



Education Resources



Coulter Primary School Handbook 2026

Here are Education Scotland's evaluations for Coulter Primary School

Quality indicators	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	very good



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

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

1) Introduction by the Head Teacher

Dear Parents / Carers,

I would like to welcome you and your children to our school. Some of you will be familiar with our school community but for others you will be meeting us for the first time. As parents/carers of our pupils, you will always be made welcome at Coulter Primary School. If we are to achieve the best possible education for your children, we need to work together. We hope that you will keep in close contact with us.

We aspire to become a school that delivers high quality teaching and learning underpinned by continuous self-evaluation. Working in partnership with all, we aim to provide learning experiences that will engage and inspire all our learners enabling them to achieve success.

I hope this handbook will answer many of the questions which you have about our school. If you have any other questions or concerns, please never hesitate to contact me personally and I will always do my best to address your concerns.

The staff at Coulter Primary School look forward to working in partnership with you now and in the future.

More information from November 2022 Inspection report

<https://education.gov.scot/education-scotland/inspection-reports/reports-page?id=2156>

Jill Kennedy
Head Teacher

Our Vision





We aim for everyone in our learning community to become successful learners, confident individuals, responsible citizens and effective contributors to society.

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.

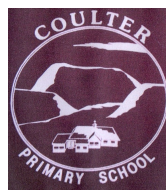
The Council's Plan Connect sets out the Council's vision which is, "to improve the lives and prospects for everyone in South Lanarkshire".

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](#)



2) About our school



**Coulter Primary School
Birthwood Road
Coulter
Biggar
ML12 6PZ**

Phone: 01899 220255
Email: gw14coulterpsht@glow.sch.uk
Website: <http://www.coulter-pri.s-lanark.sch.uk/>

Please remember to register to use school Fb group and download The School App and ParentsPortal (information leaflet available from school)

Coulter Primary is a non-denominational school catering for children between the ages of 5 and 12, with a current roll of 14. The total capacity of the school is 50.

Stages covered Primary 1 – Primary 7

Our new school opened in September 2012.

The staff

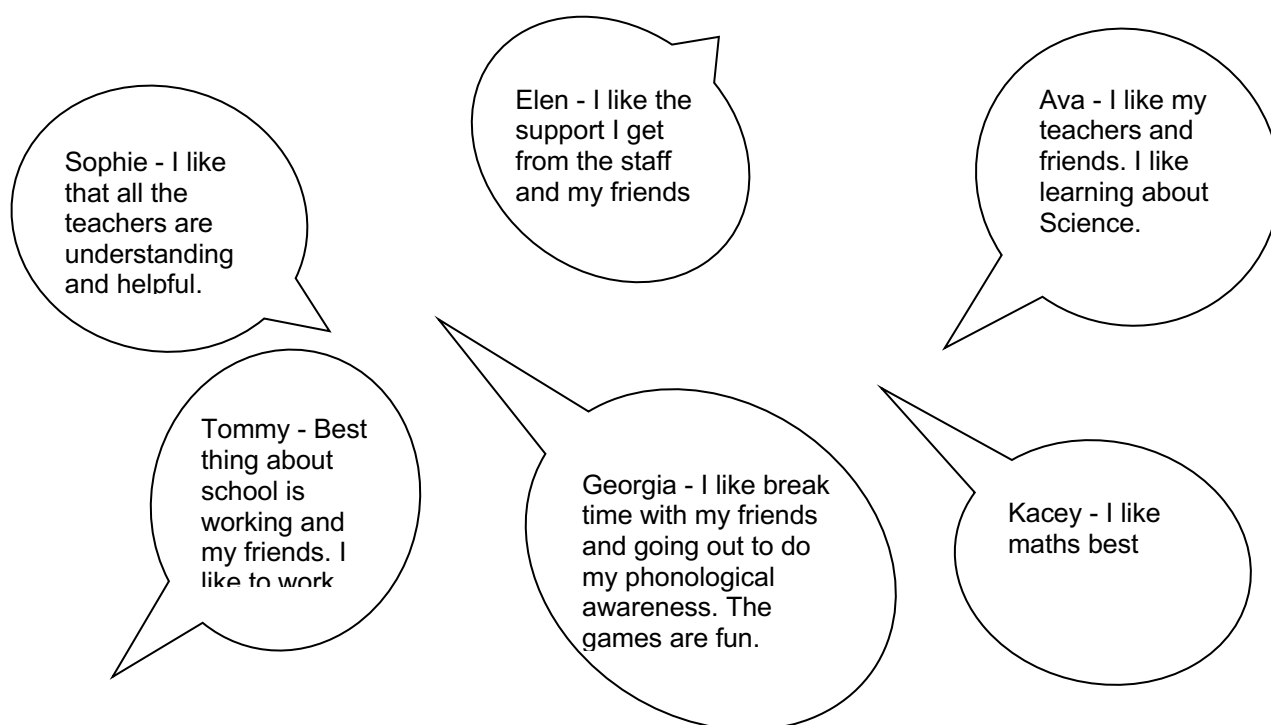
Mrs Jill Kennedy	Head Teacher (0.5 Shared with Lamington PS)
Miss Amanda Williams	Principal Teacher & P1-7 Class Teacher
Mrs Jane Venerus	Class Teacher Monday - Wednesday
Mrs Tracey Purkiss	Team Leader
Mrs Sylvia Allan	Support Assistant
Mrs Josie McMorow	Caretaker / Cleaner
Mrs Suzanne Kimm	Cook
Mr Steven Johnstone	Music Teacher
Mr Murray	Brass Tutor
Mrs Hazel Leggate	Specialist Support Teacher
Mike Fucella	School Chaplain

3) School ethos

By 'ethos' Her Majesty's Inspectorate of Education(HMIE) mean the relationships in the school, how well children are cared for and treated and how much is expected of them in all aspects of school life.

Key strengths from our November 2022 inspection were:

- The very effective leadership of the headteacher in leading a team of staff which has a strong focus on improving outcomes for all learners.
- The highly effective staff team who demonstrate the school's values through their care, support and nurturing approach. As a result, they provide high quality learning and teaching experiences.
- Children who are confident, caring and empathetic. They treat others with respect and dignity.
- The staff's approach to tracking and monitoring wellbeing and progress which is leading to children making very good progress in their learning.



Comments from our November 2022 inspection by Education Scotland:

- Children at Coulter Primary School experience a very caring and nurturing ethos. Relationships across the school are very positive and reflect the school values and children's rights. Children interact respectfully with their peers, adults, and visitors to the school. Staff have created bright, stimulating learning environments that promote independence and curiosity. Children's achievements and successes are proudly displayed throughout the school. As a result, children are motivated and ready to learn.
- Parents value the nurturing ethos in the school. Children are safe, cared for and included. The headteacher and staff support parents very well and parents appreciate this.
- All staff are proud to work at Coulter Primary School. Staff have a very clear understanding of their community. They understand the social, economic and cultural context of the local community very well.

- The headteacher and staff are very committed to listening to and acting on the ideas children have to improve their school. Children have very good opportunities to express their views during assemblies, classroom meetings, through digital applications and in discussion with the headteacher leading to a number of changes.
- Staff talk confidently about how children's rights help to guide their work and is at the heart of everything they do. This is impacting very positively on children's understanding of their rights and their overall wellbeing. All children say that they are respected and treated fairly. The focus on children's rights is helping children to recognise their rights and those of others in real life situations. Staff and children have a very good understanding of Getting it Right for Every Child (GIRFEC) and the wellbeing indicators. Together, they recognise the importance of building on children's understanding of rights and how these impact on aspects of wellbeing such as being safe, happy, achieving and nurtured. This is leading to a very welcoming and nurturing school ethos where children participate successfully in decision making. Consequently, children are happy, safe and secure at school.
- Children across the school respect staff and one another. They interact with each other and adults with compassion and empathy. Staff support children well to use the school values to reflect on their behaviour and actions. Children are skilled at using approaches to resolving any difficulties that arise. Older children value their role as playtime leaders. They understand and are proud of their role in ensuring all children are included and safe in the playground
- Staff have created an inclusive environment in which all children have equal opportunities to learn and participate in wider activities. The school's work towards developing a rights based approach to learning is resulting in a very good understanding of equality and diversity. An intergenerational project is helping to build social cohesion in a small rural community. Children plan afternoon teas and 'Soup days' where they invite pensioners to join them for a chat. Working with partners, teachers have taken this approach further. Children and pensioners share their thoughts about climate change and local issues. These discussions have been captured in a series of podcasts. As a result, children respect and value the opinions of others and understand that these may differ from their own.

Our school received evaluations of **VERY GOOD** for all quality indicators assessed. The report endorsed our school self-evaluation, and the next steps are evident in our School Improvement Plan.

Here are Education Scotland's evaluations for Coulter Primary School

Quality indicators	Evaluation
Leadership of change	very good
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We were delighted to receive the prestigious Digital Wellbeing award in February 2023.

June 2023 also saw Coulter Primary School being nominated for a national Digital Innovator award.



This session, the high-quality learning and teaching within our school has also been highlighted by numerous national awards and visits from colleagues from across Scotland to share our outstanding practice.

- Reading Schools Gold accreditation was awarded in January 2025.



- Digital schools awarded in January 2024



- Coulter also received Attachment informed accreditation and Rights Respecting Schools Bronze accreditation during session 2023/2024.



- Sustainability Awards – 7th Green Flag and RHS School Gardening Awards Level 1 & 2



Eli - PE is my favourite thing in school. I really like French and learning about The Vikings. I like it best when we use

Coulter Primary a place where everyone strives to 'Be the best they can be'.

The core values of our school community are :-

Responsibility

Courage

Equality

Respect

Honesty

Lauren - I enjoy art and writing stories because I want to be an author when I grow up.

We aim for everyone in our learning community to become successful learners, confident individuals, responsible citizens and effective contributors to society.



4) 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.

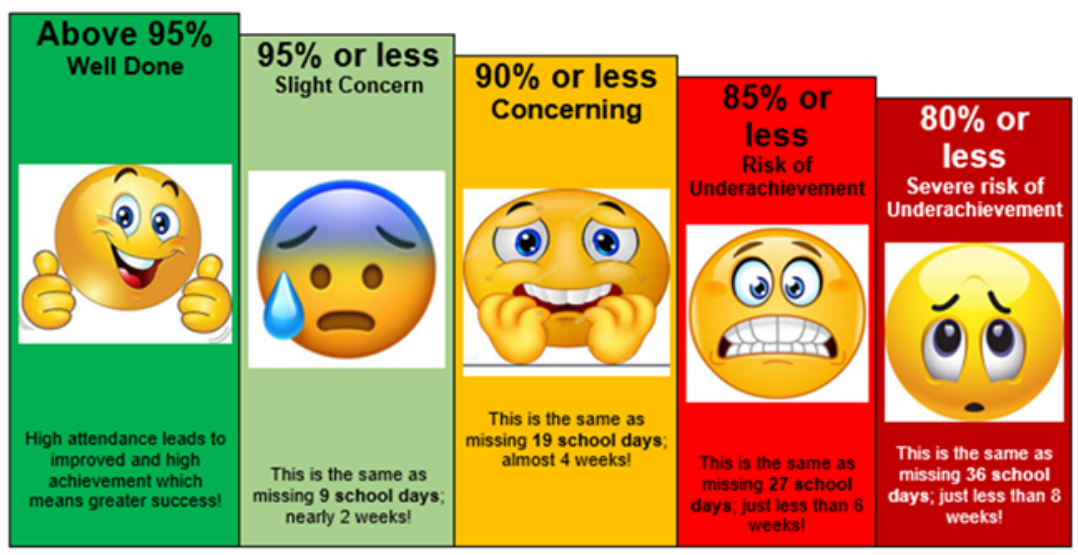
At Coulter Primary School we value excellent attendance and recognise the connection between regular attendance at school and the attainment and achievement of our children and young people.

A focus for all Scottish schools is to improve attendance. Our target being that all pupils attend for at least 95% of the session. Your child's attendance rate will be sent home in Dec, March and June.

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 follow these guidelines:-

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing or by email.
- Notify the school first thing in the morning (before 9.15am) 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 phone number
 - mobile number
 - email
 - emergency contact details

The graphic below illustrates how many school days the percentage relates to.



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.



The school holiday dates, and in-service dates are available from the website

https://www.southlanarkshire.gov.uk/info/200140/education_and_learning/82/school_holidays/2

Emergency Information

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

Severe Weather Protocol

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

Communication

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

Things we need you to do:

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



Visits to school for new parents

- Parents are welcome to view our school anytime. Please contact the office (01899 220255) to arrange an appointment.



5) Parental involvement and Parent Councils



Our Parent Council

<http://www.coulter-pri.s-lanark.sch.uk/parent-council.html>

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

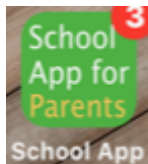
Interested in joining the Parent Council or helping in school? Contact your school office or visit the Council website for details.

Keep updated with everything that is going on in our school by:

- Joining our private Fb page



- Downloading the school app



- Downloading [parentsportal.scot](https://www.parentsportal.scot)

[parentsportal.scot](https://www.parentsportal.scot)

Our school is cashless, so all payments need to be made through <https://www.parentpay.com/>. You will receive an activation letter when your child starts school. Please remember to sign up!



Home school links

One of our main aims at Coulter Primary School is to build on and consolidate the already supportive links with our parents and the wider community. It cannot be over stressed important it is that you, as parents, feel welcome to come to the school at any time to discuss concerns you may have about your children. There are two formal Parents' Evening in November and May. These meetings, give you the opportunity to discuss your child's progress with the class teacher. There is Learn with your child open afternoons/evenings.

Parents are also invited to support the school by supporting aspects of the curriculum in which they have a particular interest or expertise and to help on school outings or supervise activities organised by teachers. (PVG disclosure Scotland required)



We also welcome support from the wider community and are very grateful for the support already in place.





6) The Curriculum

Our curriculum has been identified as sector leading in Scotland

<https://education.gov.scot/inspection-and-review/promoting-improvement-through-sharing-highly-effective-practice/primary/curriculum-design-at-coulter-primary-school/>

HIGHLY EFFECTIVE PRACTICE in curriculum design at Coulter Primary School

This illustrated case study details highly effective practice that has been captured during the inspection of Coulter Primary School in South Lanarkshire Council.

Working with a range of partners, the school ensures that children participate in opportunities and experiences that are not readily accessible in a remote, rural community. The school's broad and varied curriculum has led to enhanced wellbeing outcomes and very good progress in learning for all children.

Responsibility - Courage - Equality - Respect - Honesty



Overcoming barriers to learning

Staff track the progress and attainment of all children, including those with barriers to their learning, very effectively. The headteacher has worked with the wider school community to identify the impact of rural poverty on children's outcomes. The headteacher uses grants and donations to ensure that all children take part in important learning experiences. Partnership work with a neighbouring primary school also ensures that children at Coulter Primary School receive targeted support wherever it is needed, for example improving their writing through literacy interventions.



Cost of the school day

The headteacher is committed to reducing the cost of the school day and this has impacted positively on children and families. School staff take account of the increased cost of travel in a remote rural area in making decisions on spending. All parents contribute to the 'participatory budgeting process'. Through this, they have prioritised that school trips, outings and swimming lessons should be fully funded by the school. This decision has ensured that all children benefit from a wide range of experiences at no additional cost.



Celebrating uniqueness

All staff continually review the curriculum to ensure that children are provided with learning opportunities that recognise and celebrate the uniqueness of the school's context.

Children's views have also directly influenced the features of the school's curriculum, for example greater use of digital technologies. Improved interdisciplinary learning experiences that children lead provide meaningful opportunity for them to learn about their local context and to make connections across curriculum areas.

Outdoor learning is a strong feature of the school's curriculum. All children experience outdoor learning every week. All PS-PT children achieved certification from the John Muir awards scheme. This focus on learning outdoors has improved children's mental wellbeing and resilience.

Context and community

Staff have a very clear understanding of the social, economic and cultural context of the local community. As a result, all staff have a strong understanding of the range of barriers to learning children may face. They are particularly aware of the unique opportunities and challenges children living in a rural community experience.



Sporting opportunities

The school has very good links with partners in the local community to ensure that children can access a range of lunchtime and after-school sporting activities, for example rugby, dance, table tennis and curling. Teachers also work with the local rugby club to support children to engage in community activities and events. As well as enhancing their wellbeing outcomes, these activities are also helping children to develop their skills in teamwork, negotiation and communication.

All children enjoy the swimming lessons they access through their Physical Education (PE) programme. This helps children to develop an understanding of the risks and benefits of the local river and wild swimming.

Parents/carers as partners

Parents/carers are involved extensively in supporting the curriculum, for example by using their skills in floristry, baking, crafts and musical skills, as well as supporting aspects of PE and Religious and Moral Education. These opportunities are linked very closely to the school's progression pathways. This is leading to children developing skills for life, learning and work as well as developing their understanding of their place in the community.



Intergenerational work

An intergenerational project is helping to build social cohesion in the community. Children plan 'afternoon teas' and 'soup days' where they invite older adults to join them for a chat and a meal. These sessions are captured in a series of podcasts where children and older adults share their thoughts about climate change and local issues. As a result, children are developing their knowledge of their local environment and their leadership and digital skills.



Coulter:
A place where everyone strives to be the best they can be.



HIGHLY EFFECTIVE PRACTICE
IDENTIFIED BY HM INSPECTORS

» READ FULL REPORT »
» VISIT HUB PAGE »



Comments from our November 2022 inspection by Education Scotland:

2.2 Curriculum: Learning pathways

- Teachers plan for effective progression pathways across all curriculum areas. The progression pathways ensure children experience appropriate breadth and depth in their learning. Teachers make effective use of experiences and outcomes to plan literacy, numeracy and health and wellbeing across the curriculum. For example, children use their information handling skills well to present data in science. Children enjoy choosing contexts for their interdisciplinary learning projects. Teachers should continue to plan meaningful opportunities for children to influence the curriculum.
- Children across the school experience a strong 1+2 modern languages programme. Teachers deliver a progressive French curriculum across the school. All children learn German as their second language. Children talk positively about the language skills and cultural knowledge they are gaining. Teachers worked with the local community to plan opportunities for children to use their French language skills through the 'Bonjour in Biggar' project. Children learned phrases to use in local shops and businesses. Children value the opportunity to use their skills beyond the classroom.
- Staff review the curriculum regularly to ensure it is relevant to the schools' unique context. All children participate in swimming lessons. This supports children to develop an understanding of the risks and benefits of the local river and wild swimming. Children participate in rugby lessons. Teachers work with the local rugby club to support children to engage in community activities and events.
- Teachers make use of the school grounds and local community to take learning outdoors. Children enjoy the 'Walk on Wednesday' and talk positively about learning within their local area. The headteacher is working with staff to develop a progressive outdoor learning programme. This should continue to enrich children's learning across 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 places learners at the heart of education and at its centre are four fundamental capacities - successful learners, confident individuals, responsible citizens, and effective contributors. It includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery, and school.

In taking this forward, our school will work closely with South Lanarkshire Education Resources and other services to 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
- Science
- Social Studies
- Technologies



DIGITAL SCHOOLS
AWARDS SCOTLAND



What will this look like in practice?

Comments from our November 2022 inspection by Education Scotland:

Teachers track the progress of individual learners, including those who have additional support needs, very well. Teachers identify potential barriers to learning quickly and plan appropriate supports to help children progress. They use a staged intervention approach very effectively to ensure children receive the right help at the right time. They are particularly skilled at using technology during literacy and numeracy lessons to support children to fully access their learning.

<https://education.gov.scot/media/0cukwjgq/coulter-ps-sif-201222.pdf>

When planning activities and experiences for young people, teachers will take account of the following seven principles:

1. Challenge and enjoyment - All young people should be active in their learning and have opportunities to develop and demonstrate their creativity.
2. Breadth - All young people should have access to a broad range of activities so that they can learn and develop in a variety of ways.
3. Progression - All young people's learning should build on earlier knowledge and achievement.
4. Depth - All young people should have opportunities to learn and study in depth. As they progress they should be able to draw different strands of learning together and deepen their learning to the best of their ability.
5. Personalisation and choice - The individual needs of all young people should be recognised and particular talents and skills supported and developed. Opportunities should be provided for young people to exercise responsible personal choice as they progress through the school.
6. Coherence - There should be clear links between the different aspects of learning.
7. Relevance - Young people should understand the purpose of their activities and see the value of what they are learning for their present and future life.




If you want to know more about Curriculum for Excellence, please visit

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/what-is-curriculum-for-excellence/>

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/the-curriculum-improvement-cycle-cic/>

<https://education.gov.scot/parentzone>

Our learning and teaching activities are based on Curriculum for Excellence outcomes and experiences and benchmarks.



**SCOTLAND'S CURRICULUM
FOR EXCELLENCE**
Putting learners at the heart of education

Scotland's Approach
What Matters?
How We Do It

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world

The Four Capacities






**SCOTLAND'S CURRICULUM
FOR EXCELLENCE**
Putting learners at the heart of education

Scotland's Approach
What Matters?
How We Do It

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:



The diagram shows four colored shapes arranged around a central white heart shape. The central heart contains the text: "The Curriculum 'the totality of all that is planned for children and young people throughout their education'". The four surrounding shapes are:

- Opportunities for personal achievement** (Orange shape)
- Interdisciplinary learning** (Green shape)
- Curriculum areas and subjects** (Blue shape)
- Ethos and life of the school as a community** (Purple shape)



Scotland's Approach What Matters? How We Do It

Taking curricular aims and translating them into practice is a continuous process. Getting this right is critical and this section sets out key considerations, activities and ways of working to support the process of curriculum making.



Individual settings and practitioners are empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities.

Curriculum Entitlements

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school



Understanding the learners

- Knowing children and young people and where they are on their individual learner journeys
- Listening to learners and being informed by their motivations and aspirations
- Empowering learners to have agency in their learning with opportunities for personalisation
- Using observations, assessments and feedback to design and develop the learning



Knowing the big Ideas

- Maximising opportunities that develop the four capacities for learners, making clear links to future skills, for example meta-skills
- Understanding and sharing the pleasure and benefits that come from learning
- Being clear on the knowledge and skills that underpin individual curriculum areas
- Being informed by shared vision, values and aims, locally and nationally
- Understanding drivers for improvement and how they align at national and local levels
- Being responsible for the development of literacy, numeracy and health and wellbeing across the whole curriculum for all learners. This includes digital literacy skills



Using meaningful learning networks

- Planning, enquiring and reflecting with other practitioners to optimise impact
- Collaborating with parents, carers, families and the community
- Developing and maximising the opportunities derived from partnerships across clusters, local authorities and **Regional Improvement Collaboratives**
- Building partnerships with colleges, employers, universities, the third sector and others to co-design the curriculum
- Using the outdoors and our built and cultural heritage to support learning
- Sharing, celebrating and reflecting on successes



Knowing your own learning and support needs

- Committing to career-long professional learning based around high quality, rigorous **professional standards**
- Committing to meaningful professional review and development
- Belonging to communities of practice and enquiry
- Developing collaborative practice locally, nationally and globally



Being clear on practical approaches

- Having clear strategies for delivering excellence and equity for learners
- Agreeing the pedagogies that are best for purpose and the development needs of learners
- Reviewing and refining the curriculum against the **seven design principles**.
- Ensuring learners have clear progression pathways
- Making clear links between learning and the world of work
- Embedding **Creativity** and **Learning for Sustainability** in curriculum design
- Using knowledge of the local community and robust data to inform the curriculum offer
- Articulating and sharing curriculum rationale and narrative

Health and Wellbeing, Relationships, Sexual Health and Parenthood (RSHP)

Parents can access lessons at <https://rshp.scot/> . Please contact Mrs Kennedy if you would like to discuss the content of lessons. Parents have the option to withdraw their child(ren) from RSHP lessons.

Modern language

P1-7 receive tuition in French and P4-7 also receive a term of German.

Technologies – ICT

Pupils each have a Chromebook and access to I pads. ICT permeates all areas of the curriculum.

Musical tuition

Visiting Music specialist - Steven Johnstone for 12 weeks per session

A brass tutor visits weekly to give lessons to selected pupils from P4-7.

https://www.southlanarkshire.gov.uk/info/200188/secondary_school_information/783/music_tuition_in_schools



Lunch and After-school clubs



Lunchtime clubs are organised by pupils and active schools. Currently we have no after-school provision.

Transition

Transition opportunities with Biggar High School are strong. We also have an excellent transition programme involving all small schools within Biggar Learning Community. Residential experiences are provided for P4 and 5 in partnership with Lamington Primary school and for P6 and 7 in partnership with all small schools within Biggar Learning Community.



PE kit

2hrs of PE is provided each week. We request children wear suitable clothing and remove items of jewellery. We hope this will avoid accidents and the loss of personal items. On PE days children come to school in PE kit so less time is spent changing and quality PE can be delivered for the full 2hrs.

Outdoor Learning

Children spend time learning outside/in woodlands on a regular basis. Waterproofs and suitable footwear are provided but your child might want to bring their own weekly.



Lost property

Please check our lost property box when things go missing.

Supervision in playground

There is always adult supervision in the playground from 8.45-9am and at break times.

Class groupings

Learning and Teaching activities will be organised in many different ways.

At different times during the school day, a child may work as part of a small group, as part of a class, individually with teacher or independently. At times, a child or group of children may join others from another class at maths/numeracy and literacy times.

Homework

Homework is set online through Google Classroom. Class teachers will inform you what homework will be set each week.

Parent information leaflets are available from School App or hard copy from school office.

Religious and Moral Education and religious observance (visits from minister)

At Coulter Primary School we aim to create an environment where our pupils appreciate values such as honesty, liberty, justice, fairness and concern for others. The children will be encouraged to develop a respect for other peoples' ideas, values, customs and beliefs, both within their community and the wider world.

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.

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.

Equalities

The protected characteristics which apply directly or indirectly to pupils in school are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race, ethnicity or nationality
- Religion or belief, including sectarianism
- Gender, including sexism
- Sexual orientation, including homophobia, biphobia or transphobia



<https://respectme.org.uk/bullying/prejudice-based-bullying/>

Key national teaching resources are used.

<https://rshp.scot/>

<https://lgbteducation.scot/resources/curriculum-resources-primary/>



7) Assessment and Tracking Progress

The National Context for Education

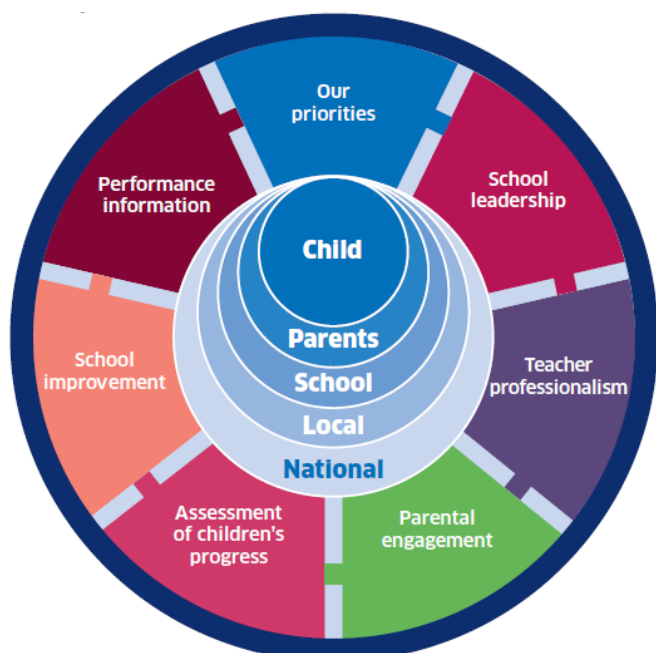
The [National Improvement Framework](#) (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.



Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SQIP.)

The [National Improvement Framework](#) aims to provide better information about how well children and young people are doing in education.

That information will help your child's teacher, as well as councils and the Scottish Government, understand which learning and teaching approaches are working well, and where further improvements need to be made.

To make sure everyone understands how well a child is doing, from the beginning of their education through to leaving school, it is important to look at a range of different information, such as:

- their development in the early years
- reading, writing, talking and listening skills (literacy)
- the ability to work with numbers (numeracy)
- their health and wellbeing
- national qualifications and awards
- what they do when they leave school.

Assessment of children's progress throughout the Broad General Education (to end of S3). As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about 'how much' and 'how well' children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectation

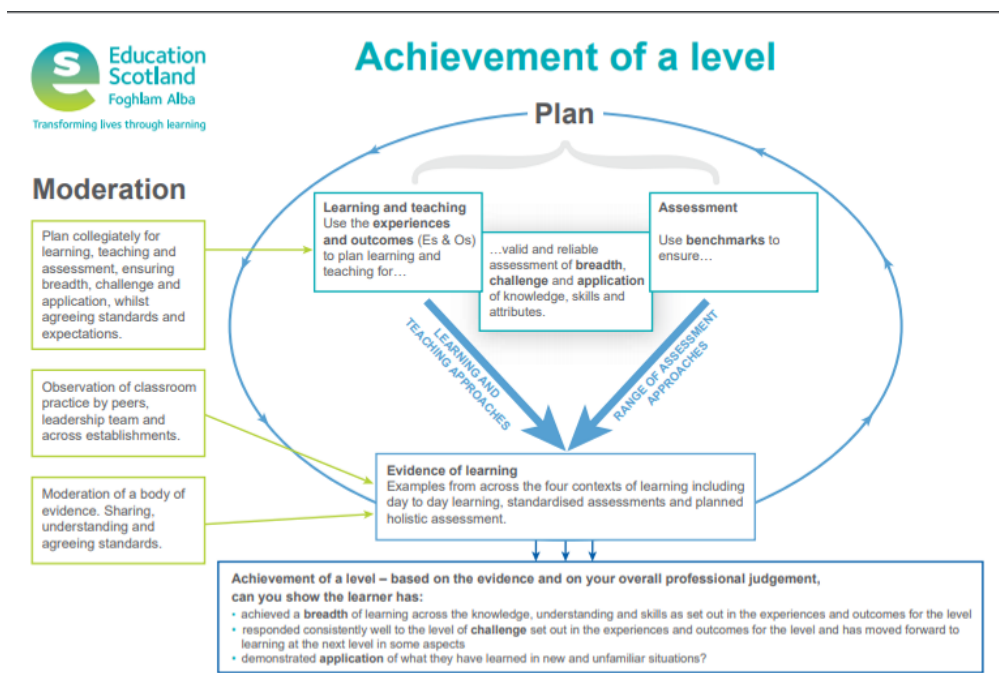
Your child's teacher will use a wide range of assessment information, to identify your child's strengths and where they may need more support. They can then use this assessment information to work with your child to plan their next steps in learning. Teachers will also discuss your child's progress with you and help you to understand how you can support further your child's learning at home.



Literacy, Numeracy and aspects of **Health and Wellbeing** will feature across learning and are the responsibility of all practitioners.

Curriculum for Excellence is about raising standards, improving knowledge and developing skills. The curriculum ensures continuity in children's learning and will take account of their strengths, interests and achievements.

The diagram opposite illustrates what a child will demonstrate when they have achieved a level:



Further assessment information can be found at:

<https://education.gov.scot/media/rsrexpxn/assessmentwithinbge.pdf>



8) Reporting

Coulter Primary School recognises that good teamwork among parents, children and schools is the key to a successful education for your child.

Reporting will be ongoing and comprise a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

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

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

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

Final reports are sent home in June.



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](mailto: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 local school until the Council has 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.

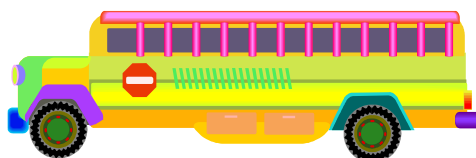
If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on edsupportserv.helpline@southlanarkshire.gov.uk or **0303 123 1023**.

Transition from primary to secondary school

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time on events designed to support P7 children before they move on to secondary school.

Pupils normally transfer to:
Biggar High School
Market Road
Biggar
ML12 6AG
01899 222050



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)

All children have the right to access a quality educational provision and at Coulter Primary School we endeavour to enable all pupils to reach their full potential. We believe that quality provision should operate within a framework of a positive ethos with an effective partnership between school, parents and other support services. The Head Teacher works closely with class teachers to identify pupils who are experiencing difficulty or who are making exceptionally good progress. Pupils who require additional support will be supported in a positive and inclusive manner. We can, as appropriate, consult with our Educational Psychologist and Clydesdale Specialist Support Team for additional support, resources and guidance.

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

Enquire – the Scottish advice service for additional support for learning

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

Phone Helpline: 0345 123 2303

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

Email Enquiry service: info@enquire.org.uk

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

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

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

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

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

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

What does it set out to do?

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

How can I find out more?

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

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

Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUBD)

PPRUBD 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



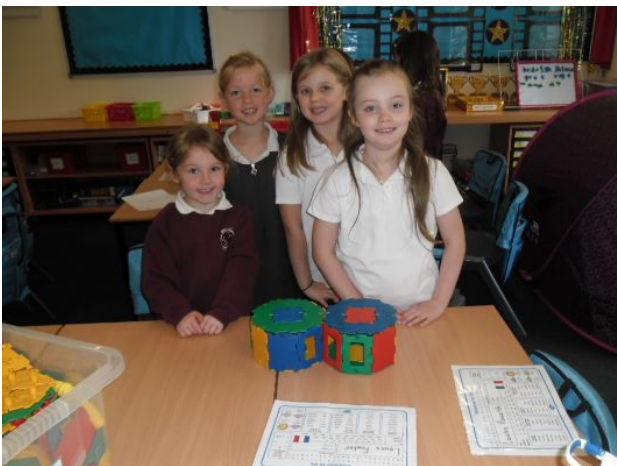
Our main achievements can be viewed on our Facebook page and also on our School App.

Please visit our school website to view our Standards and Quality Report

<http://www.coulter-pri.s-lanark.sch.uk/standards-and-quality-report.html>

Our current School Improvement Plan can be accessed from link below:

<http://www.coulter-pri.s-lanark.sch.uk/school-improvement-plan.html>





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. Menus are available on School App and website.

<https://www.southlanarkshire.gov.uk/primary-menu>

All primary aged pupils are also offered a free breakfast within their school. 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 everyday.

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



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

Pupils in:

- Primary 1 - 5 receive a free school lunch.
- Primary 6&7 meal cost is £2.62

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

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

Most children choose to take school lunch. However, if you prefer, your child can bring a packed lunch. These are also eaten in the canteen, which is supervised by school staff.

Our school is cashless, so all payments need to be made through
<https://www.parentpay.com/>

You will receive an activation letter when your child starts school. Please remember to sign up !

Adapted diets

If your child within Nursery, Primary or Secondary requires a special 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 cultural diet request for your child please speak to the school/nursery 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 -



South Lanarkshire Council also offers a free Breakfast service.

Coulter Primary does not have a Breakfast Club currently but all pupils have the option to have toast at 10.30am.

Please provide your child with a bottle of water each day.



Allergies

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

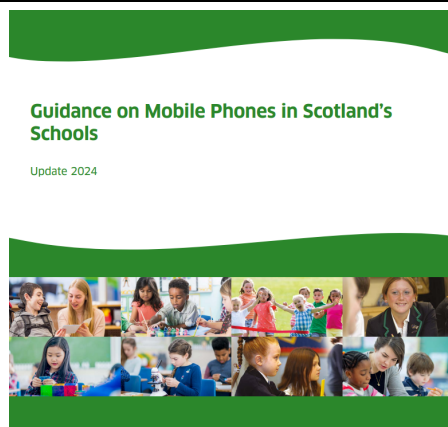
- In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, and national guidance on the administration of medicines.

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.

POLICY ON THE USE OF MOBILE PHONES IN SCHOOL



[Scottish Government Guidance on the use of Mobile Phones](#)

Mobile phones have become intrinsic to the way we all communicate; particularly for our young people. Notwithstanding, there is a growing body of evidence to suggest that over-exposure to mobile phone use can result in limited concentration, unhappiness and isolation. Further, the recently published Programme of International Student Assessment (PISA) 2022 data, published in December 2023, showed that almost a third of 15 year olds in Scotland and across all OECD countries reported being distracted using digital devices in most or every maths class – and around a quarter reported being distracted by others using digital devices. (extract from Guidance on Mobile Phones in Scotland's Schools 2024)

We would prefer that children did not bring mobile phones to school with them. However, it will be at the discretion of individual parents/carers as to whether they allow their child to bring a mobile phone to school or not.

Mobile phones are regarded as 'personal effects' and are brought into the school at the pupil's/parent's own risk. Lamington PS / Coulter PS and South Lanarkshire Council are not liable for damage or loss of a child's mobile phone.

For those children who do bring mobile phones to school, we want to encourage a culture of appropriate and responsible use, and that is the purpose of this policy.

RESTRICTED USE

If a child brings a mobile phone to school, they should be clear that the use of their mobile phone is restricted.

- Mobile phones must be switched off and placed in the child's schoolbag during all pupil working times and break time. This includes during curricular work, sports activities, extra-curricular activities or other activities being taken by a member of staff or a visitor to the school.
- Mobile phones must be switched off and kept out of sight when a child is eating at school or packed lunch.
- Mobile phones should not be taken into toilets or changing areas.
- Mobile phones are not allowed to be taken on educational trips, outings or residential visits. During such events, school staff will have parent/emergency contact details should you need to be contacted. If you need to contact your child, this can be done via the school office. Children and staff will have access to a phone during residential visits.

MOBILE PHONE CAMERA/VIDEO FUNCTIONS

- Mobile phone camera or video functions are not allowed to be used during your child's time at school or during extra-curricular activities (including trips, outings and residential visits).

TRANSMISSION OF INAPPROPRIATE MATERIALS

- Mobile phones brought into school should not be used for the transmission or viewing of inappropriate materials (including video and images).
- Mobile phones brought into school should not be used to incite bullying.
- Mobile phones brought into school should not be used to film any criminal activity.

SANCTIONS

The majority of children who attend Coulter PS/Lamington PS use their mobile phones responsibly. However, when a child fails to follow our guidelines, the following sanctions will be carried out:

- **Using a mobile phone during a restricted time:**

The phone will be confiscated by the member of staff. The confiscation will be logged and the phone kept in a locked place in the school office until the end of the school day. The child will be able to collect the phone from the school office at 3pm and will be required to sign for its return. (See appendix)

- **Misuse of a mobile phone at school** (including trips, residential visits):

Misusing a mobile phone at school will lead to serious consequences within our school discipline procedures. This may involve the issue of a punishment, the child's parent/carer being asked to attend a meeting with the head teacher, or the most serious consequence – exclusion from school and involvement of the police. In all cases of serious misuse of a mobile phone at school, the child will be prohibited from bringing the phone to school for a period of time.

PERSONAL SAFETY AND EMERGENCIES

- In the event that a parent has to contact a child or that the school has to contact a parent during the school day (including extra-curricular activities, trips and residential visits), we will have arrangements in place to ensure this happens. Staff on trips or residential visits are able to be contacted by phone from the school. When a child is out of school, the staff will always have full contact and emergency contact information available.

STAFF AND PUPIL SUPPORT

- Staff and pupils who are the subject of any mobile phone misuse will be provided with appropriate support and follow up. The head teacher will be the person responsible for ensuring that this support is implemented.

RESOURCES

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/mobile-phone-safety/>

<https://www.uswitch.com/mobiles/guides/mobile-phone-safety/>

AWARENESS RAISING

- The school will display simple but clear 'Mobile Phone Do's and Don'ts' posters throughout the school to ensure that pupils are aware of our guidelines. (See appendix)
- This policy will be included in our annual school handbook.
- Each staff member (including visiting supply staff) will be issued with a copy of this policy.
- Details of the policy will be published in our school newsletter and on our school website / school app.
- The policy will be displayed on the parent noticeboard at the school entrance.

The policy has been developed in consultation with pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents

to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately.

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 in light of the need to be more security conscious in all of our schools. 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
- the wearing of jeans
- 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 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.

Coulter Primary School colours are white and burgundy.

We run a uniform recycling shop. Please contact the office to check what we have in stock before you buy new.

Remember to send any old uniform to school for recycling to other families within our community.

If you need to order a new uniform, order forms are available from the school office in May (free delivery to school) or you can order directly from the website at any time during the session (delivery charge).

<http://scotcrestschoools.co.uk/Find-Your-School/South-Lanarkshire/Coulter%20Primary%20School>

Or:

ALJ

WORK & LEISUREWEAR 01555 665715

info@aljonline.co.uk



Support for parents/carers

Clothing grant

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

We would encourage families if they are eligible to apply for these benefits.

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

Or via this link [Clothing grants - South Lanarkshire Council](#)

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).

Please check out our 'Cost of the School Day' position statement on the School App / website for further school support.

<http://www.coulter-pri.s-lanark.sch.uk/cost-of-a-school-day.html>

School hours

Morning opening	9.00am
Interval	10.30am – 10.45am
Lunch	12.15pm
Afternoon opening	1.00pm
Close	3.00pm



Transport

School bus operator:
Classic Cars



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

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.



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

Our school policies on Promoting Positive Behaviour and Anti-bullying can be viewed on the School website, App or a hard copy can be requested from the office.

<https://www.coulter-pri.s-lanark.sch.uk/ethos.html>

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all our relationships: between teachers / adults and pupils, between adults and between pupils. The six principles of Nurture and attachment informed trauma sensitive practice are also embedded in our ethos. This ensures emotionally supportive learning experiences for all our learners.

Positive relationships create a positive atmosphere that promotes effective teaching and learning. To help achieve this we use a variety of reward systems throughout the school.

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. Our Anti-bullying guidelines are available on the School App or a hard copy can be requested from the office.

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.



Child protection

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

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

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

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

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

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

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



Medical and health care



If a child takes ill at school, the parent or emergency contact is informed as soon as possible. It is vital to keep this information up to date.

Exclusion periods should be followed <http://www.coulter-pri.s-lanark.sch.uk/nhs-exclusion-guidance.html>

If a pupil requires to take medicine during the day, the parent will be asked to complete a form available from school office / School App / website.

[administration-of-medicines-in-education-form-one-with-privacy-notice](#)

Where possible, we would ask that dental or medical appointments are made outwith school hours.

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.

If you have a complaint?

- We are committed to providing a quality service but if you are unhappy with the service you receive in relation to your child's time in school, it is important that you do something about it.

You can:

- **Inform the Head Teacher, Principal Teacher or any staff member**

We can be contacted at 01899 220255

Address: Coulter Primary School, Coulter, Biggar, ML12 6PZ

The Head Teacher can also be emailed at: gw14coulterpsht@glow.sch.uk

You can:

- Complete Complaints leaflet available from school office or register complaint online <https://www.southlanarkshire.gov.uk/xfp/form/586>
- Bus complaints <https://www.spt.co.uk/contact-us/complaints/>

You can:

- Contact a member of Coulter Primary Parent Council

You can:

- Contact Education Resources 0303 123 1023
Education Resources, Council Offices, Almada Street, Hamilton, ML3 0AE.

We will inform you within a period of no longer than 28 days of what action (if any) is to be taken in response to your complaint

Your Commitments

We ask that you:

- **Support and encourage your child's learning.**
- **Respect and adhere to the school's policies.**
- **Respect school staff and support the school's commitment to your child's education.**

12) 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

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

Using your personal information

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

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

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

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

Information we collect at other times

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

- 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)





13) School Holiday Dates Session 2026/2027



Education Resources

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.

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