

Welcome to Burnside Primary

'Learning together, growing together to be all that we can be.'



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 Head Teacher

Dear Parent or Carer,

I would like to extend a very warm welcome to all our children and families. I hope that you will find our School Handbook interesting and informative, providing any practical information that you may need.

At Burnside Primary School, we want the best for every one of our pupils. We promote positive relationships with all stakeholders, and we pride ourselves in being a visible, open approachable team.

All members of staff have high expectations of our pupils, and we model these high expectations through our school values and our visible consistencies.

We hope the following pages will give you a flavour of our school. Should any questions remain unanswered, we will be only too happy to help. The handbook is updated annually by the end of January.

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

Kindest regards,



Ms Gayle McDonald
Head Teacher



2. About Our School

South Lanarkshire Council (SLC)

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. This is available at [Education Resources Plan 2025/26 Education and learning - South Lanarkshire Council](#)

Burnside Primary is a non-denominational school in the Rutherglen area of South Lanarkshire, providing education for pupils P1-7.

Our contact details

Burnside Primary School
Glenlui Avenue
Rutherglen
Glasgow, G73 4JE
Tel: 0141 634 1916

E-mail: headteacher@burnside-pri.s-lanark.sch.uk

The school's website address is: www.burnside-pri.s-lanark.sch.uk

Absence Reporting office@burnside-pri.s-lanark.sch.uk or **0141 634 1916**

To discuss a possible placement at the school please contact the Head Teacher.

Present Roll: 356

	School Hours
Start	9.00 am
Interval	10.40-10.55 am
Lunch	12.35-1.20 pm
Close	3.00 pm

Our School Vision

Together at Burnside Primary we will:

Harness children's abilities, encouraging ambition and resilience through a varied, challenging and enjoyable curriculum. We will foster personal achievement and skills for life in an inclusive, nurturing, respectful and shared environment.

Our School Motto

Learning together, growing together to be all that we can be.

Our Values

Our Pupil Council consulted with all our stakeholders in May 2024, to come up with our Happy High Five values:

SAFE HEALTHY ACTIVE RESPECTFUL RESPONSIBLE



Visible Consistencies

As a school community, we agreed that our 3 visible consistencies are:

- Meet and Greet (we always greet each other warmly when we see each other in passing, and every child receives an individual welcome in the mornings.)
- Wonderful Walking (we move around the school calmly and safely)
- Lovely Lines (when we line up, we go single file and quietly).

Our School Aims

Learning

All pupils will report that they are clear in their understanding of learning intentions and next steps in learning.

All staff will be encouraged to access a wide range of CPD opportunities which enable them to widen the type of creative and challenging learning approaches they provide for learners.

Success

All staff will have high expectations of pupils' attainment and achievement which will be encouraged and celebrated in a variety of ways.

Wellbeing

All staff will ensure that the school provides a safe, happy environment for all. Pupils will demonstrate self-discipline and respect for others.

Partnership

Parents will be encouraged to support their child's learning through a variety of partnership activities.

All staff will effectively engage with all partners in order to ensure learning is enriched and supported.

Leadership

All staff will have the opportunity to undertake leadership roles which positively impact on learners.

Pupils will be empowered to impact positively on aspects of school life.

What should I do if I wish to contact the school?

No worry or concern is too small so please don't hesitate to get in touch with us at any time. Ms Gayle McDonald (Head Teacher) has overall pastoral responsibility for all staff, children and families.

Mrs Lynne Mullen has pastoral responsibility for P1- P3, and Mr. Scott Millar has pastoral responsibility for P4- P7. Should you wish to speak with any of us please contact the school office on 0141 634 1916. You can also contact us via e-mail:

Ms McDonald headteacher@burnside-pri.s-lanark.sch.uk
Mr. Millar deputeht1@burnside-pri.s-lanrk.sch.uk
Mrs. Mullen deputeht2@burnside-pri.s-lanark.sch.uk



Mrs Lynne Mullen



Mr. Scott Millar

Burnside – A Safe School

Burnside Primary places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in the playground at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

A door security entry system operates in the building. Visitors should report to the main office and sign in. Office staff will provide you with a visitors badge which outlines Child Protection procedures. **At no point should any visitor go directly to a classroom.**

New pupils

Should you wish your child to attend Burnside Primary please contact the Head Teacher who will advise whether there is a space and whether your child can be automatically enrolled, if living within the school catchment, or whether a placing request needs to be made to the council (if you live outwith the catchment area). Arrangements will then be made to ensure a smooth transition to Burnside Primary. This may include a visit to look round and one or more short visits to the new class.

Complaints procedures – Have your Say

We find that by far the majority of concerns can be resolved in partnership with school staff however, should you feel that your concern has not been resolved at school level, please note that we work in partnership with our colleagues in South Lanarkshire Council offices and you may then wish to raise a complaint by visiting www.southlanarkshire.gov.uk where you can provide details of your complaint which will be addressed in due course.

3. School Ethos

We foster an ethos which is based-on our shared values. We are committed to being a Rights-Respecting School, we begin each new session with each class compiling a Class Charter, based on the UNCRC (United Nations Convention on the Rights of the Child).

We have high expectations of pupils and staff and endeavour to provide the best and widest education for all pupils in conjunction-with parents and our partner agencies. We celebrate the achievements of all pupils in various ways.

- Pupils' efforts are recognised and celebrated through a variety of classroom-based rewards e.g. stickers, wristbands, praise notes home, points.
- Through our House System, we celebrate achievements by awarding House Points to pupils who demonstrate our school values. We launched our House System in September 2024, introducing Arran, Harris, Orkney and Skye Houses to Burnside. House points are given out to pupils when a staff member notices them doing something which shows school value. For pupils who receive a Values Certificate at assembly, they will receive a star token worth 10 house points!

Throughout the year, our House Captains and Vice Captains plan House Challenges and activities, to promote team building and build life skills such as collaboration, communication and resilience.



Our House System display, showing off all the points earned by our pupils.

The House logos were designed by pupils, and our House Captains and Vice Captains have their manifestos displayed here too.

- Certificates- teachers are asked to nominate specific pupils regularly for a variety of rewards:
 - *Weekly Values Certificates*- awarded to pupils who have shown a great example of our school values.
 - *Secret Superstars* – celebration of achievements out with school.
- Achievements are recorded regularly in school newsletters and published on the school website, local media, school social media or Google Classroom.

- Assemblies- we celebrate individual and group achievements together at weekly assemblies.

Partnership Working

Our positive ethos extends far beyond our school. Partnership working is very important to us, and here are some examples of how we work with our community partners:

- Close links with the other schools in the Stonelaw Learning Community
- Collaborating with the extended teaching team such as our Specialist Support Teacher
- Partnership with our Active Schools colleagues
- Our well-established relationship with the Chaplaincy Team from the Burnside-Blairbeth Church. The team provide a weekly club, monthly input at assemblies and Mr. William Wilson (minister) also provides individual and family support, where appropriate.

~ links with 'Reachout Trust', who provide support to pupils through assemblies, themed workshops linked to HWB and RME and P7/S1 transition.

~ links with local groups such as Grow 73, Friends of Cambuslang Park and Tesco Burnside who encourage pupils and families to contribute and benefit from local resources. e.g. seasonal visits, competitions, school gardening club.

~ links with Rutherglen Library, local businesses and councillors enhance experiences for pupils and promote the work of the school in the community.

~ links with local businesses such as local food banks and charities like 'Rain or Shine South Lanarkshire' to help support the local community in need.



A group of pupils helping with donations which we recently collected for St. Anthony's and St. Mark's food bank in Rutherglen.

4. Burnside School Staff List

Head Teacher	Ms Gayle McDonald
Depute Head Teacher	Mr. Scott Millar
Depute Head Teacher	Mrs Lynne Mullen
Principal Teacher	Mrs Shona Mitchell (0.5 FTE)
Principal Teacher	Mrs Wendy Steven (0.5 FTE)
Class Teachers	P1 Room 1 Ms Caitlyn Eynon P1 Room 2 Mrs. Clare Lindsay P2 Room 3 Mr. David Mackenzie P2/3 Room 4 Miss Pamela Carr/ Mrs. Sara Rossi P3 Room 5 Mrs. Anthea Chan P3 Room 7 Mrs. Joanne Rhicard and Mrs. Emily Steele P4 Room 7 Miss Melissa Ranjan/ Miss Arlene Tees P4 Room 8 Mrs. Erica Mirner P5 Room 9 Miss Claire Muir and Mrs. Louise McNeill P5 Room 10 Mrs. Shona Mitchell and Mrs Wendy Steven P6 Room 11 Mrs. Adele Hughes and Mrs. Fiona Cameron P6 Room 12 Mrs. Michelle McMurdo P7 Room 13 Miss Hannah McKinnon P7 Room 14 Mrs. Louise Douglas
Other Teaching Staff	Mrs Stacey Robertson (Non-Class Contact Time) Mrs Jennifer Murray (Non-Class Contact Time) Mrs. Joan Madden/ Mrs. Angelia McDonald (Support for Learning)

Support Staff

Team Leader	Vacancy (correct at January 2026)
Support Assistants	Mrs. Eve Kinnear Mrs. Paula Russell Mrs. Trisha McDowall Mrs. Kirsty McDougall Mrs. Alison Anderson Mrs. Helen McDougall
Janitor	Mr. Mark Everett
Catering Staff	Mrs. Daniella Hendry (Cook in Charge) Mrs. Gina Black

Miss Amy Mack
Mrs. Debbie Allison

Cleaning Staff Mrs. Carol Anne Gray
 Mrs. Pauline Campbell
 Ms. Janet Calder
 Mrs. Debbie Allison
 Ms. Anne Marie Ramsay

Visiting Staff

Visiting Music Instructors

Brass Instructor Mr James McAleenan

Woodwind Instructor Mr Alastair Gammie

Guitar Instructor Mr Paul Adams

Additional Support for Pupils

Specialist Support Teacher Mrs. Julie Colvin

Educational Psychologist Mr. Craig Thomson

Active Schools

Active Schools Co-ordinator Mr. Josh Anderson

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. In cases where your child is unable to attend school, parents are asked to ensure that:

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 will be noted as an absentee on the register. (see section 7).

Attendance at School

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 or unauthorised absence.

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

- Tell someone at the school office if you know in advance, telephone us (0141 634 1916), or let us know in writing by email office@burnside-pri.s-lanark.sch.uk. It is important to state the specific reason for your child's absence, for it to be authorised.
- Notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes.
- Inform the school of any change to the following:

Home telephone number, mobile number and emergency contact details.

- Requests for your child to be absent from school to make an extended visit 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.

Hospital and Dental Appointments

Pupils must be collected from the school building for appointments, unless the requested dismissal time corresponds with the school closure time, when crossing patrols are on duty. Please inform us in advance if you will be collecting your child for an appointment.

Family Holidays During Term Time

Family holidays taken during 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.

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 or home phone number or 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

Wet Weather Provision

At wet intervals, pupils remain in class and Primary 1 to 6 are supervised by monitors from Primary 7. Promoted staff and support staff also monitor Primary 1 to Primary 7.

Wet intervals are brought to pupils' attention by a double ring of the bell, pupils then know to go to their appointed places.

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

Getting Involved

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

7. The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is 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* 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 the 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 21st century.

A variety of teaching and learning approaches are adopted with an emphasis on active thinking/learning and collaborative working. We aim to bring learning to life.

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 these Websites:

<http://www.educationscotland.gov.uk/thecurriculum/> or
www.parentzonescotland.gov.uk.

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.

Languages and Literacy

Literacy encompasses **Talking, Listening, Reading and Writing.**

Reading skills are taught throughout the school using a variety of resources.

Our approach focuses on the variety of skills needed for reading. This promotes greater understanding and motivation. From Primary 1 onwards, a variety of resources are used to develop children's skills.

The main resources used are Rigby Star, Big Cat and Literacy World, as well as a variety of novel studies. *Please note that we are currently in a period of transition to Oxford Reading Tree as the main reading resource, from P1- P3.* We place a strong emphasis on using 'real books' and the children are encouraged to read, talk and write about their individual reading choices from an early age. Each classroom has a library and our school fiction library is colour-coded to aid development and ensure width of reading experience.

Our excellent Parent Council also run a school library, so your child will have the opportunity to visit this once a week. They also organise regular author visits throughout the year. We find that our library really helps further develop reading skills and foster a lasting interest in books. The fiction books are colour coded and reference books are organised according to the Dewey System.

Here is our bright and welcoming library space. We have books for every interest and level, and posters about some of the authors who have visited us here.



Writing will stem from interdisciplinary work, reading and literacy tasks as well as topical or personal interest. It will develop writing skills according to a variety of genres such as recount, report, discursive, argument, imaginative and personal.

A multi-sensory active approach to spelling is embedded throughout the school, no matter the spelling rule learned. This is the most effective approach where firstly the spellings are taught, drawing attention to any patterns. Activities are then introduced which involve the senses – looking at/saying and hearing/making the words. A variety of materials are used such as magnetic letters, plasticine, coloured paint/pencils, sand etc. to support this learning. The school has a structured programme for spelling. This is based on a stepped approach and allows for individual development. Proof reading strategies are used to help build up the children's independence in spelling. Common

words form an integral part of this programme. When spelling steps are completed pupils will use self-correcting approaches incorporating using a dictionary.

Handwriting- The style used is based on the Nelson Handwriting programme. It begins as a simple script with links. It is vital that children learn correct letter formation so parents are encouraged to support the school in this.

Talking and listening is developed across the curricular areas. Again, interdisciplinary work will play a major part here. Skills are explicitly taught and developed.

Modern Languages

The pupils are taught French from P1, and our “+2” language is currently Scots. We value and celebrate other home languages from within our school community too. Every school in Stonelaw Learning Community follows a similar programme so that the children can develop their skills in French prior to their transfer to secondary education.

Mathematics and Numeracy

In Mathematics and numeracy, the children will study the following areas:

- Number, Money and Measure
- Shape, Position and Movement
 - Problem Solving
 - Information Handling

A strong emphasis is put on the development of secure early number skills and we use the ‘Big Maths’ approach which focuses on developing strong numeracy skills. A variety of materials and approaches are used for learning and teaching concepts such as practical materials e.g. cubes, games, computer programmes as well as workbooks and textbooks. Heinemann Mathematics and Teejay Maths are in use and are excellent resources for teachers to use in Maths teaching. Basic number work is fully covered and attention given to each of the areas of Information Handling, Shape Position and Movement, Number Money and Measure and Problem Solving. Pupils are encouraged to think mathematically and independently. Interactive mathematics plays an important part in developing pupils’ mental arithmetic and number understanding, so there is a high level of oral and mental work at all stages. A progressive course is delivered, therefore children will continually build on previous learning and skills.

Health and Wellbeing

As a school, we are continually developing the Health and Wellbeing of pupils e.g we encourage and promote healthy eating, quality physical education, resilience, a sound knowledge of personal safety and promote positive relationships. Across stages, we use a programme of work which encompasses:

- mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education,
- Physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood (RSHP).

The experiences and outcomes reflect a holistic approach to the promotion of health and wellbeing for all children and are consistent with the United Nations Convention on the Rights of the Child. Children take part in structured lessons and benefit from other activities outwith the classroom such as health related performances, health weeks, sports taster sessions and outdoor activity. Each child takes part in a minimum of 2 hours weekly quality Physical Education. This will take place both indoors and outdoors and includes links with the community. It would be helpful if your child kept an old pair of trainers and a pair of tracksuit bottoms in school for wearing outdoors.

We have close links with a variety of health professionals including dental advisors, public health nurse and an audiologist.

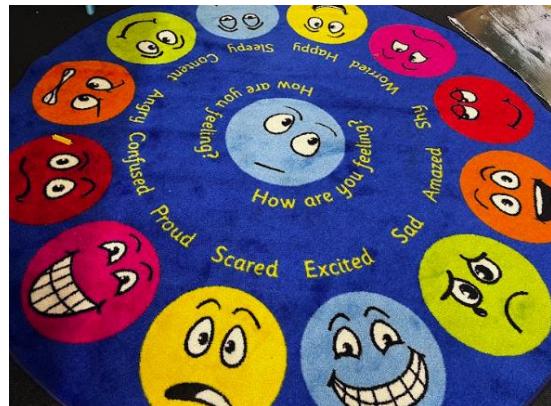
Wellbeing and Personal & Social Development

As a school, we are committed to developing our pupils holistically, enhancing their self-esteem and building confidence. We learn through different techniques, like Circle Time, class discussions and assemblies to cover issues like friendship, anti-bullying, anti-racism and good citizenship.

The children are encouraged to invest in their school and, where possible, are given opportunities to have a say in the issues which directly affect them and their local community. The Pupil Council, Eco Committee and Sports Council provide excellent forums for this type of discussion and decision-making.

From time to time, children may have a worry they need to share. They can speak to all adults in school and there are a variety of procedures in place to ensure they can flag up any concerns. The school has clear anti-bullying procedures in place.

We are a nurturing school, committed to doing all that we can to ensure our school community feels happy, safe, valued and nurtured. Classes will often have quiet, calm areas designated for emotional regulation. We have an area (our 'Nurture Nook') where some children can have a soft start if necessary, and which is a safe, supervised indoor space open during lunchtime where pupils can come if they are feeling overwhelmed. At Nurture Nook, pupils learn how to talk about their emotions, as well as develop their social skills like sharing, communication and turn-taking. For 2026, we are developing a new Sensory Space, to support specific pupils' needs.



Social Studies

Social studies encompasses many skills and concepts. It also integrates most other areas of the curriculum. Its purpose is to educate pupils about, and for, their environment. Pupils study topics which develop relevant skills, experiences and outcomes within People and Past, People in Society and People and Place.

Pupils work through a topic approach, concentrating on aspects of a particular theme. Topics studied will depend on the needs/interests of pupils, relevance and external influences e.g. Olympics. No matter the theme, there will be a progression of skills and understanding from Primary 1 to 7. Where possible, first-hand resources are used such as photographs, artefacts, visits, speakers and simulated experiences. Online resources are often used also. Assessment of the key skills and concepts are included in the detailed planning undertaken by the teacher.

Technologies

The children have regular access to digital technology throughout their time at Burnside, in order to develop their skills. All classes have timetabled access to Chromebook and iPads, to enrich and support learning experiences. To develop pupils' ICT skills, we use a structured programme of study. We also have a wide range of software to support the teaching of the Curriculum.

Expressive Arts

Expressive Arts includes the subjects art and design, drama, dance and music.

We have programmes of study for each aspect of Expressive Arts to ensure a progression of skills throughout the school. In addition to the formal curriculum, we are keen to provide the children with other opportunities for Expressive Arts through extracurricular activities and visiting artists.

Our art programme is drawn from graded lessons from a variety of sources. The programme enables pupils to develop skills to allow them to give expression to their feelings and experiences through a variety of medium. An appreciation of the Great Artists is also covered.

Pupils undertake a variety of drama activities connected to their topic, reading books and personal and social development work. Specific skills in drama will be enhanced by use of a structured series of lessons from Primary 1 - 7. The series covers a variety of types of drama from improvisation, experimental drama as well as performance drama.

Dance skills are taught using a variety of resources and opportunities used to develop expressive skills. Dance is also taught through PE lessons.

Assessment in these areas is mostly by teacher observation of pupil performance on task. Whenever practical, finished items of artwork or music are kept for evidence and displayed to enhance the school environment.

Religious and Moral Education

Religious and Moral Education is taught through topics in class. A programme of work ensures that children study different religions during their time at Burnside. Sometimes RME is taught within a discrete topic (e.g. Shabbat) while at other times a theme is used to explore what this means within a variety of religions e.g. 'Light' or 'Sacred Places'. As a school, we want to celebrate the cultural diversity of the community we serve. We mark festivals and celebrations from a wide range of religions throughout the year. Personal search, covering such areas as the natural world, relationships and moral values, is dealt with as an integral part of every topic.

Enterprise in Education

A key focus in curricular planning and delivery and a recognized strength of the school is Enterprise in Education, which aims to develop in children the attitudes, skills and abilities necessary for active citizenship in a modern Scotland, a key part of which will be the world of work.

From P1 – 7, all pupils experience Enterprise in Education in the form of enterprising approaches to the leadership of learning across the curriculum. In this way, we hope that children will have motivating contexts to transfer and consolidate a wide range of knowledge and skills taught in other curricular areas, as well as the opportunity to acquire and develop a range of additional skills and attitudes necessary for life and the world of work. This approach will also expose children to a wide range of ways in which responsible citizens contribute to a successful society, thereby broadening their understanding of society and a range of world of work opportunities.

Spiritual, Social, Moral and cultural Values (Religious Observance)

Rights of Parents / 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. Our practices are based on guidance from Scottish Government, February 2011 and the Education (Scotland) Act 1980. Religious Observance can take place within classrooms and also during monthly assemblies with our School Chaplaincy Team which includes William Wilson, the Minister of Burnside-Blairbeth Church as well as youth workers from Reachout Trust (a link to their work can be found on the school's website). During these monthly 20 minute assemblies, moral values are explored through drama, media and discussion and a bible story is often used as illustration. It is made clear to pupils that we all have varying beliefs, religious or not) and that these are all respected.

There is a statutory provision for parents to withdraw children from participation in religious observance.

This right of parents' wishes will be respected. The parent should put the request in writing to the Head Teacher. Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Outdoor Learning

We have close links with the local group Grow 73, who run a Nature Rangers club every Wednesday. They help our pupils to develop our outdoor spaces, with parent and staff volunteers. We have 13 raised beds, and a super 'banking' area which is timetabled for P4- P7 to play in at break times. The green space round our car park has lots of activity, including fruit trees, bug hotels, hedgehog homes, a pond, a compost pile and bat/ bird houses.



Some willow structures in our playground.

Bird boxes and bat boxes, to encourage wildlife!



Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others.

South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

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 Head Teacher of the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

8. Assessment and Tracking Progress

Pupil progress is continually assessed by teachers. Assessment is built into learning to provide the most accurate picture of learning and is based on skills development and outcomes in line with Curriculum for Excellence levels. It is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

Teachers will assess what children know, understand and are able to do within the **experiences and outcomes**:

The **Experience** describes the learning while the **Outcome** represents what the learning will achieve.

This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....'

Your child's progress is not only based on 'tests' but on the wide range of learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day-to-day learning and through what they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance or practical investigation. Evidence could also be a drawing, report, or piece of artwork that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Evidence of progress and achievement can be gathered by:

- children and young people through self-assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on.
- fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on.
- teachers, parents and others who can help identify and support their next steps in learning.

Pupils are fully involved in their learning and made aware of criteria required and next steps in learning. Teachers explain what pupils need to do to improve and pupils are involved in personal target setting. Children are grouped according to working levels for much of their numeracy and literacy work however appropriate support and challenge are provided within these groupings. Continuous review takes place to ensure children are working at the most appropriate level, to their highest standard. Pupils' progress is

continually measured against school assessment criteria and CfE Benchmarks and discussed and tracked by senior school leaders on a continual basis.

9. Reporting

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's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person 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.

Throughout our session, we aim to provide parents with information on their child's progress on a termly basis. This currently takes the form of an interim 'settling in' report followed by parent consultations in October. A second parental consultation will take place in March, and a full written report in June.

10. Enrolment and Transitions

As a nurturing school, we recognise that transitions are very significant for children.

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 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 Nursery to Primary School

At Burnside Primary, we have a full Induction Programme to ensure all children are well prepared for P.1. Following enrolment, Mrs. Mullen (Depute Head) will contact all families to introduce herself and to gather some information about your child. You will have the opportunity to ask any questions at this early stage.

In the summer term, children are invited in to meet their new teacher and classmates and to join in with some fun activities. They will also meet with their P7 buddies, who will support them through Primary 1

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 four 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 to secondary school.

In the final term of P7, there is a full programme of transfer arrangements with Stonelaw High (the secondary school within our Learning Community) which include parental meetings and pupil visits. These generally take place in May/June. Stonelaw High staff visit the Primary 7 classes and there is a full exchange of information between primary and secondary teachers.

Stonelaw High School and all the associated primaries value working together. Curricular opportunities are planned e.g. science teachers coming in to teach in our classes. There is also a series of mini sports festivals involving Primary 5 – 7 pupils which is well supported by the local primaries and hosted in the secondary school.

Transition between classes

At the time of transition, all teachers receive information about all pupils which includes reports, attainment levels, working groups and plans, strengths/areas for development, any ASN or pastoral support needs as well as achievements and interests. There is also time allocated to staff to meet to transfer information. Pupils get to visit their new class, meet their teacher(s) where possible and spend time with their new classmates.

For pupils with Additional Support Needs, specific arrangements for transition will be put in place according to their Additional Support Plans (ASPs).

11. Support for Pupils

Getting It Right For Every Child



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

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

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

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

Support for All (Additional Support Needs)

Every effort is made to identify learning or social, emotional and behavioural difficulties from an early stage. This happens through a staged intervention process which starts at class level and may enlist the support of partner agencies. Strategies will be put in place to support children who have additional support needs. These will be monitored closely and reviewed regularly. Additional Support Needs may be physical, educational or emotional and may be short or long term.

Mrs Colvin, our Specialist Support Teacher, works with us to support and monitor provision for children with Additional Support Needs. When we feel a child has a significant need, in conjunction with parents, a specific programme is made up for the child. This is known as an Additional Support Plan (ASP). We work with a range of support services, including Psychological Services, Speech and Language Therapy, Behaviour Support and Occupational Therapy to support children in our mainstream setting. These services are only accessed after consultation with parents/carers.

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.

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.

12. School Improvement

School Improvement Planning

The school is constantly looking for ways to improve, change and develop. We do this through a structured and managed approach called school improvement planning. Each year priorities are identified for improvement. Staff, parents and pupils are involved in this process on an ongoing basis throughout the previous year. As a staff, we continually review progress with these developments. We also strive to continually improve attainment and achievement each year. In line with Curriculum for Excellence, we ensure a wide range of experiences for our pupils within literacy, numeracy and health and well-being, helping them to develop a variety of skills and employ these skills in various contexts. High standards have continued as methodologies have developed and pupils have become increasingly involved in their learning. The Head

Teacher reports annually on progress on these developments and this can be found on the school website. Details of our priorities are shared regularly through school newsletters, Parent Council meetings as well as via our school app and website.

Our priorities for the session 2025-26 are outlined below:

Priority 1: Increase attainment in reading

Priority 2: Play and enquiry (indoor and outdoor)

Priority 3: Pupil voice

The School Improvement Plan can be found in full, on our website. Milk

13. School Policies and Practical Information

Primary pupils

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

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

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

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

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.17

School lunches and milk can be paid for through your Parentpay account or Paypoint facilities in local shops. Please note that milk **must** be ordered through ParentPay, and it costs 30p.

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

Adapted diets

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

Free School Meals

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

Income Support, Universal Credit (where your take home pay is less than £796 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £9,552 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £19,995 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

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

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

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;
- accessories which could cause injury to others e.g false nails.



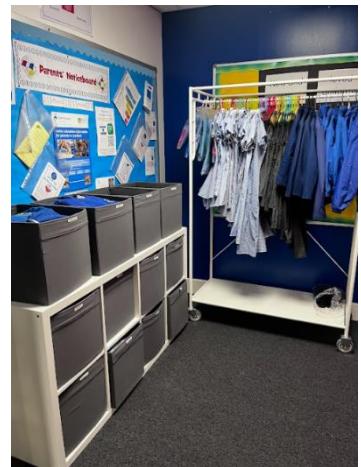
When purchasing school clothing, parents may wish to consider the following items:

- Pale blue shirt and tie for wear most days
- Blue polo shirt for P.E days (if desired)

- Royal blue sweatshirt/ cardigan
- Grey skirt/trousers/pinafore

Items with a school badge are not required, plain items that are readily available from supermarkets and other retailers are just as smart.

We have a very well-stocked preloved uniform stock, which is available during school opening hours. Just come in and help yourself! All items are washed and in good condition, with many new items which have labels attached.



Physical Education Kit

For reasons of hygiene and safety, pupils are asked to wear a gym kit. A polo shirt/ t-shirt and shorts/ jogging bottoms should be worn. Training shoes that have been worn outside, are not acceptable for indoor/apparatus work.

Pupils will take part in P.E. lessons both indoors and outdoors so we ask that you provide a pair of old trainers and jogging bottoms for outdoor use. P.E kits can be held in school and taken home periodically for washing.

The wearing of jewellery is discouraged at all times for safety reasons, this particularly applies to earrings. All jewellery must be removed for P.E. A letter is sent in August to parents reminding them of these safety features and notifying you of your child's P.E. days so that children are always prepared for participating in gym.

Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions. If your child has an allergy, please contact the office who will provide you with an adapted diet form, which is required by the kitchen.

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 parents/carers

Clothing grant

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

Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income 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).

Parent Pay

Parent Pay is South Lanarkshire Council's online payment system. This provides a more convenient way for parents to pay online for school meals, educational excursions and other school activities. When your child starts at Burnside Primary, you will receive information to create a secure online account.

Transport

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

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

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

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

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

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to free school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities.

A new application must be made each year.

More details on Privilege school transport may be found here:

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

Pick up points

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

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle.

Misbehaviour can result in your child losing the right to school transport.

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

Mainstream School Transport contact details:

e-mail: school_transport@southlanarkshire.gov.uk

tel: 0303 123 1023

Insurance for Pupils' Personal Effects

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

Theft/Loss of Personal Effects

- The Council is not responsible for the loss or theft of pupils' personal items, such as mobile phones or tablets. These items are brought to school at the pupil's and parents' own risk.
- To prevent loss, please avoid bringing valuable or unnecessarily expensive items to school.
- Staff members are instructed not to take custody of any personal items.

- This policy also applies to musical instruments and other equipment used for school activities. If such items are left at school, it is at the pupil's and parents' own risk.
- For valuable items like musical instruments, parents should ensure they are covered by their own household insurance.

Damage to Clothing

- The Council is only liable for damage to pupils' clothing if it is caused by the negligence of the Council or its employees. Claims for other reasons will not be accepted by the Council's insurers.

Lost Property

All lost clothing is kept in the lost property area (currently at the infant open area) for a brief period and senior pupils attempt to re-unite items with their owners on a weekly basis. Parents are welcome to examine the collection before/after the school day. Unclaimed items are donated to charity. Please label all items of your child's clothing to avoid this.

Promoting Positive Relationships

South Lanarkshire published new guidance on Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) in August 2024. All staff have been trained in this, and following the new guidance, Burnside are refreshing our policy this year.

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 relationships and behaviour. Our staff have received input on attachment, nurture and trauma, to ensure our team are trauma-informed and our approaches nurturing.

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 investigated and resolved. Together we can work towards creating a safer school for children and staff.

Our refreshed PPRUDB policy will be shared early in 2025 for consultation.

Medical and Health Care

Please inform the school of any medical conditions that affect your child and of any infectious diseases. If a child requires any form of medication during the school day at any time then please contact the school office and complete an Administration of

Medicine Form. This must be done by a parent or carer to give consent in order for medication to be administered in school. MEDICATION CANNOT BE ADMINISTERED IN SCHOOL WITHOUT APPROPRIATE ADMINISTRATION.

Pupils with particular health issues are identified in the class register list so that the teacher or replacement teacher can take action in an emergency. Boxes labeled with full details are kept centrally and parents are asked to complete a form giving details and permission to have medication used. Parents should also make a point of discussing any issues with a member of Senior Leadership Team at the beginning of a new session.

Please do not send your child to school with foods containing nuts/traces of nuts as we have children and staff with life threatening nut allergies in the school.

Accidents in school

Minor accidents are treated by the office staff. Serious accidents may involve contacting the parent or the pupil's Emergency Contact. **It is essential that all pupils know who their emergency contact is and that the school records are kept up to date of any change.** The school seeks an update on this information at the start of each session.

Our trained first aiders are Ms Gayle McDonald (Head Teacher) and Mrs Joanne McLean (Support Staff Team Leader).

Serious accidents are recorded on an official form and copies sent to the Education Resources Offices.

Please note that because of Health and Safety rulings, serious cuts can only be treated by placing a clean dressing on the wound. Please let the office staff know if your child has an allergy to plasters.

When a child presents as ill in school and has to be sent home, parents will be contacted to arrange to collect them. We also always inform parents/carers where their child has suffered a bump to the head.

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.

Staff must also complete a mandatory Learn Online 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, respected, responsible and included, and have the opportunity to achieve their full potential.

They are committed to continuously improve our service 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.”*

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 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 Ms. Gayle McDonald (Head Teacher), and in her absence, either Mrs. Lynne Mullen or Mr. Scott Millar (Depute Head Teachers).

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.

Keeping safe online

The Council has produced an information leaflet –'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: www.southlanarkshire.gov.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 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

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

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

Additional Information

- **Education Scotland's Communication Toolkit:** A resource for engaging with parents.
- **The Scottish Government Guide Principles of Inclusive Communications:** Offers information on communications and a self-assessment tool for public authorities.
- **Choosing a School: A Guide for Parents:** Provides information on choosing a school and the placing request system.
- **A Guide for Parents About School Attendance:** Explains parental responsibilities regarding children's attendance at school.

Parental Involvement

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

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

School Holiday Dates Session 2026/2027

Break	Holiday dates		
First Term	<i>In-service day</i>	Tuesday	11 August 2026
		Wednesday	12 August 2026
	Pupils return	Thursday	13 August 2026
September Weekend	Closed on Re-open	Friday Tuesday	25 September 2026 29 September 2026
October Break	Closed on Re-open	Monday Monday	12 October 2026 19 October 2026
	<i>In-service day</i>	Monday	9 November 2026
Christmas	Close on Re-open	Tuesday Wednesday	22 December 2026 (2.30pm) 6 January 2027
Second Term			
February break	Closed on	Monday and Tuesday	15 February 2027 16 February 2027
	<i>In-service day</i>	Wednesday	17 February 2027
Easter	Close on Re-open	Friday Tuesday	26 March 2027 (2.30pm) 30 March 2027, then
Spring Break	Close on Re-open on	Friday Monday	2 April 2027 at 2:30 19 April 2027
Third Term			
	Closed	Monday	3 May 2027
	<i>In-service</i>	Thursday	6 May 2027
Local Holiday	Closed on Re-open	Friday Tuesday	28 May 2027 1 June 2027
Summer break	Close on	Friday	25 June 2027 (1pm)