



Education Resources

South Park Primary

School Handbook

January 2026



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

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

1. Introduction by the Head Teacher

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 2026.

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 can come to school to discuss their child's progress it is important that everyone feels welcome. We always strive 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.

Yvonne Donaldson (Acting 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.

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

The Council's Plan Connect sets out the Council's vision which is, "to improve the lives and prospects for everyone in South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families, and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people. This is available at [Education Resources Plan 2025/26 Education and learning - South Lanarkshire Council](https://www.southlanarkshire.gov.uk/education-and-learning/education-resources-plan-2025-26)

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

Email: office@southpark-pri.s-lanark.sch.uk

Stages: Nursery - 2 to 5 years

School - Primary 1 to Primary 7

Present Roll: 181 (plus 34 nursery children)

Denominational Status: Non-denominational

Acting Head Teacher Mrs Yvonne Donaldson

Acting Principal Teacher Mrs Lisa Hendry

Parent Organisations

Parent Council Chairperson: Mrs K Singer

P.T.A. Chairperson: Ms Kirsty Hutchison

Parental Concerns

Parents may have a concern about their child from time to time and thus we strongly encourage open communication between home and school. Depending on the nature of the concern, parents may contact the school in a variety of ways:

- Phone call
- Note in Home/School Jotter or Homework Diary
- Letter
- Appointment
- Comments on Reports
- Consultations

The appropriate member of staff will respond as quickly as possible to the concern, discuss it as fully as possible and try to resolve the concern quickly.

Reporting Absence or Sickness

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised and 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 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
- Requests for your child to be absent from school, including extended visits to relatives 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 authorised absentee in the register.

The safety and wellbeing of our pupils is paramount, and we ask parents to closely follow our Absence Reporting Procedures.

Accident or Illness During School Hours

Parents are asked to inform the school of any 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.

Complaints Procedure

Should a parent/carer have a concern about any aspect of their child's school placement, we want to know. In the first instance, inform a member of staff. If the concern is more serious contact Mrs Yvonne Donaldson, Acting Head Teacher.

Complaints will be treated seriously and dealt with speedily and sensitively. In most cases complaints will be dealt with immediately, but certainly within 3 working days. Should a complaint require further, detailed investigation, the process may take longer, but no longer than 20 days.

A formal complaints procedure direct to the Senior Manager of Pupil Support or Education Resources is also available should you be dissatisfied.

A complaint may be made in writing, by phone, by e-mail or in person to Susan Tullett, Interim Senior Manager of Pupil Support (01355 276811) or Education Resources (0303 123 1023).

Arrangements to Visit the School (New Pupils and their Parents)

Should a parent be offered or be seeking a place for their child at South Park Primary/Nursery, arrangements can be made to visit in advance. Please phone the school office to make an appointment. The Head Teacher/Principal Teacher will meet with you to provide information, answer questions and give you a tour of the school. We encourage parents/carers to bring their child along for the visit.

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

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

4. Staff List

Acting Head Teacher Mrs Yvonne Donaldson

Acting Principal Teacher Mrs Lisa Hendry

Class Teachers

P7	Miss Sarah Stange
P6	Mrs Jodie Gillespie
P5	Mrs Heather Lees
P4	Mr Thomas Proctor
P3	Miss Morven Fraser
P2	Miss Ebony Clelland/Mrs Mairi McGinty
P1	Mrs L Cook

Nurture Teacher Mrs Elizabeth MacRitchie /Mrs Allison Young

Nursery Team Leader: Mrs J Myles

Early Years Workers: Mrs E McConnachie
Mrs E Maley
Mrs L Cassidy Clyde
Mrs A Young
Mrs D Pencakowska Andrew
Miss Joanne McIlwraith
Mrs Becci O'Brien

Support Assistants: Mrs Kirsty Ross (Team Leader)
Miss L Avery (Support Assistant)
Mrs A Mogford (Support Assistant)
Mrs R Strachan (Support Assistant)
Mrs Susan Ralston (Support Assistant)
Mrs S Torlay (Support Assistant)

School Janitor: Mr Jim Holmes/ Mr J MacDonald

Catering Manager: Mrs D Brown

Catering Staff: Mrs S Pearson
Miss J Westran

Cleaning Supervisor: Mrs M Ayton

Cleaning Staff: Mrs Sharon Rae
Mr Craig McKenzie
Mrs Josephine Davies

5. Attendance

Encouraging School Attendance

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

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

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 inform the school by phone or email.
01355 224748 or office@southpark-pri.s-lanark.sch.uk
- 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.
- **Ensure that your child gets to school on time.**
P1-7 Drop off from 8.50-9am and Nursery 8.50-9am
- Keep the school informed of any changes to contact details (home phone number/address, mobile number, emergency contact details, medical information)
- Requests for your child to be absent from school, including extended visits to relatives 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 authorised absentee in the register.

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/carers to closely follow our Absence Reporting Procedures.

Family Holidays During Term Time

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

Information on emergencies

Emergency Information

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

Severe Weather Protocol

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

Communication

The Council's website, www.southlanarkshire.gov.uk, will provide updates on school closures or delays including further information about the next school day.

Things we need you to do:

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

6. Parental Involvement and Parent Councils

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

Why Parental Involvement Matters

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

Our Commitment

We want parents and carers to:

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

Parent Forum and Parent Council

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

Connect – Supporting Parent Councils

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

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

Other Helpful Resources

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](https://parentzone.scot)

- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.npfs.org.uk>.

Getting Involved

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

6. The Curriculum

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

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

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

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

If you want to know more about Curriculum for Excellence, please visit [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](https://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. This session we are working towards our Silver Accreditation. We strive to increase attainment in writing and this session we are working with the local authority on the Improving our Writing programme and with Education Scotland and CYPIC (Children and Young People's Improvement Collaborative).

“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 P7

“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 P7

“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 P7

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 P7

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.

“Last term 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 P7

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.

“In P5 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 P6

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. As part of our Egyptians expedition, I created a Pharaoh head using different line drawing techniques.” - Dominion P5

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 P7

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 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.

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

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.

7. Assessment and tracking progress

Assessment is an integral part of learning and teaching. It helps to provide a picture of our pupils' 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 is based on the principles of Assessment is for Learning.

Assessment for Learning - where learners are clear about what is to be learned and what success will look like, are given timely feedback on the quality of their work and how to make it better and are included in deciding the next steps for learning.

Assessment as Learning – where learners take part in assessment, reflect on their own learning and take responsibility for their own learning.

Assessment of Learning – which helps teachers understand how much and how well pupils have learned in the various aspects of the curriculum.

8. 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.

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.helpline@southlanarkshire.gov.uk

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

Proof of where the child lives may also be needed.

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

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

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish to make a placing request. An online placing request form should then be completed. This is available from the SLC website – www.southlanarkshire.gov.uk or by contacting 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 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.

9. Support for Pupils

Getting it right for every child.

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

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

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

More information can be found at www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

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.

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

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

Enquire – the Scottish advice service for additional support for learning

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

Phone Helpline: 0345 123 2303

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

Email Enquiry service: info@enquire.org.uk

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

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

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

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

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

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

What does it set out to do?

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

How can I find out more?

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

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

Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)

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

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

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

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

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

10. 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.

Strategic Improvement Priorities over 3 year cycle Timescale: 2024-27

Strategic Priority	Year 1	Year 2	Year 3
1.	Develop a responsive curriculum with effective planning, learning, teaching and assessment which promotes essential skills for life learning and work, encompasses UNCRC, Global Goals and meets the needs of our local context.	Develop a responsive curriculum with effective planning, learning, teaching and assessment which promotes essential skills for life learning and work, encompasses the UN Global Goals and meets the needs of our local context	Develop effective assessment policy and procedure to monitor and evaluate learners' progress across all curricular areas.
2.	To establish a clear policy and practice in writing which is age and stage appropriate, improving attainment particularly in first level.	To establish a clear policy and practice in writing which is age and stage appropriate, improving attainment particularly in first level.	To create robust policy and procedure that demonstrates learner's attainment and achievement over time with a clear focus on skills and attributes required beyond South Park.
3.	To ensure equality and diversity is understood and is an integral feature of our whole school community.	To ensure equality and diversity is understood and is an integral feature of our whole school community.	To further develop the implementation of the family learning model used for You+ Me and Cooking across a variety of curricular areas.

This session our main focus has been over three main areas in line with SLC's stretch aims. Our first priority has been to update and improve our assessment framework, ensuring consistency of approaches. Our second priority was to establish clear policy and practice in writing, which is age and stage appropriate, improving attainment, particularly at First Level. Our third priority is to improve parent/carer and wider community engagement in learning fostering stronger partnerships to directly contribute to increase in confidence and self-esteem. 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 24-25, the cycle of improvement is continually evaluated, and the achievements inform our next steps for session 25-26 focus.

Strategic Priority 1 [Improvement Planning](#) and [Standards and Quality Reporting](#) for 2024/2025

Develop a responsive curriculum with effective planning, learning, teaching, and assessment which promotes essential skills for life learning and work, encompasses UNCRC & UN Global goals and meets the needs of our local context.

What progress have we made?

- Audit of planning at Planning, Evaluation and Moderation meetings showed that Sustainable Development Goals, UNCRC and SLC Skills Framework were reflected across the school.
- Learning Walks evidenced good levels of interaction and engagement in lessons.
- Peer School Review took place on Wednesday 25th September. Positive feedback was received.
- Participated in the Play Beyond Early Level showcase – positive feedback received.
- Day of Giving held. Visits to Meldrum Gardens, Murray Owen Centre, Fire Station, Westwood Baptist Church Toddler Group, SLC Headquarters and Morrisons. Cosy Café hosted a special lunch for a variety of members of the community including community police and local residents. Children made Christmas Cards to deliver to the community.
- Always Growing Our Skills approach being used in some classes.
- Community Skills Projects completed by all classes P4-7.
- Roll out of skills afternoons to P1-3.
- Community Skills Showcase took place.
- Learning conversations are beginning to show evidence of children's increasing understanding of diversity.
- Children can demonstrate and articulate their growing knowledge of UNCRC during activities at assemblies.

Next Steps for Session 25-26

To improve parent/carer and wider community engagement in learning, fostering stronger partnerships to directly contribute to increased confidence and self-esteem among targeted learners. This will be achieved by equipping them with vital skills for life, learning, and work.

Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

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?

- Planning overviews reflect coverage of genre across P4-7.
- PEF funded Literacy support teacher continuing to work with cusp children in writing.
- Member of staff attended Explicitly Teaching Writing sessions at Hunter Primary School.
- PT focus on writing for Into Headship SCI.
- Working parties created based of 3 key strands of SCI.
- Time at collegiate meeting ringfenced to allow time for planning and professional discussion with extra time for working party meeting given through collegiate agreement.
- Sparky Starters parent/carer group for pre-schoolers started and pre consultations completed. 4 workshops including showcase delivered to parents/carers.
- Peer classroom visits focused on writing – retrieval practice and Steven Graham approaches.
- Writing areas/opportunities for writing for pleasure available in every classroom.
- Rewind and Write trackers added to cohort and whole school writing overviews.
- Sparkly starters information included in Transition pack given to new P1 parents.
- ACEL data shows a 13% increase in attainment in Primary 5 and 7% increase in Primary 2 data.
- Positive increase in engagement in writing across school.

Next Steps Session 25-26

- Primary 4 and Primary 5 next session to work with CYPIC and Education Scotland on the National Improving Writing Programme.
- Primary 1, 2, 3, 6 and 7 to be part of IOW (Improving our Writing) next session.
- Sparkly Starters to begin termly for our pre-school children in August.
- Roll out of Rewind and Write to upper stages.

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2024/2025

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

- Values/Diversity Leadership group established.
- Planning across the school shows consideration to equality and diversity.

- Cost of the School Day Policy in place.
- Core vision and values consultation discussed and plan in place for whole community consultation

Next Steps Session 25-26

To improve parent/carer and wider community engagement in learning, fostering stronger partnerships to directly contribute to increased confidence and self-esteem among targeted learners. This will be achieved by equipping them with vital skills for life, learning, and work.

Pupil Equity Funding (PEF)

Rationale for PEF Spend and PB for session 25-26

Building on the success of our community garden and cosy cafe, we are committed to further raising awareness of sustainable actions that reduce the cost of living. Our initiatives are designed to embody the principles of the UN Convention on the Rights of the Child (UNCRC) and align with the Sustainable Development Goals (SDGs). A key objective is to strengthen our community partnerships, ensuring the cafe becomes a vibrant hub utilised by all members of our community. We will specifically target the well-being of pupils, parents/carers, and staff, introducing strategies that foster a comprehensive understanding of good mental and emotional well-being across the entire community.

- Use Boxall Profiles and Glasgow Wellbeing Scale to set a baseline.
- Launch a recruitment drive to involve more parents.
- Consult with learners and families about Skills Wednesday choices.
- Provide training for parents.
- Hold a Day of Giving, with clear links to UNCRC and Sustainability Goals in the planning.
- Start Community Learning Afternoons – parents begin helping lead activities like Cosy Café, Community Garden, and more.
- Recruit new community partners.
- Ensure planning continues to show links to UNCRC and Sustainability Goals.
- Repeat the Glasgow Wellbeing Scale to check progress for targeted learners and adapt plans if needed.
- Begin Community Learning Cycle 2, now with more parent and community partner involvement.
- Repeat Boxall and Glasgow Wellbeing assessments to measure impact.
- Hold a Skills Showcase to celebrate the achievements from Cycle 2.

11. School policies and practical information

School/Nursery Meals

Nursery class – if relevant

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

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

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

Primary pupils

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

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

For their lunch each day pupils have the option to choose from two hot meal options (one being vegetarian option) plus a sandwich selection everyday.

All meals also come with fresh chilled drinking water, vegetable choice, salad selection, seasonal fruit and depending on the day - soup or a dessert.

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

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.62

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

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

Adapted diets

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

Free School Meals

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

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Scottish Child Payment (P6 and P7 pupils)
- Support under Part VI of the Immigration and Asylum Act 1999

- Universal Credit (and your earned income is less than £850 as assessed by the Department for Work and Pensions in the assessment period immediately preceding the application for free school meals)

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

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place to ensure anonymity is protected of children who receive free meals and we encourage all children to remain in school at lunch time.

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



Enter information on any breakfast school provision within the school.

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.

Mobile Device Policy

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

We believe that while children are at school, they do not need to access a mobile phone, and we ask that these are left at home. In the event you need to contact your child, please call or email the school office. In exceptional circumstances, if you deem it necessary for your child to carry their phone, you may apply by completing a form. You and your child will be asked to agree to several terms and conditions such as:

- User Agreement completed
- Turned off and in bag
- Remains off until outside gate
- Waive liability to loss or damage

Recently we have noticed an increase in smart watches. Despite the obvious distraction that these devices can pose, some smart watches are internet and camera enabled and therefore present the same concerns as mobile phones in terms of safeguarding. These are not permitted to be worn, and the same user agreement would be required in exceptional circumstances.

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

Support for parent/carers

Clothing grant

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

Eligibility criteria and online applications can be found at www.southlanarkshire.gov.uk.

Or via this link [Clothing grants - South Lanarkshire Council](http://www.southlanarkshire.gov.uk)

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 session hours for 2025/26 are:

Soft Start where doors open at 8.50am and children will be welcomed in playground by support staff and management.

Class teachers and Early Years workers will be standing at their doors to welcome children from 8.50am. All children should be in school by 9.00am.

Pick Up Arrangements

Primary 1-3 – 3pm

From the front door or back gate

Primary 4-7 – 3pm

From side gate or back gate

Break Times:

Interval – 10.30-10.45am

Lunch – 12.15pm-1.00pm

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

www.southlanarkshire.gov.uk

School transport

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

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

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

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

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

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

Any other information on transport appropriate to the school should be mentioned.

Insurance for Pupils' Personal Effects

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

Insurance for Pupils' Personal Belongings

Personal Items

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

Clothing

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

Promoting positive behaviour

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

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

Our Commitment to Children’s Rights

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

To achieve this, we will:

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

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

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

Information on pupils, parents and carers is held by the school to enable the teaching, registration, and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the

data controller. The Council have established a data protection policy that applies to all of its school.

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

Privacy Notice

Introduction

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

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

Using your personal information

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

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

When you enrol for a nursery or school, we ask for the following information: parent/carer contact details (name, address, phone, email).

the child’s name, date of birth, gender, and address.

information about medical conditions, additional support needs, religion, and ethnicity.

any information you may wish to provide about family circumstances.

Information we collect at other times.

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

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

We will also ask for information about your income for education benefits applications.

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

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

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.

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)

Appendix A

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 and www.connect.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

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

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

Assessment and Reporting

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

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

Curriculum for Excellence factfile - Assessment and qualifications.

Information on recognising achievement, reporting, and profiling.

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

Transitions

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

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

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

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

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

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

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

Support for Pupils

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

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

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

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

School Improvement

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.