (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.

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. This year our work with our partner Beat Buddies has been supported by Bothwell Futures.

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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.



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.

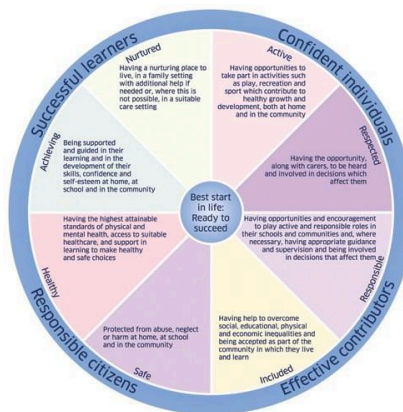
The framework is structured into the following organisers:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health
- substance misuse
- relationships, sexual health and parenthood

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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. 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.



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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.

This session we have introduced Fluid Maths Groupings at second level, 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
- Biological systems
- Materials

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- 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 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



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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

I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications.
SCN 2-08a

I can extend my knowledge and understanding of engineering disciplines to create solution.
TCH 2-12a



Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.
EXA 0-05a / EXA 1-05a / EXA 2-05a



I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

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

I can extend my knowledge and understanding of engineering disciplines to create solution.

TCH 2-12a



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

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) and the minister from Grace Church contribute 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.

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

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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

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,

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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

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 2025, you can enrol online from Monday 6 January 2025. Your catchment school will contact you between Monday 13 to Friday 17 January 2025 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.help@southlanarkshire.gov.uk or **0303 123 1023**.

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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.

More information can be found on:

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.

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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.

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

12. School Improvement

Main achievements of the school session up until June 2024 include:

Numeracy and Mathematics -

- Our combined attainment for P1/4/7 in Numeracy for this session has increased.
- A Numeracy and Maths working party participated in CLPL based on growth mindset, particularly in relation to maths.
- Our Numeracy and Maths planning and pathways were audited, to allow identification of any gaps/repetitions in our programme.
- Numeracy and Maths is now more fully resourced, with greater support materials to meet a range of needs. Technology is used well to further support and challenge.
- Mental maths teaching was revisited. Planners and strategies based on Number Talks were shared with staff.
- Some staff have been using a fluid grouping and concept teaching approach to learning, which has a big impact on pupil involvement and attainment in maths, as well as confidence.
- Two members of staff undertook Maths Recovery training.

Literacy and English -

- Attainment at Primary 7 has increased with regards ACEL data for Writing.
- Through an audit of our writing planning and pathways, we were able to decide on the planning we would use moving forward. This will ensure progression in line with the benchmarks.
- All members of the writing working party were able to showcase and share good examples of creative ways to teach writing. This then encouraged all other staff to trial these approaches.
- All staff ensure that LI and SC are explicit for writing lessons and where possible, success criteria is co-produced.
- Based on working party input, feedback is more consistent across the school. Most learners understand their progress and next steps, with some able to give effective feedback to their peers.

Expressive Arts -

- All classes have engaged in music learning experiences with our partner, 'Beat Buddies'. This included all learners having the opportunity to perform in two end of term showcases throughout the school year.
- Resources were purchased to support teaching and learning to increase staff confidence in planning for learning and teaching within Expressive Arts and provide ideas for creative teaching and learning.
- All staff were involved in auditing resources for Music, Drama and Art. Following this, we purchased subscriptions for music (Charanga) and drama (The Drama Studio). Utilising the artistic skills and expertise of a member of teaching staff, she researched and sourced an Art and Design planner which has exemplars of good practice out with our Local Authority.
- To further develop staff skills and confidence, almost all staff took part in CLPL from The Drama Studio and participated in a workshop from Matt Duncan Drama Kids Lanarkshire. All staff and pupils have participated in Beat Buddies music sessions, which has developed confidence and talents across the school.

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Play based learning pedagogy at the early level -

- Through our play pedagogy improvement work in Primary 1, children are experiencing high quality play in their learning and in a range of learning opportunities, whilst being supported in meeting their needs.
- Following an audit, the learning environments have been adapted to suit the children within the classroom. We used play as a transition tool until the October break and then introduced more of a stations approach to learning and teaching, incorporating play into this.
- Across this session, more play is evident in P1 classes and across the P2 classes.
- A play pedagogy rationale has been created and used across P1 classes, with some adaptations being made at different points in the session, following evaluation.

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, writing, talking and listening.
- 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.

School Improvement Plan Priorities 2024-25

Priority 1 - LITERACY - To develop consistent and effective practice for the learning, teaching and assessment in Literacy and English with a specific focus on writing at all stages and beginning to review our approach to teaching reading at Early and First Level.


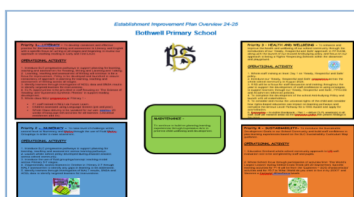
OPERATIONAL ACTIVITY

1. Introduce SLC progression pathways to support planning for learning, teaching and assessment for Reading, Writing and Listening and Talking.
2. Learning, teaching and assessment of Writing will continue to be a focus for improvement. Policy to be developed and launched to ensure consistency of approach to planning for learning, teaching and assessment of Writing across all stages.
3. Identify learners through interrogation of ACEL data and SNSA results to identify targeted learners for interventions.
4. CLPL opportunities to be provided to staff focusing on 'The Science of Reading' and 'Systematic Synthetic Phonics' to support reading development.
5. Whole class NELI programme at Primary 1 -
 - P1 staff trained in NELI via Future Learn.
 - Children assessed using Language Screen (pre and post)
 - Whole Class delivery to be tweaked for our use - approx. 20 weeks of language rich activities for all learners. (Universal enrichment add on).

Priority 2 - NUMERACY - To raise level of challenge within second level at Numeracy and Maths through the use of Fluid Maths Groupings in order to raise attainment.

OPERATIONAL ACTIVITY

1. Introduce SLC progression pathways to support planning for learning, teaching and assessment across learning pathways.
2. Launch whole school policy developed during 2022/23 session across school community.
3. Introduce the use of fluid groupings/concept teaching model across Primary 5-7 stages.
4. Diagnostically assess learners in October in Primary 2-7 through MALT assessment to identify any gaps in learning to be addressed.
5. Identify learners through interrogation of MALT results, SNSA and ACEL data to identify targeted learners for interventions.


MAINTENANCE -

To continue to build on planning learning experiences through Expressive Arts to promote child wellbeing and development.

Priority 3 - HEALTH AND WELLBEING - To enhance and improve the health and wellbeing of our school community through the introduction of our 'Ready, Respectful and Safe' approach to PPRUIDB, along with the launch of our revised Anti-bullying policy and focus on our approach to being a Rights Respecting Schools within the classroom and playground.

OPERATIONAL ACTIVITY


1. Whole staff training at Inset Day 1 on 'Ready, Respectful and Safe' policy.
2. Introduce our 'Ready, Respectful and Safe' programme across the whole school community in August 2024.
3. RRS will be a focus for staff discussion and training throughout the year to support the development of staff confidence in using strategies to support learners through our 'Ready, Respectful and Safe', PPRUIDB and Attachment Informed policies.
4. To complete the development of the school Anti-bullying Policy and launch with all stakeholders.
5. To consider and review the universal rights of the child and consider how rights-based education can impact on learning pathways and complete the Bronze Level Pathway for a RRS Award and apply for accreditation.
6. Bamardos - Invisible Backpack - Part 1 - deliver CLPL session(s) to all staff. Staff will research areas via the Bamardos applet then present findings to the forum.



Priority 4 - SUSTAINABILITY - To introduce the Sustainable Development Goals to our School Community and build staff confidence to plan learning experiences based on the SLC Sustainability Curriculum Map guidance.

OPERATIONAL ACTIVITY

1. Education Scotland whole school community approach to LIS self-evaluation tool to be completed by staff and pupils.
2. Whole School focus through participation of activities from 'The World's Largest Lesson' during Global Goals Week (20-29 September). Specific learning activities for P1-4 will be from the 'Explorers - SDG characteristics' activities and for P5-7 is 'What World do you want to live in by 2030?' and 'Become a Factivist' Attendance Levels.



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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 four meal options everyday. These are all served with vegetables or side salad. All meals also come with fresh chilled drinking water, 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.

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.17.

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 (£796 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 £9,552 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £19,995 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 to ensure anonymity is protected of children who receive free meals and we encourage all children to remain in school at lunch time.

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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.

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.

Support for parent/carers

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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 or your Universal Credit Statement, it is important that all pages of this evidence is submitted with 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

The start time, lunch time and closing time for each day should be listed.

Information on holiday dates (including in-service days) should be provided for the forthcoming session.

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

Transport

General information on school transport should be given. The following statement should be incorporated in all handbooks.

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.

The calculation on the measurement of distance from home to school is measured using a Geographical Information System (GIS), which is used for all measurements to ensure that Council Policy is consistently applied across the Authority.

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

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 free 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 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

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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
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:

Theft/Loss of Personal Effects

The Council is not responsible for the loss or theft of pupils' personal items, such as mobile phones or tablets. These items are brought to school at the pupil's and parents' own risk.

To prevent loss, please avoid bringing valuable or unnecessarily expensive items to school.

Staff members are instructed not to take custody of any personal items.

This policy also applies to musical instruments and other equipment used for school activities. If such items are left at school, it is at the pupil's and parents' own risk.

For valuable items like musical instruments, parents should ensure they are covered by their own household insurance.

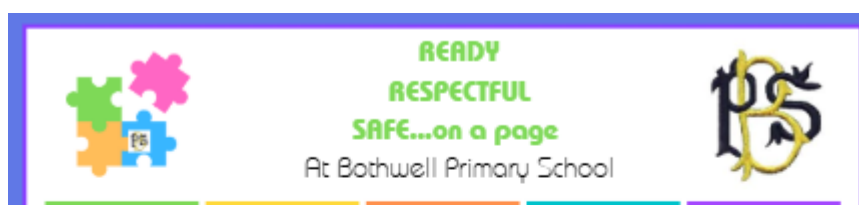
Damage to Clothing

The Council is only liable for damage to pupils' clothing if it is caused by the negligence of the Council or its employees. Claims for other reasons 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. 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 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.

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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

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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 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.

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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).

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.

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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

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)

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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

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

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 literary, 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

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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.

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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

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 with an update on school inspection outcomes being available via the Education Scotland website.**

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