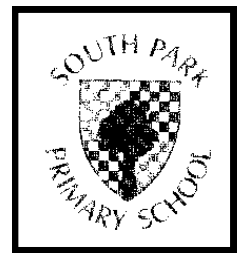


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Education Resources



# South Park Primary School Handbook 2025



At South Park we aspire to REACH excellence in all that we do.....

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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).

# 1. Introduction

Welcome to South Park Primary School.

On behalf of the staff at South Park Primary School I have great pleasure in presenting the School Handbook for 2024.

The handbook contains information regarding all aspects of school life that will be helpful to staff, parent/carers and pupils.

During your child's stay with us, it is our wish that your child is happy and successful. Our school seeks to develop in our children a positive attitude to learning and respect for ourselves, others and the environment. This will support our children to achieve all they can in being successful and confident, lifelong learners and helping them achieve and be responsible citizens in their community.

Each member of staff does their utmost to establish a positive ethos in the school. The children work in an atmosphere that is happy and industrious, a place where they will learn to be independent, to be responsible for themselves and to carry out their tasks with a spirit of co-operation, courtesy and respect for themselves and others.

The school has built up effective links with the community and it is our intention to strengthen these and to establish many more. It is our belief that the school is an integral part of the community. By creating a welcoming environment, by maintaining good relations with parents and the wider community and by being involved in many local events, our positive links will continue to grow and enhance our children's learning experiences.

We greatly value our partnership with parents/carers. Some of our parents/carers are already involved in school activities and this has been of tremendous benefit to the children. We hope to increase this involvement and so enhance the provision within the school. As well as those occasions during the school session when parents/carers have the opportunity to come to school to discuss their child's progress it is important that everyone feels welcome. We strive at all times to create a positive partnership between the school and home.

We invite you to join us on the road to continuous improvement and on our journey towards excellence.

*Kirsty McNeil*  
Head Teacher



## Our Vision, Values and Aims

At South Park we aim to ensure that there is a positive, welcoming and inclusive ethos where all are valued and have a voice. A whole school community consultation was carried out to agree on a set of core values. **Respect, Equity, Ambition, Confidence and Happiness**...were chosen by everyone to be the most important. We work together, as a whole school community, to embed these values and consistently strive to fulfil our vision.

R espect

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Following the community consultation our agreed vision for our school is...

***In South Park we aspire to REACH excellence in all that we do...***

The decisions we make as a school will be based on a commitment to ensuring that our children's health, wellbeing and progress are our prime concern: Children First!

We aim to provide a safe and stimulating environment where all children can achieve their full potential.

We aim to enable children to become successful learners, confident individuals, responsible citizens and effective contributors.

We aim to empower staff to develop to their full potential and develop leadership capacity.

We aim to promote partnership and engagement with the wider community for the benefit of the school and the community.

Through continued self evaluation, consultation and improvement we aim to offer the highest quality education for pupils in an environment in which the pupils feel secure, valued and confident.

We aim to involve all stakeholders and effectively use local and national guidelines to produce effective policies and planning.

Through the professional review and development process and high quality CLPL opportunities, we will support and encourage all staff to carry out their roles effectively.

We aim to maximise the use of our resources and our partnerships with other agencies for the benefit of the school.

Through a system of distributive leadership we aim to develop leadership capacity at all levels to take forward the shared vision of the school.

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

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

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

## **2. About Our School**

South Park Primary School

Netherton Road  
EAST KILBRIDE  
G75 9DU

**Phone:** (01355) 224748

**Website address:** [www.southpark-pri.s-lanark.sch.uk](http://www.southpark-pri.s-lanark.sch.uk)

**Email:** [office@southpark-pri.s-lanark.sch.uk](mailto:office@southpark-pri.s-lanark.sch.uk)

**Stages:** Nursery - 2 to 5 years  
School - Primary 1 to Primary 7

**Present Roll:** 182 (plus 33 nursery children)

**Denominational Status:** Non-denominational

### 3. School Ethos

South Park is proud of the warm, friendly and supportive atmosphere which is prevalent in the school.

Our enthusiastic staff and pupils firmly believe in the values we created as a school community. A culture of mutual respect exists between staff, pupils, parents/carers and is evident in all aspects of school life.

We have high expectations of our pupils and encourage them to give of their best and achieve all they can. Pupil achievement is widely celebrated in class, at assemblies and shared with parents. Children regularly receive praise, rewards, awards and certificates for achievements both in school and in the wider community.

Comments from parent/carers, pupils, staff and partners about the school have been very positive in nature and have included:

Working at South Park feels like being part of a big family. We all have the same values and I enjoy the ethos of fun and mutual trust and respect. I always have opportunities to further develop my skill set.  
*Lisa Avery Support Staff Member*

South Park has a real sense of community. I feel that the staff are really committed to involving the children and their families in the day to day running of the school. Meeting the needs of the children as well as the wider community. All staff are very friendly, approachable and happy to help  
...and beyond!

Many people who visit the school comment on the lovely atmosphere that the school has and I believe this is down to the dedicated staff who work so well together. It is a privilege to work with a team of people who are so committed to creating a nurturing and supportive environment for all, staff and pupils alike.  
*Liz MacRitchie Nurture Teacher*

The staff team within South Park Nursery always have our children and their family's best interests at heart. Every member of the team is dedicated to our children and ensuring we meet their needs in the best possible way. We are open, kind, caring and treat everyone with dignity and respect. I am proud to say that I am part of a team who always put our children first.

*Jacqueline Myles Early Years Team Leader*

The staff are fantastic. Quick to help support your child. Very welcoming school and staff are easy to reach out to.

*Debbie Muir Parent*

The full school staff are amazing with my girl and I can send her to school relaxed and comfortably knowing she is well cared for and not only that but most importantly Kiera herself is comfortable going to school and allowing the girls take care of her especially with the diabetes as they have taken the time to build up a bond with Kiera. I cannot thank Mrs McNeil and the full staff at South Park for the love and support they give me as a family.

*Nicolle Western Parent*

## 4. Staffing

**Head Teacher**

Mrs K McNeil

**Principal Teacher**

Mrs Y Donaldson

**Class Teachers**

P7	Mr Kevin Cleary
P6	Mrs Jodie Gillespie
P5	Mr Thomas Proctor
P4/3	Miss Emma Peacock/Mrs Mairi McGinty
P3/2	Miss Sarah Stanage
P2/1	Mrs Heather Lees
P1/2	Mrs L Cook
Nurture Teacher	Mrs Elizabeth MacRitchie /Mrs Allison Young
<b>Nursery Team Leader:</b>	Mrs J Myles
<b>Early Years Workers:</b>	Mrs E McConnachie Mrs E Maley Mrs L Cassidy Clyde Mrs A Young Mrs D Pencakowska Andrew Miss Joanne McIlwraith
<b>Support Assistants:</b>	Mrs Kirsty Ross (Team Leader) Miss L Avery (Support Assistant) Mrs A Mogford (Support Assistant) Mrs R Strachan (Support Assistant) Mrs P Fox (Support Assistant)
<b>School Janitor:</b>	Mr Jim Holmes/ Mr J MacDonald
<b>Catering Manager:</b>	Mrs D Brown
<b>Catering Staff:</b>	Mrs S Pearson Miss J Westran
<b>Cleaning Supervisor:</b>	Mrs M Ayton
<b>Cleaning Staff:</b>	Mrs S Rae Mr Craig McKenzie Mrs Josephine Davies

## 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:

### **Reporting Absence or Sickness**

- 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 in writing. Please also give your child a note on his/her return to school telling of the reason for absence.
- Notify the school first thing in the morning when your child is going to be absent stating the reason for absence. Let the school know the likely date of return and keep them informed if the date changes.
- Inform the school of any change to the following:-
  - Home phone number
  - Mobile number
  - Emergency contact details
  - Medical Information
  -
- *If you know they have a hospital/dental appointment, please let us know in advance.*
- Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.
- Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 7).
- The safety and well being of our pupils is paramount and we ask parents to closely follow our Absence Reporting Procedures.

### **Accident or Illness During School Hours**

Parent/Carers are asked to inform the school of any particular medical requirement for their child/children. It is also requested that the school be informed of arrangements for children who may be required to be sent home.

When a pupil is taken ill in school, he/she will be observed carefully and the parent (in the first instance) or emergency contact will be notified. Minor cuts and bruises are dealt with by cleaning the wound and applying a simple dressing as per Authority Guidelines. Should an accident of a more serious nature occur, the parent (in the first instance) or emergency contact is immediately notified.

The school keeps a small stock of clothing in order that children whose own clothes have been soiled can be given clean garments.

### **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.

#### 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](http://www.southlanarkshire.gov.uk) or email [education@southlanarkshire.gov.uk](mailto: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](http://www.southlanarkshire.gov.uk).

## **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](http://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](http://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.

## Parent Organisations at South Park

**Parent Council Chairperson:** Mrs K Singer

**P.T.A. Chairperson:** Ms Laura- Anne McGhee

## Parent Council & P.T.A.

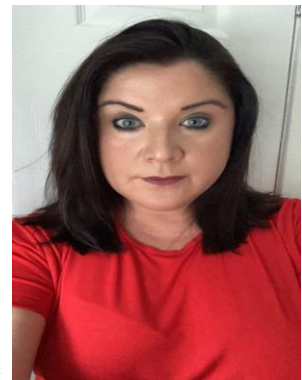
All parent/carers of children at school are automatically members of the Parent Forum and are entitled to have a say in what happens at the school. Our school has an active Parent Council and

a copy of its constitution and what it does is available from the school. Our P.T.A. has recently been re-established and is looking forward to beginning fund raising activities. If you are interested in joining the Parent Council you may contact Karen Singer, Chairperson or if you are interested in joining the P.T.A. you may contact Laura-Anne McGhee or contact the school office.

**Karen Singer**

**Parent Council Chair**

"My role as Parent Council Chairperson is to represent the views of parents which can provide a positive contribution to your child's education and is a great way to be involved and support the school"



**Laura-Anne McGhee**

**PTA Chair**



'My role as PTA Chairperson of South Park Primary is to build strong working relationships among parents and teachers in support of the children. My vision as Chairperson is to bring everyone together to raise as much funds as possible to provide our Children of South Park as many enjoyable events and opportunities as we possibly can'

**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 a forward looking, coherent, more flexible and 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, now and in the future.

The curriculum 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. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21<sup>st</sup> century.

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 curriculum 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://www.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.

## Literacy and English

Language is fundamental to our understanding of the world and permeates all areas of the curriculum. We aim to give our pupils a rich experience in all aspects of literacy which includes: Reading, Writing, Listening and Talking.

We adopt a flexible groupings approach to develop literacy throughout the school. Children choose the level of challenge in the tasks that they do.

Reading is developed using Novel Studies and higher order reading skills. At South Park we promote a whole school skills-based approach to the teaching of reading. We aim to foster a love of books and embed a culture of reading throughout the school and gained our Reading Schools Accreditation in June 2022.

We have recently introduced a new whole school approach to the teaching of Writing called 'Talk for Writing'. 'Talk for Writing' enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

*"I really enjoy our class Novel Study lessons. We work in teams to learn new skills. This has made me more confident with reading and writing"*

- Amilya P6

*"Talk for writing lessons are always really fun. Our teachers help us learn new skills and co-construct texts. This helps us to be successful learners when we complete our 'Hot Task' at the end of each unit."*

- Ariana P6

*"We get lots of opportunity to develop our talking and listening skills in school. These are skills we can carry forward with us to high school and into our jobs in the future."*

- Ava P6

### **Numeracy and Mathematics**

We aim to equip our children with a positive attitude to maths that will give them confidence and the appropriate strategies to use.

Our approach to maths is an activity based one where the children discover through handling material and "doing" rather than carrying out simple written activities. In this way we seek to enhance the child's understanding. Reinforcement is often done by using maths games where children apply the concepts learned. We find that this approach provides motivation and interest. Emphasis is put on the acquisition of mental maths skills and strategies encouraging learning of facts for quick recall.

*"Maths is super fun. We learn in interesting ways including Number Talks, active learning and play. I am becoming more confident solving tricky calculations"*

- Jay P6

### **IDL, Expeditions & Learning Through Play**

At South Park Primary, we embrace a dynamic approach to learning through experiential activities, play, and interdisciplinary learning (IDL). This hands-on, engaging methodology fosters the development of essential skills aligned with the South Lanarkshire Council (SLC) Skills Framework. By promoting curiosity, collaboration, and creativity, we support our children in becoming successful learners, confident individuals, responsible citizens, and effective contributors, equipping them with the tools they need to thrive in an ever-changing world. The following subjects areas are developed using this approach.

### **Social Studies**

This all embracing heading includes, People, past events and societies, People, place and environment and People, society, economy and business. Social studies is taught using the interdisciplinary approach.

*"This year we learned about the Titanic. It was really fun and allowed us to take a step back in time. We learned lots of interesting facts and completed lots of fun activities."*

- Beau P6

## Science

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. Throughout their time in primary school children will learn about Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science.

*"This year we held a Science Fair showcasing everything we had learned during our science expedition. Each class had a chance to explore each stall and we also invited our parents in to see the things we created"*

- Olivia P5

## Expressive Arts

The Expressive Arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. Pupils are encouraged to be creative and to develop skills and talents in music, dance, drama and art. The expressive arts curriculum is often topic related and is delivered in an interdisciplinary way.

*"Art is so much fun. This year as part of our Egyptians expedition, I created a Pharaoh head using different line drawing techniques."*

- Dominion P4

## Religious and Moral Education

For further information on religious and moral education, please see the information contained under the heading of Spiritual, Social, Moral and Cultural Values.

## Health and Wellbeing

It is our aim for pupils to become confident, responsible members of society. With this in mind, we engage in P.E., Citizenship and Health Programmes which include Mental, Emotional, Social and Physical Wellbeing. As part of the National Guidelines we deliver 2 hours of P.E. per week.

*"PE is so much fun and a great way to interact with people in the class. We love learning new skills in sports and I am becoming more resilient and getting better at managing my emotions"*

- Cameron P6

## **Technologies**

Scotland has a strong tradition of excellence and innovation in technological research. Learning in the technologies enables children to be informed, skilled and thoughtful, adaptable and enterprising citizens. The technologies framework includes technological developments in society, I.C.T. to enhance learning, Business, Computing Science, Food and Textiles. In South Park, I.C.T. skills are taught discreetly and also as part of the wider curriculum. Children benefit from learning using computers, laptops, iPads and Chromebooks.

*Opportunities to continuously develop the curriculum are being offered to schools through Curriculum for Excellence. The aim of our curriculum is to develop the 4 capacities in each pupil of:*

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

At South Park we have a focus on Pupil Voice and Pupil Leadership. Every leadership group has an area of responsibility and they are continually consulted on areas for improvement in our school community. The groups also organise events for the whole school and carry out the individual leadership roles linked with each group respectfully and responsibly.

Below are all the leadership Groups in South Park:

Pupil Leadership Group, Play Leaders, Lunch Leaders, House Leaders, Digital Leaders, Literacy Leaders, Numeracy Leaders, Safety leaders, Sports Leaders, Sustainability Leaders.

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

### **Right of Parent/Carers**

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.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

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

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.



## ***South Park Primary School Snapshots***





progress

Assessment is an integral part of learning and teaching. It is used to monitor progress and achievements and to identify next steps in learning.

Assessment is ongoing, periodic and transitional. A joined up approach to planning for learning and teaching is underpinned by valid, reliable and proportionate assessment. Staff use a range of evidence based on the breadth, challenge and application of learning to determine if a learner has achieved a level. Learners are involved in planning assessment, discussing progress and planning next steps in learning.

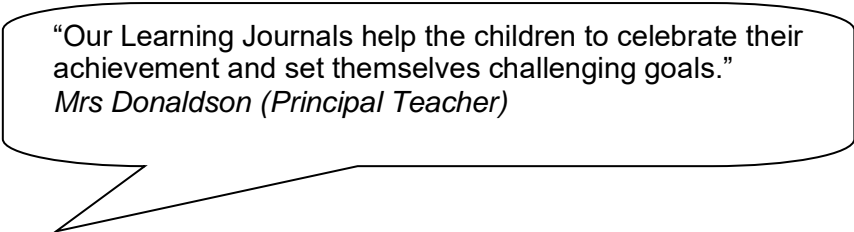
Teachers in South Park use both formative and summative approaches to assessment. Formative assessment is used regularly to support pupils' learning and progress throughout the year. Summative assessment is used as necessary to sum up pupils' progress and achievement for reporting to others and, used to inform next steps in planning and learning.

Our assessment approach is for Learning.

- Assessment is used to ensure learners are clear about what is to be learned and what feedback on the quality of their work and how to make it better.
- Assessment is used to ensure learners take part in assessment, reflect on their own learning and decide the next steps for learning.
- Assessment is used to ensure teachers understand how much and how well pupils have learned across the subjects of the curriculum.



In South Park, pupils and staff use Learning Journals to record pupil learning, achievements and progress, which is sent home and shared with parents. Within the Learning Journals, staff and pupils have identified targets and next steps in learning and these are evaluated regularly. Pupil progress is monitored and tracked and reported to parents through written reports and at parent interviews.



"Our Learning Journals help the children to celebrate their achievement and set themselves challenging goals."  
*Mrs Donaldson (Principal Teacher)*

## 9. Reporting

South Park Primary School recognises that good teamwork among parents, children and schools is the key to a successful education for your child. Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

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

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

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

## 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 [Edsuppserv.helpline@southlanarkshire.gov.uk](mailto:Edsuppserv.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 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](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 outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith 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.

More information can be found on:

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

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

#### Additional Support Needs Policy

##### **Rationale**

In order to meet the requirements of Education (Additional Support for Learning) (Scotland) Act 2009, South Park Primary School is committed to providing an appropriate and high quality education to all pupils. Our policy will ensure that all pupils have access to an inclusive education to ensure they are able to fully access Curriculum for Excellence and realise their full potential.

## **Definition of Additional Support Needs**

As defined in the Education (Additional Support for Learning) (Scotland) Act 2009, additional support needs can be both long or short term. Pupils may require additional support for a variety of reasons such as those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- are looked after
- have a learning difficulty
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have social or emotional difficulties
- are on the child protection register
- are young carers

## **Aims**

1. To provide all pupils with equality of opportunity through access to a broad, balanced and relevant curriculum.
2. To ensure pupils are educated in the most inclusive environment possible.
3. To ensure inclusion is the collective responsibility of every member of staff.
4. To work in partnership with pupils, parents/carers, staff and external agencies.

## **Further Information**

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

## **Enquire**

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**

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.

## **12. School Improvement**

In South Park we want all our pupils to succeed. We believe we can make a lasting difference when we focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve pupil achievement by enhancing the way curriculum is delivered, by creating a positive environment for learning and by increasing the degree to which parents are involved in their children's learning at school and in the home.

This session our main focus has been over three main areas in line with SLC's stretch aims. We have prioritised curriculum design to ensure the children's learning experiences are relevant, progressive and reflect the skills required for the world of work. Our second priority focuses on ensuring equality and diversity is understood and is an integral feature of our whole school community. Our third priority is focussing on developing a coherent and progressive framework for writing across early and first level. The improvement areas for this session can be found in full on our school website.

Below are the main achievements from our improvement plan from session 23-24, the cycle of improvement is continually evaluated, and the achievements inform our next steps for session 24-25 focus.

Strategic **Priority 1** Improvement Planning and Standards and Quality Reporting for 2023/2024

**Develop a responsive curriculum with effective planning, learning, teaching, and assessment which promotes essential skills for life learning and work and meets the needs of our local context.**

**What progress have we made?**

Curriculum Rationale created using one page format.

- Project Leadership groups established across P4-7.
- SLC Skills Framework evident in planning and learning and teaching across the school.
- NQT focus on Skills Framework for assessment in Practitioner Enquiry.
- Pupils are QR coding and evidencing skills. Rolled out to authority.
- P2/1 teacher trained in using 'Teaching Sprints' approach.
- P7 teacher to be trained in 'Teaching Sprints' next term.
- IDL case study published by authority. • Learning walks to triangulate evidence in planning.

**What actions should we take next in session 2024/2025?**

- Audit of planning to ensure coverage of the curriculum.
- Planning to reflect coverage of Global Goals, UNRC and Skills Framework.
- Planning, Evaluation and Moderation meetings to ensure coverage and inclusion of skills framework, Global Goals and UNRC across all stages.
- Further develop pupil articulation of skills using digital technology. • Further implementation of inquiry-based learning in P4-7.
- Forest Skills across the school.

Strategic **Priority 2** Improvement Planning and Standards and Quality Reporting for 2023/2024

**To ensure equality and diversity is understood and is an integral feature of our whole school community.**

**What progress have we made?**

- Diversity Leadership and Project Groups established.
- Whole school community events planned and held – Diversity show-case and workshops held. • All staff completed Level 1 LGBT Training.
- P5, P6, and P7 – Participated in Race and Equality Workshops with the West Partnerships. • New resources bought with diversity in mind – Library books, class texts, health and wellbeing etc.
- Diversity Group visited Calderwood for their Celebrating Being Me Event.

**What actions should we take next into session 2024/2025?**

- Level 2 LGBT training to be completed by all staff at the beginning of next session
- Audit of planning to ensure equality and diversity is evident.
- Learning walks – triangulation of evidence – planning – learning and teaching and school ethos.
- Monitoring of Bullying and Equalities Pro Forma.
- Continue to work in partnership with Calderwood Primary Leaders of Learning.
- Continue with themed days/weeks to further embed equality and diversity within school led by Diversity leadership group

Strategic **Priority 3** Improvement Planning and Standards and Quality Reporting for 2023/2024

**To establish a clear policy and practice in writing which is age and stage appropriate, improving attainment particularly in first level.**

**What progress have we made?**

- Draft writing criteria created and shared with staff to trial.
- Cross level and in-house moderation taking place.
- Early Years Practitioners involved in all parts of the process.
- Bespoke writing approaches being trialed, evaluated, and adapted across school and in particular P1 and 2.

- LC CAT night to moderate draft writing criteria arranged for after Easter Break.
- Consultations with staff inhouse and across learning community.
- Stretch aim children evaluated by LC Moderation Group to ensure robust moderation using new moderation criteria.
- Almost all stretch aim children now on track.
- Final writing criteria shared with learning community.

#### **What actions should we take next into session 2024/2025?**

- Create writing policy and guidance.
- Writing attainment data informed by new moderated criteria, professional judgement/discussion/moderation.
- Ensure 2 genres covered per term from P4-7.
- Continue to track cohort data on writing to ensure wide coverage of genres across levels. • To devise clear guidance on writing approaches used across Early and into First Level.

#### **PEF Improvement Planning and the Participatory Budget**

Our rationales for spending in session 2023-2024 were:

- ✓ Sustainability and Supporting Families
- ✓ Writing Interventions
- ✓ Staff Nurture Development

#### **Supporting Families:**

##### **What did we achieve in session 2023-2024?**

- Established positive relationships with families across school community, thus allowing us an awareness of their needs.
- Breaking down the barriers/stigma associated with poverty.
- 'Rake and Take' established and ongoing offering food, clothing, and toiletries which anyone has access to.
- Established links with outer agencies to assist families with food packs.
- Well established relationship with staff at ARCH (Autism Resource Community Hub) where they ran workshops for both children and their families.
- Parent groups to build community of trust and peer support. Also provides respite for the parents and socialising for the children.
- 1-1 targeted support for families.
- Nurturing interventions for siblings to improve relationships.
- Purchase of mobile kitchen and supplies.
- Chef Robert provided cooking workshops for P5&6.

#### **Supporting Families:**

##### **What are our next steps for 2024-2025?**

- Develop proforma of evidence supporting siblings/families.
- Register for family support groups.
- Further support from ARCH families.
- Digital Resource Library for access to families.
- Establish support from SAMH to deliver workshops with children and families.
- Create calendar of organised parent/carers support groups.
- Further develop cooking skills and healthy eating habits and expansion of kitchen area in school to become cooking and bistro for whole community to access.
- Increased parental engagement with cooking activities.

#### **Writing Interventions:**

**What did we achieve in session 2023-2024?**

- Intervention groups were established in P3 and P4 to develop pupils' writing skills.
- Activities focusing on phonological/phonemic awareness were used to revisit taught phonemes to build encoding confidence.
- Multisensory spelling strategies were introduced to increase the spelling accuracy of both high frequency and irregular vocabulary.
- Dictation was used to practise punctuation and freewriting activities included to practise the skills taught.
- Support was also provided in class to a small group of P7 pupils during their writing sessions.

**Writing Interventions:****What are our next steps for 2024-2025?**

- Continue to review phonemes using interactive activities for P3/P4 intervention groups
- Provide in-class support during writing sessions in P4.
- Develop picture prompt strategies to support pupils in class.
- Develop writing criteria as a visual prompt for pupils when writing.
- Continue to promote multisensory spelling strategies across school.

**Staff Nurture Development:****What did we achieve in session 2023-2024?**

- Established positive relationships with families across school community, thus allowing us an awareness of their needs.
- Breaking down the barriers/Well established relationship with staff at ARCH (Autism Resource Community Hub) where they ran workshops for both children and their families.
- Parent groups to build community of trust and peer support. Also provides respite for the parents and socialising for the children.
- 1-1 targeted support for families.
- Nurture Team working towards receiving SLC Attachment Informed, Trauma Sensitive Approach Accreditation.
- Nurturing interventions for siblings to improve relationships.
- Increased volume of children receiving nurturing interventions both in groups, siblings and individual.
- Nurture team created where we support, scaffold and responsive plan together.
- Whole school nurturing approach embedded due to all staff embracing positive change with everyone invested with the same vision.
- Varying levels of experience and expertise having positive impact on delivery of nurturing interventions
- Increased capacity for parental support.

**Staff Nurture Development:****What are our next steps for 2024-2025?**

- Nurture Team staff transition
- Initiate calendar of parental support groups, workshops etc.
- Share digital resource library with families.
- Establish proforma to evidence parental support.
- Complete Boxall Profiles for new P7s (24-25)
- New Boxalls for new intake.
- Tracking proforma for Glasgow Wellbeing Scale
- Establish new Give Us a Break group in first term of session 24-25.
- Full Nurture Team trained in GUAB.
- Nurture team training in emotion coaching.

## 13. School policies and practical information

### Nursery

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

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

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

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

For their lunch each day pupils have the option to choose from four meal options everyday, a snack option plus a vegan / vegetarian option. 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.

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.

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 £9,522 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 we encourage all children to remain in school at lunch time

South Lanarkshire Council also offers a free Breakfast service. At South Park the service runs from 8.15am to 8.45am each school day.



### **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**

### **Clothing grant**

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit 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:**

## **Monday-Friday**

**Drop off time** 8.50-9am                      P1-P7 and Nursery

**Break** 10.30-10.50

**Lunch** 11.30-12                                  Nursery  
             12.15-1.05pm                          P1-P7

**Pick Up Time** 3pm                                Nursery  
    P1-P7

*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.

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](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](https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school)

Mainstream School Transport contact details:

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

tel: 0303 123 1023

## **Insurance for schools – pupils' personal effects**

### 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.

### Family holidays during term time

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

### 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.

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.

### Promoting Positive Behaviour at South Park

We work hard to create a secure, caring and positive environment where children can learn and flourish. We encourage children to develop mutual trust and respect, co-operation, teamwork, fair play and responsibility.

### Positive Behaviour Strategies

We wish to encourage a partnership with parents/carers to ensure the best possible standard of pupil behaviour. We recognise there are times when school can be a challenging social setting for everyone and that there may be times when children need support. They may feel frustrated,

angry or upset. Our aim is to support our children and we use restorative approaches to do this. This involves

- ✓ Helping young people make good choices
- ✓ Encouraging them to think about what to do to put things right
- ✓ Encourage them to think about the feelings of others
- ✓ And for all of us to consider how our behaviour impacts on others

### **Child Protection**

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

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

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

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

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

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

The Child Protection Committee's website has a range of useful information for parents/carers to help them keep their children safe. [www.childprotectionsouthlanarkshire.org.uk](http://www.childprotectionsouthlanarkshire.org.uk)

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

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

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

### **Privacy Notice**

#### **Introduction**

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

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

#### **Using your personal information**

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

#### **Information we collect from you about you and your child at enrolment**

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

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

#### **Information we collect at other times**

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

- If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.
- If you make a request for additional support such as an educational psychologist or other support for learning we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.
- If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable

us to help you get the right support at the right time in line with the Getting it right for every child approach.

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

### **Information that we collect from other sources**

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

- exam results and assessment information;
- information about health, wellbeing or child protection.

### **Why do we need this information?**

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

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

### **We will share your information with:**

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

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

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website: ([https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general\\_privacy](https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy)). Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

## **Appendix A**

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 –  
<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –  
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools –  
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

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 – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –  
<http://www.sces.uk.com/this-is-our-faith.html>

## **CURRICULUM**

Information about how the curriculum is structured and curriculum planning –  
<http://www.educationscotland.gov.uk/thecurriculum/>

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 – <http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing – <http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers – [http://www.educationscotland.gov.uk/Images/CfEbriefingforparentsfinal\\_tcm4-725662.pdf](http://www.educationscotland.gov.uk/Images/CfEbriefingforparentsfinal_tcm4-725662.pdf)

Information on the Senior Phase – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme – <http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

## **ASSESSMENT AND REPORTING**

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – [http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

Information about Curriculum for Excellence levels and how progress is assessed – <http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications – [http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling – <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

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 – [http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning – <http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

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 – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>

## **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 – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence – <http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatissupport/universalsupport/roleofkeyadult.asp>

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 – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

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 – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

## **SCHOOL IMPROVEMENT**

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports – <http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) – <http://www.scaf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland – <http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

### **School Policies and Practical Information**

**National policies, information and guidance can be accessed: from the Scottish Government website on [www.gov.scot](http://www.gov.scot)**