



St Louise 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

Dear Parent/Carer

The staff of St Louise share with you a common goal in that we want your child to be happy at school and to enjoy being a valued member of the school community. We achieve this by striving to provide a quality educational service, where every child is given the opportunity to reach his or her potential. We aim to promote positive behaviour and a healthy attitude to school life. We achieve this by showing a respect for our pupils and their needs and by treating them with fairness, consistency and understanding. We aim to provide a secure but welcoming environment, where expectations are high, achievements recognised and respect for self and others is fostered in a Catholic atmosphere.

We cannot, however, do this in isolation. We need you as an active partner in your child's education. This will ensure a quality of education which will equip your child for life and their future.

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

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

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

Siobhan Mooty
Head Teacher

Our Outdoor Classroom



Life in our School



2 About Our School

Saint Louise Primary School
Whitehills Terrace
East Kilbride
G75 0NF

Phone: 01355 230804
Web Site: www.st-louises-pri.s-lanark.sch.uk
Email: gw14stlouisepsoffice@glow.sch.uk
Bluesky: @stlouiseprimary.bsky.social

Saint Louise is a Roman Catholic co-educational school for children aged 5 to 12 years.
The present roll of the school is 191.

School Day

School opens at **8.55am** and closes at **2.55pm** for pupils.

Interval 10.25am - 10.40am

Lunch 12.10pm - 12.55pm

Currently the teaching staff who will care for your child are:

Head Teacher	Mrs S Mooty
Acting Depute Head Teacher	Miss L Clarke
Class Teachers	Mrs S McGhee / Mrs L Mack
P1	Miss C Mooney
P2	Mrs J Brown
P3	Mrs D McAlister
P4	Mrs C Docherty
P5	Miss A Yardley
P6	Mrs S Docherty
P7	Mrs L Mack
CCC	

Total Number of Teaching Staff ~ 8.6 FTE

These are the support staff who will care for your child:

School Support Assistant (Office)	Miss L Dunnachie
School Support Assistant	Miss E Duffy
School Support Assistant	Mrs J Gayne
School Support Assistant (Office)	Mrs A Ritchie
School Support Assistant	Mrs J Hughes
School Support Assistant	Mrs I Beaton
School Support Assistant	Mrs R Purdie
School Support Assistant	Mrs N Jamieson

Janitor	Mr C Nobes
Cook Supervisor	Mrs L Sweenie

School Chaplains	
Father Kenny Campbell	Our Lady of Lourdes Parish

Father Romanus Enyinnia	St Vincent de Paul Parish
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3 Our Community



St Andrew's and St Bride's Learning Community

A learning community is made up of schools and education establishments from the area including the secondary school, primary schools, early years establishments, early years partners and school bases which provide specialist additional learning services. It is about working together to plan better outcomes for children and young people.

The learning community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible. A Head of Education (Area) manages each learning community. The Head of Education for our area is Mr Stewart Nicolson.

Youth Family and Community Learning Service

Education Resources is a key partner in developing an approach, which promotes the delivery of better-integrated services to children, young people and their families.

Our vision for children and young people in South Lanarkshire is to ensure that they live in a community where they feel safe, included, nurtured and respected. They should be part of a society where they have the opportunity to maximise their full potential and have access to good quality health, education and leisure services and to have co-ordinated support for the most vulnerable.

Learning communities will strengthen the integration agenda at both strategic and local levels to enable a more collaborative approach in delivering services to all children.

A support team works across four education areas, and within the Council, enabling all services to children and families to plan and work together, to achieve our vision.



4 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
- 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.

The office-bearers for 2025-26 are: -

Chair:	Mrs Bonner
Secretary:	Mrs Gardner
Treasurer:	Miss Harris
Assistant Treasurer:	Mrs Duffy
Church Representative:	Mrs Harris

The contact details are:

Email - St.LouisePSG@gmail.com

Facebook - St Louise Parent Council Group

5 School Ethos



The ethos of St. Louise Primary has been the subject of widespread praise, both locally and nationally. The staff, pupils, parents and everyone associated with the St. Louise community takes great pride in their successful, popular and inclusive school. Our aim is simple: to provide children with a learning environment where everyone is safe, secure and happy to ensure that all pupils maximise their opportunities to achieve their potential. We aim to provide opportunities, which will enhance and enrich our children's lives and enable them to display the school values of **Equality, Equity, Compassion, Fairness, Empathy, Commitment and Gospel Values**.

Achievements are celebrated throughout the school and showcased at the weekly whole-school assemblies.

As a Catholic School, we offer our children a learning environment which is conducive to spiritual growth and which is characterised by mutual respect and gospel values.

The Catholic Church's commitment to the importance of education is founded on the Christian belief of the importance of each person's talents and capacities being developed to their full potential throughout life.

We aspire to meet all the demands of The Charter for Catholic Schools, in particular:

“... a commitment to the integrated education and formation of the whole person.”

“.... Working in close partnership with parents as the first educators of their children”,

And of course, “the pursuit of excellence through the development of each young person's unique God-given talents”.

Some of the areas that have been given special praise are:

- The positive ethos and strong identity as a community of faith.
- The children's behaviour and enthusiasm for learning.
- The children's ability to work independently and effectively with others.
- Our close links with the learning community, our parish priests and local businesses.
- Our well-used interactive website and Bluesky social media page which helps parents to be more involved in their child's learning.
- The outstanding commitment and teamwork of all staff to improve learning for children.
- The staff who have very positive relationships with children and each other.
- Our children are very well behaved, supportive of each other and very proud of their school.
- Our broad curriculum which develops their skills in key curricular areas.

It is not possible to stress enough the importance of parents taking an interest in their children's work, talking to them about it and above all encouraging them. Full co-operation between both the school and parents is vital if children are to gain the maximum benefit from their education.

This co-operation can be achieved in the following ways:

Parents may visit the school to enquire about their children's progress by prior arrangement or to raise any concerns they may have. If parents wish to discuss a child with any member of staff, they are asked to contact the school office, so that a mutually suitable time for a meeting can be arranged.

There exists in the school a team of parents who give of their free time to support the staff and pupils. This support is most welcome and very much appreciated.

At our recent HMIe Inspection (September 2023) our positive ethos was experienced by the inspectors who found:

“The positive, welcoming ethos and culture of St Louise Primary School is tangible and reflects the school community's commitment to building positive and encouraging relationships for all.”

6 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:

Let us know as soon as possible if your child is absent from school. Please note that if we have not heard from you the school office will contact you asking you to let us know the reason for your child's absence.

If you know they have a hospital/dental appointment, please let us know in advance.

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

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

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 school 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

All of these procedures are in place to help ensure the safety of our children and I thank you in advance for your co-operation with these.

Arrangements for Visiting the School

If you wish to visit our school to discuss any matter, please contact the school office and an appointment will be arranged. In some circumstances these visits may need to take place after the school day depending on the request.

Complaints Procedures

If you wish to raise any concerns about your child or the school, please do this in writing, by email or by phone, directly to the school office. This will then be dealt with by the appropriate member of school staff who will endeavour to respond to your concern within 3-5 working days.

If you are not satisfied with the school response, South Lanarkshire Council have a complaints procedure where you can raise your concerns further with the council.

South Lanarkshire Council 'Have Your Say'

Your feedback, comments and opinions are important to help us understand what we do well and where we need to improve. You can also use this if you wish to complain about a service.

This can be done on the council's website -

https://www.southlanarkshire.gov.uk/info/200170/comments_complaints_and_consultations

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 if they are to flourish in life, learning and work, now and in the future.



The curriculum includes experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring 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
- Sciences
- Social studies
- Technologies

If you want to know about 'Curriculum for Excellence', please visit [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot) or parentzone@scotland.gsi.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.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. It is underpinned by the values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity.

Our curriculum is developed in response to the principles for curriculum design as outlined in the Curriculum for Excellence guidelines. These seven principles are as follows:

Challenge and Enjoyment Our pupils find their learning challenging, engaging and motivating. We encourage high aspirations and ambitions for all. Our learners experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They are active in their learning and have opportunities to develop and demonstrate their creativity. We provide encouragement and motivation for our pupils to sustain their efforts and commitment.

Breadth Our children have opportunities for a broad, suitably weighted range of experiences, so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression We ensure that our pupils experience continuous progression in their learning within a single curriculum framework. At each stage we build upon earlier knowledge and achievements. Our pupils are able to progress at a rate which meets their needs and aptitudes.

Depth We provide opportunities for our pupils to develop their full capacity for different types of thinking and learning. As they progress, we support the development and application of increasing intellectual rigour, draw different strands of learning together, and support them in exploring and achieving more advanced levels of understanding.

Personalisation and Choice Our curriculum responds to the individual needs of our children and supports particular aptitudes and talents. Our children are given opportunities to exercise responsible personal choice as they move through our school.

Coherence Our pupils' learning activities combine to form a coherent experience. There are clear links between the different aspects of our children's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance We ensure that our children understand the purposes of their activities and understand the value of what they are learning and its relevance to their lives, present and future.

English Language

It is our aim to provide children with the opportunity to develop language skills in listening, talking, reading and writing.

Reading

The core of our language and reading programme is the Lanarkshire Active Literacy approach. It provides structure and balance in the four areas mentioned above and develops reading from basic skills to higher order reading skills. P1-3 pupils benefit from a book banded approach to reading and P4-7 use novels to enrich their experiences of learning the reading strategies recommended. This approach enables staff to ensure all areas are developed:

- a) Developmental Reading** - where the main purpose is to bring about an improvement in reading skills. Learning to read and comprehend is the main goal.
- b) Functional Reading** - where the primary aim is to obtain information. The child learns to use reading effectively as a learning tool.
- c) Recreational Reading** - to foster a love of reading for enjoyment and appreciation. Research and reference skills begin in a simple way in infants and develop to locating information using catalogues and indexes in seniors.

Writing

From the early stages children are encouraged to express their ideas, thoughts and experiences in writing. As well as writing stories and poems, children's writing is extended to include functional writing, note taking, writing reports and summarising. This is also incorporated into the interdisciplinary work. Grammar and spelling are taught according to the needs and stages of development of the children.

Talking and Listening

A programme of Talking and Listening activities has been developed to ensure an appropriate and progressive experience for the children. All curricular areas involve aspects of talking and listening which staff incorporate into their planning.

French and Spanish

French is introduced in Primary 1, the emphasis being very strongly on oral work. This is extended to one hour per week in Primaries 6 and 7. More written work is introduced at this stage. The children studying French make use of ICT to further develop their learning. The children are also being introduced to Spanish from P1 – P7.

Mathematics

We develop skills in the following areas:
Number, money and measure
Shape, position and movement
Information handling

A differentiated programme of study currently using T Jay Maths, Big Maths and Scottish Heinemann Mathematics, develops the concepts and language of mathematics. There is a strong emphasis placed on mental and practical maths and problem-solving activities. Co-operative learning and games development by the teacher, child and drawn from the web are used to teach maths at every level. This allows children to learn from each other and receive immediate feedback on their progress while having fun.

If a parent wishes to help a child at home, it is important to check the particular language and process in use by the class teacher in order to avoid confusing the child.

Health and Wellbeing Education

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes, which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to make informed decisions in order to improve their mental, emotional, social and physical wellbeing, experience challenge and enjoyment and the positive aspects of healthy living and activity for themselves.

We have 4 teachers trained by psychologists in listening to children using a solution focussed approach. These teachers run a listening service in St Louise for all children to access. We encourage children to come and share their worries big or small. The 'Listen To Me' service has been running for 12 years and children say that they find it very helpful. We also have staff trained in Give Us A Break (GUAB) and this is utilised for children who are identified as needing further support after a personal trauma etc. We also have a staff member trained in nurture who is working with staff to identify and support pupils who need a more nurtured approach to their learning. All staff have been trained in SLC's 'Flipping the Lid' and have achieved the second stage of 'Attachment Informed Practice' and we are implementing these across the school as part of the health and wellbeing curriculum.

Social Subjects

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. The framework includes: 'people, past events and societies', 'people, place and environment', 'people in society, economy and business'. The curriculum is delivered through a blend of topic studies featuring learning outdoors, field trips, visits and input by external contributors. We hope to help children to understand the relationship between humans, the environment and living things. We would aim to develop in the children, positive attitudes and prepare them for active participation in decision making about the environment.

Sciences

Through learning in the sciences, the children will engage in a wide range of collaborative and investigative tasks which allow them to develop the important skill to become creative and inventive.

The key concepts covered are: Planet Earth, Forces, Biological systems, Materials and Topical science.

Technologies

This provides scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. The use of IT is integrated into all areas of the curriculum and all pupils are given the opportunity to experience their use and develop their skills. Food technologies are also developed across the school and often support interdisciplinary work covered in class.

Art

Our aim in all artwork is to ensure that every child enjoys the subject and feels successful in it, while acquiring techniques in colour, pattern, texture etc. Skills, techniques and the use of media are taught through a structured programme.

Music

All classes have a set weekly time for music throughout the year and the core programme used from P1 - P7 is Charanga. This provides the children with a very wide and varied experience of musical activities involving singing, listening and playing musical instruments. Primary 5 pupils also take part in the Scottish Government's Youth Music Initiative each year.

Physical Education

Classes are timetabled for 2 hours of Physical Education per week. Throughout the year a balanced programme is presented in Inventive Movement, Expressive Movement, Games Skills and Fitness activities.

Drama

This is also timetabled on a weekly basis for all classes. Some lessons are based on interdisciplinary work, or a particular theme, but all teachers follow a programme developed by

the school. Children are encouraged to take part in and gain confidence in improvisation, role-playing, mime etc.

Sustainable Education

Children are taught about subjects which promote global responsibility and every year study a project which develops sustainable themes such as Recycling, Natural Resources and Pollution etc.

Outdoor Education

Classes can benefit from our outdoor classroom and newly painted resources in the school playground to further enhance their lessons. This is carried out no matter the weather and has proven to develop local responsibility towards their area and community.

Religious and Moral Education

Our religious education programme provides a wide variety of opportunities for our pupils to:

- Develop knowledge and deepen understanding of the Catholic faith.
- Investigate and understand the relevance of the Catholic faith to questions about truth and the meaning of life.
- Highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation of faith.
- Develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions.
- Nurture prayer life as an individual and as part of the school community.
- Understand and appreciate significant aspects of other Christian traditions and major world religions.
- Make a positive difference to myself and the world by putting my beliefs and values into action.

The strands of Faith of Catholic Christianity which are explored are:

Mystery of God	In the Image of God
Revealed Truth of God	Son of God
Signs of God	Word of God
Hours of God	Reign of God

Other World Religions:

Beliefs
Values and issues
Practices and traditions

The core resources used to enhance children's learning experiences are:

This Is Our Faith Religious Education Programme and God's Loving Plan, in line with Motherwell Diocesan guidelines.

Spiritual, Social, Moral and Cultural Values

Fr Kenny Campbell from Our Lady of Lourdes Parish and Father Romanus Enyinnia from Saint Vincent de Paul Parish pay frequent visits to the school.

On Holy days of Obligation all pupils attend Holy Mass in Our Lady of Lourdes Church or the school hall, when parents are invited to take part in the celebration of Mass. These are particularly happy occasions.

Regular arrangements are made for the pupils in P4 - P7 to make their Confession in the Sacrament of Reconciliation in the school. Religion is not just a subject but more a way of life and the Catholic school is really an extension of the Catholic home. Pupils are prepared in P3 to make their First Confession. They receive First Confession in one of our joint parishes in the evening. A letter will be sent home giving details. Pupils are prepared for First Communion in P4 and for

Confirmation in P7. Our RE programme plays a vital role in our policy of ensuring that all pupils, irrespective of belief, race, culture, gender or disability are provided with an education which allows them to develop their potential.

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.

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.

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.

In the case of those children who are not Catholic, parents can be reassured that religious education is approached sensitively and in a climate of great respect for those of other faiths and none.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.

8 Assessment, Reporting and Tracking Progress

In St. Louise Primary School, we are committed to developing and implementing effective assessment and tracking strategies in order to ensure that our curriculum is designed and delivered in a manner which ensures the highest quality of learning and teaching experiences for our pupils.

We have based our core curricular experiences on Curriculum for Excellence principles of curricular design in order to provide challenge and enjoyment, breadth, progression, depth, personalization and choice, coherence and relevance. Our assessment strategies ensure that we apply these principles in an inclusive way by planning high quality learning experiences which stimulate and challenge our pupils and engage them in their learning.

We use a wide range of approaches to gather good quality evidence of children's progress to effectively track each child's knowledge and understanding, skills, attributes and capabilities in order to fully develop the four capacities. In addition, this evidence of learning enables us to provide detailed information to parents and carers on their child's progress.

Our strategies are applied on an ongoing basis with formative assessment being carried out by the teaching staff in a variety of ways including daily observations, regular discussions, partnership

working with colleagues and other staff members. Teaching staff provide high quality oral feedback to pupils who benefit from individual discussion on their progress.

Pupils are fully involved in the evaluation process through self-evaluation and peer assessment. They are encouraged to set goals and targets for themselves which are compiled and evaluated by each pupil regularly.

In addition to this, more formalised summative assessments are administered by way of end of topic assessments, check-ups in numeracy and mathematics, and moderated assessment in literacy and numeracy which are administered at each level from Early to Second as well as end of level assessments to establish pupil competence before the next level is introduced. A variety of strategies are employed to track pupil progress including recording each pupil's daily/weekly results in our class assessment folders, gathering and displaying written and photographic evidence for individual and group tasks and activities and recording the results of summative assessments at the end of a topic or level. Teaching staff maximise opportunities to share information on children's learning during periods of transition, whether it be from nursery to Primary 1, internal transition from class to class or Primary 7 to S1 to ensure continuity as pupils progress through each stage of school.

The Scottish National Standardised Assessment (SNSA)- 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.

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.

Achievements and successes of all pupils are tracked and our quality assurance and monitoring calendar enables us to have a clear picture of all our pupils and their needs. Staff work closely with all stakeholders.

9 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 and on events designed to support P7 children before they move on to secondary school.

10 Support for Pupils

Getting it right for every child (GIRFEC)

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)

There are times when children, at all levels of their ability, have additional needs in education. It is our policy to identify these needs at an early stage and make provision for them. These needs may arise in any aspect of learning and at any stage in the curriculum. In the first instance the class teacher will arrange a programme of individual attention to try to help the child. When necessary, this will be supplemented and supported by a special programme on a one-to-one basis by myself or another member of staff.

Extension programmes will be devised for children who require greater challenge in specific areas of the curriculum. These will be carried out in special group situations and/or individually. This will be organised by the class teacher.

In this way, children who need help with any part of the curriculum work and those with a demand for greater challenge will be sought out and catered for. If the difficulties are very serious, we contact the parents to inform them and ask their permission to refer their child to the educational psychologist. If permission is granted, the psychologist will visit the school, speak to the child and, if necessary, make arrangements to interview the parents to make them aware of the difficulties, which their child may have. Parents and children have benefited from this arrangement.

A Specialist Support teacher visits the school each week to give appropriate advice and help to children with learning difficulties. She works co-operatively in designated areas each term with teachers who have children with particular learning difficulties.

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. These are available through the school or on the South Lanarkshire Council website
www.southlanarkshire.gov.uk.

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 are 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 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 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 parents/carers which aim to share information on attachment theory and on how this can inform 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.

11 School Improvement

The aim of a **School Improvement Plan** is to help Head Teachers organise school self-evaluation and plan a programme of activities aimed at sustaining and improving specific aspects of the school's work. It offers a means of organising information about where the school is and where it is going. Formulating the plan encourages and assists staff to take accurate and systematic stock of the schools' current performance, to consider the most effective use of available finance and resources, to think and plan strategically for the phased introduction of new initiatives, to consolidate recent developments and to report on existing practice and performance. In essence, the aim of our School Improvement Plan is to improve the quality of our learning and teaching – it is a process of going forward for the better.

Each session the school and the associated Learning Community formulate Improvement Plans which outline their developmental agenda for the year and their proposed targets of achievement.

This session (2025-2026) St. Louise Primary will be paying special attention to the following areas:

Strategic Priorities 3 Year Cycle (Year 3)

Improvement Priority 1 – Play Based Learning across P1-P3

Improvement Priority 2 – Develop Inquiry Based Learning across P4-P7

Improvement Priority 3 – Use of digital tools and applications across the school

Improvement Priority 4 – Developing in Faith – Developing as a community of Faith and Learning

A fuller version of the School Improvement Plan is available on our school website and our Standards and Quality Report gives a detailed outline of our achievements over the past 12 months and how we have improved standards for our pupils and how we will continue to do this.



12 School Policies and Practical Information

School Meals

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 aged pupils are also offered a free breakfast within their school from 8.15-8.45am. The selection available includes cereal, toast, fruit and 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 every day. 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 £2.62.

School lunches and milk can be paid for through your ParentPay account or Pay Point 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 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 lunchtime.

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



In St Louise Primary we also offer a free Breakfast service which runs from 8.15am to 8.45am each school day.

School Uniform

We have a beautiful uniform at St Louise:

Inverness Blue blazer (Optional) with Royal Blue Ribbon,
White shirt/blouse,
Grey skirt/trousers,
Grey/Royal Blue v-neck jumper/cardigan with/without school badge,
The school tie may be purchased from school using the ParentPay system

The PE Kit is White T shirt and Royal blue shorts/dark plain leggings or tracksuit bottoms with or without school badge. All children must change out of their PE clothes following their lesson.

School uniform items with badges can be purchased from our official suppliers Border Embroideries <https://www.border-embroideries.co.uk/schools/st-louise-primary-school.html>
Or alternatively, school uniform items without badges can be purchased from any local supermarkets or uniform stockists.

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.

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

In St Louise Primary, children are permitted to bring their mobile phone to school and are asked that it is switched off and remains in their bag until they have left school at the end of the school day. If a child is found to have removed their phone from their bag throughout the school day or misused the phone by taking pictures or videos without permission, parents/carers will be informed and going forward they will need to leave their phone at the school office and collect it at the end of the school day.

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.

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 Holiday Dates

A list of holidays is included in the Appendices and can also be found on the council's website - https://www.southlanarkshire.gov.uk/info/200140/education_and_learning/82/school_holidays

Transport

School transport

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

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

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

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

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 distressed 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 distressed 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.

13. 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 schools.

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

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.

- When 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 you wish to participate in activities or support for young people through our youth centres, or through adult learning programmes within the community, we will also ask for your personal information to support your application. This may include information about family circumstances or medical conditions.

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;
- 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)



Education Resources

School Holiday Dates Session 2025/26

August 2025

- Tuesday 12 August - teachers return
- Tuesday 12 and Wednesday 13 August - in-service days (all schools)
- Thursday 14 August - pupils return to school

September 2025

- Friday 26 September and Monday 29 September (September weekend holiday)

October 2025

- Monday 13 to Friday 17 October (October break)

November 2025

- Monday 10 November (in-service day)

December 2025 and January 2026

- Friday 19 December (schools close at 2.30pm)
- Monday 22 December to Friday 2 January 2026 (Christmas/New Year break)
- Monday 5 January 2026 - pupils return to school

February 2026

- Monday 16 and Tuesday 17 February (February break)
- Wednesday 18 February (in-service day)

April 2026

- Thursday 2 April* (schools close at 2.30pm)
- Friday 3 April to Friday 17 April (Easter/Spring break)
- Monday 20 April - pupils return to school

May 2026

- Monday 4 May (May day)
- Thursday 7 May** (in-service day - all schools)
- Friday 22 May and Monday 25 May*** (Local holiday)

June 2026

- Thursday 25 June (schools close at 1pm for summer break)

*Good Friday falls on Friday 3 April 2026

**In-service day proposed to coincide with Scottish Parliamentary Election. Subject to change.

**Lanark schools will close on Thursday 11 and Friday 12 June 2026

Pupils attend school for 190 days and teachers attend for 195 days.

School Holiday Dates 2026/27

August 2026

Tuesday 11 August - teachers return

Tuesday 11 and Wednesday 12 August - in-service days (all schools)

Thursday 13 August - pupils return to school

September 2026

Friday 25 September and Monday 28 September (September weekend holiday)

October 2026

Monday 12 October to Friday 16 October (October break)

November 2026

Monday 9 November (in-service day)

December 2026 and January 2027

Tuesday 22 December (schools close at 2.30pm)

Wednesday 6 January 2027 - pupils return to school

February 2027

Monday 15 February and Tuesday 16 February (February break)

Wednesday 17 February (in-service day)

March 2027

Friday 26 March (Good Friday)

Monday 29 March (Easter Monday)

April 2027

Friday 2 April (schools close at 2.30pm)

Monday 5 April to Friday 16 April (Spring break)

Monday 19 April - pupils return to school

May 2027

Monday 3 May (May day)

Thursday 6 May (in-service day - all schools)

Friday 28 May and Monday 31 May* (Local holiday)

June 2027

Friday 25 June (schools close at 1pm for summer break)

*Lanark schools will close on Thursday 10 and Friday 11 June 2027

Pupils attend school for 190 days and teachers attend for 195 days.