

# Greenfaulds High School

## Handbook 2022-2023



Auchenkilns Road,  
Cumbernauld,  
North Lanarkshire,  
Scotland, G67 4AQ  
Tel: 01236 794876

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<https://blogs.glowscotland.org.uk/nl/ghshome/>

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## 1. Head Teacher's Welcome

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As head teacher of Greenfaulds High School, I am delighted to welcome you and your child to our school community.

Our new purpose built school opened in September 2016, followed by the completion of the outdoor sports facilities in August 2017. The Greenfaulds community consists of the high school and the six associated primaries of Baird Memorial; Condorrat; Eastfield; Ravenswood; Westfield and Woodlands. Strong links are established with all of our cluster schools and we work hard to ensure that pupil transition is as smooth as possible for pupils and parents.

I look forward to working in partnership with you over the coming years to provide the best possible educational experience for your child. School has a major role to play in a young person's development, but it can't work in isolation. We need to work with parents/carers and the pupils themselves to ensure that we can deliver for our young people everything that is expected of them in becoming Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors: phrases which are well-recognised as the cornerstones for a Curriculum for Excellence, but which embody all the life skills that we would wish for our young people.

NLC will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council's website [www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk)

Whether you and your family have had connections with Greenfaulds High in the past or whether you are sending your child to secondary school for the first time, I hope you will find the information in this handbook helpful.

A warm welcome to all who are new to our school and I look forward to meeting you and working with you.

*Linda Park.*

Linda Park  
Headteacher

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## 1a. Aims of the School

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**Inclusive:** Removing barriers to learning to provide an inclusive and engaging learning environment built on respectful relationships and equality.

**Ambitious:** Nurturing a positive mind-set to enable our young people to become confident and ambitious with high levels of self-esteem, aspiration and resilience.

**Progressive:** Providing high quality individualised and meaningful progression pathways that embed skills for learning, life and work.

*“At Greenfaulds we want pupils to have no limits placed on what we can achieve, where barriers are removed and skills are developed so we can succeed in school and in life after school.” S1 Pupil Voice*

**Ion-ghabhalach    Dian-thograch    Adhartach**



At Greenfaulds High School we strive to provide a stimulating, safe and well ordered environment where we offer a range of opportunities designed to help develop the pupils' potential in work and leisure to enable them to become successful learners, confident individuals, effective contributors and responsible citizens.

*This general aim is supported by a number of objectives:*

- Partnership is fostered among staff, pupils and parents.
- The education offered is based on equal opportunity for all.
- Academic expectations are kept realistically high.
- The professional skills and enthusiasm of the staff are valued.
- Mutual respect between pupils and staff is developed and maintained
- Older members of the school set a good example to the younger members.
- Each pupil is treated as an individual and is offered as much of a say in the life of the school as is compatible with the corporate needs of the school.
- A fair discipline system based on agreed principles is in place.
- Effective pastoral support is available to each pupil as required.
- Close links with associated educational establishments are forged to ensure continuous and progressive education for our pupils.
- The curriculum is designed to help to develop problem solving skills, practical skills and information skills, interpersonal skills and emotional and moral values in pupils.
- Independent thinking, co-operation and competition are encouraged in the appropriate circumstances.
- The school is open, welcoming, friendly and a pleasant place to be in.
- Members of the community are encouraged to make use of the school's educational facilities



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## 2. School Information

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### 2.1 Address

Greenfaulds High School  
Auchenkilns Road  
Cumbernauld  
Glasgow  
G67 4AQ

**Tel:** 01236 794876  
**email:** NL(Surname & 1<sup>st</sup> Initial)@northlan.org.uk  
**Web:** <https://blogs.glowscotland.org.uk/nl/ghshome/>

### 2.2 Roll

Greenfaulds High School is a non-denominational six-year secondary school for boys and girls which could accommodate 1522 pupils.

The current roll is

S1	S2	S3	S4	S5	S6	Total
270	258	265	250	234	161	1438

Looking ahead for the next three years, we anticipate that the number of pupils entering first year will be about, 240 in 2022/2023 and 240 in 2023/2024.

### 2.3 Accommodation

The new Greenfaulds High School building was completed in September 2016 and boasts high quality, modern teaching facilities across all curricular areas which meets the needs of all learners in a pleasant, open and welcoming environment.

The building comprises classroom accommodation for subjects such as English and Mathematics, Modern Languages, Gaidhlig and Social Subjects. There is a full range of specialist accommodation for Music, Drama, Art, Technical as well as Science and Home-Economics while state of the art facilities are available for students following vocational courses such as Construction.

Physical Education facilities include a Games hall, gym, Fitness Suite and mirrored dual purpose assembly hall used for dance. The state of the art outdoor facilities include all weather 3G and 4G pitches and an eight lane athletics track.

In addition there are up to date resources for Business Education, Computing Studies and Graphic Communication. LCD projectors and Interactive Whiteboards are utilised across the school to enliven the teaching environment and to enhance teaching and learning across the curriculum. The Library Resource Centre (LRC) is also fully fitted with computers and internet service is provided across the school by means of a secure server. A large Assembly Hall boasts seating for 340 people and is equipped with a generous stage which will be used extensively for pupil performances over coming years.

The school also now benefits from two lifts, access to disabled toilets and an Intimate Care Facility which will allow pupils with physical disabilities and complex medical needs to attend school whenever their conditions permit.

### 2.4 Community Use of the School

The school facilities are available during term time for let by local clubs and groups.

*Details of the letting procedure and charges may be obtained from :*

Community Facilities Section  
Coatbridge Community Centre  
9 Old Monkland Road  
Coatbridge M15 5EA

*Tel* 01236 632778

### 2.5 Associated Primary Schools

*The primary schools associated with Greenfaulds High School are:-*

Baird Memorial Primary  
Avonhead Road  
Condorrat  
G67 4RA

*Tel* 01236 632096

Ravenswood Primary  
Tiree Road  
Ravenswood  
G67 1NR

*Tel* 01236 632100

Condorrat Primary  
Morar Drive  
Condorrat  
G67 4LA

*Tel* 01236 794826

Westfield Primary  
Westfield Drive  
Westfield  
G68 9HJ

*Tel* 01236 794812

Eastfield Primary  
23 Cairntoul Court  
Eastfield  
G68 9JT

*Tel* 01236 632106

Woodlands Primary  
Melrose Road  
Greenfaulds  
G67 4BA

*Tel* 01236 632074

There are some placing requests from other schools

Parent Council can be contacted on one of the following email addresses:

[nlparkl@northlan.org.uk](mailto:nlparkl@northlan.org.uk)

[natsdavidson@yahoo.co.uk](mailto:natsdavidson@yahoo.co.uk)

### 3. The Staff

Senior Leadership Team						
	Head Teacher Mrs Linda Park	Depute Head Teacher Mrs Karen Adler	Depute Head Teacher Mrs Suzanne Beattie	Depute Head Teacher Mr R Bowie DHT (Acting) Mr Paddy Adler	Depute Head Teacher Mr Billy Harris	Depute Head Teacher Mrs Kirsty Foley
Strategic QI (descriptions taken directly from HGIOS4)	<b>1.3 Leadership of Change</b>  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change	<b>3.1 Equality and Inclusion</b>  Wellbeing  Fulfilment of statutory duties  Inclusion and equality	<b>3.2 Attainment</b>  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners' achievement  Equity for all learners	<b>2.2 Curriculum Rationale and design</b>  Development of the curriculum  Learning pathways  Skills for learning, life and work	<b>2.3 Learning and Teaching</b>  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring	<b>PEF Pupil Equity Funding</b>
Functional tasks	Staffing of school Budget Probationers Improvement Planning Absence Management of link staff	Primary/Secondary Transition Transforming Pathways ASN Child Protection Adult Protection HWB Absence Management of link staff	SQA Prelims Monitoring and Tracking – Senior Phase ICT Absence Management of link staff	Timetable Cover College/FA provision UCAS EMA H&S School Building/Factor liaison Absence Management of link staff	Understanding Standards SNSAs Monitoring and Tracking – BGE CLPL School Transport Absence Management of link staff	Identifying and implementing initiatives targeted at closing the poverty related attainment gap.
Links	Liaison with Education Managers, HR, Representative on Cluster planning group	Pupil Support SfL/Mod Lang Science	BICT Social Subjects DoE	Performing Arts PE Maths	English Tech Gaelic	
Link support staff		Librarian HSPO	Office	Janitors	Technicians	
Pupil responsibility		BGE – S1 and 0.5 of S2	Senior Phase – S4 and 0.5 of S5	Senior Phase – S6 and 0.5 of S5	BGE – S3 and 0.5 of S2	

### 3.2 Support Staff

<u>Librarian</u>	Donna Luc
<u>Technicians</u>	Mr S Hunter (Senior Technician) Mrs F McManus Mrs P Wearing Miss L Craig } (Science)  Mr S Brown (Technical)
<u>Janitors</u>	Mr G Murray (Area facility Officer) Mr B Smith (Facility Officer)
<u>Admin Staff</u>	Miss J Russell (Admin. & Finance Assistant) Mrs M MacDonald (Admin. Assistant)
<u>Office Staff</u>	Mrs J French Miss A Taylor Miss L Danskine Mrs S O'Neill Mrs J MacKinnon
<u>A.S.N.A's</u>	Mrs L Brynes Ms M McCook Mrs M Wilson Mrs M Knox Mrs L Campbell Mrs C McMahon Mrs C McKay
<u>Catering Supervisor</u>	Mr J Dow
<u>Home School Partnership Officer:</u>	Mrs L Hoy





### 3.3 Teaching Staff

The staff are shown by subject department. The current teaching staff is 106.3 FTE and this number of teachers is adjusted each Session according to the school roll.

#### ENGLISH

Ms G Cameron	PT
Ms D Addison	
Mrs M Brown	
Mrs S Burns	
Mrs F Duffy	
Mr A Gardiner	APTPS
Mr K MacLeod	
Mrs L Hasty	
Mrs D Croft	
Mrs S Logan	
Mr M Brown	
Ms C Mitchie	
Ms Ciara Limbert (Prob)	
Ms Grace Shaw	

#### MODERN FOREIGN LANGUAGES

Mrs C Sutherland/ Mrs E Jones	PT
Ms I Guillemet	
Ms L Henry	
Ms S Hunter	
Mr B McGowan	

#### GAELIC

Mr C Pendergast	
Mr K Rodgers	APT
Ms S Kilpatrick	

#### PERFORMING ARTS

Mrs S McKenzie	PT
Mr A Ritchie	
Mr D Sharpe	
Miss K Duncan	
Mr K Gillespie	
Mrs R Carmichael	CT
Ms R MacAngus	

#### BUSINESS EDUCATION & ICT

Mrs K Stubbs	PT
Mrs H Shoemark	CT
Mrs L Walker	CT
Ms C Buchanan	
Mr P Campbell	
Mr S Clulow	PTPS
Ms M Reilly	
Mrs L Todd	
Mrs S Beattie	DHT 0.8
Mr H Hady	

#### HEALTH & WELLBEING

##### PE

Miss E Moore	PT
Mrs K Doyle	
Mr S Neil	PTPS
Mrs R Davidson	PT Future Fridays
Mr M McRoberts	
Mr A Inch	
Mr R Prentice	
Miss S Kilpatrick	
<u>Home Economics</u>	
Ms M McKean	
Ms H Gardner	
Mrs J Thom	

#### DESIGN AND MAKE

##### Technical

Mrs M Aitken-McCaig	PT
Mr G Kielty	
Miss V Brownlie	
Mr W Harris	DHT

Miss K Oyler  
Mr A Coughlan  
Mr Bowie

#### Art

Ms K Armstrong  
Mr B Daniels  
Miss J Fleming  
Mr J McBride  
Mrs L Coffey

#### SOCIAL SUBJECTS

##### Modern Studies

Mr C Scoular PT/DHT 0.2  
Mrs J Bell  
Ms KA Paterson  
Mr D Proctor PT DYW  
Mr S Muir

##### R.M.P.S.

Mrs K Stewart  
Ms E O'Kane  
Mss M Haugh  
Miss Moffat Prob

##### History

Ms L Gilchrist APTPS  
Mr M Bradley PTPS  
Mr S Urquhart  
Mr Sweeney

##### Geography

Mrs K Foley DHT PEF  
Mrs L Meikle  
Ms D Morrow  
Ms C Martin  
Mr G Galloway

##### Psychology

Miss N McBride

#### SCIENCES

##### Chemistry

Mrs M Muirhead PT  
Mr A Blair  
Ms E Todd  
Mr J Trotter  
Ms P Coltart

##### Physics

Mr K McDonald  
Mrs A Brown

##### Biology

Mr C Scott  
Mrs C Heselwood PTPS  
Mrs K Adler DHT  
Mr A Dickie  
Mr D Meikle  
Mrs A Bingham  
Miss C McLennan

#### MATHEMATICS

Mrs J Bonar PT  
Mrs S Gallagher  
Mr P Adler ADHT  
Mrs S Kilpatrick PTPS  
Mrs M Bell  
Mrs J Russell  
Mrs D MacLeod  
Ms M Earl  
Ms P Reilly  
Mr R Devlin  
Ms Sommerville  
Ms Docherty

<b>PT</b>	-	Principal Teacher Subject
<b>DHT</b>	-	Depute Head Teacher
<b>ADHT</b>	-	<b>Acting DHT</b>
<b>PTPS</b>	-	Principal Teacher Pupil Support
<b>APT/APTPS</b>	-	Acting PT/ Acting PTPS
<b>CT</b>	-	Chartered Teacher

#### SUPPORT FOR LEARNING

Mrs C Sutherland / Mrs E Jones PT  
Mrs N MacDonald  
Mr M Britton

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## 4. School Hours

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The school day is currently organised as follows:-

Day	P1	P2	Interval	P3	P4	Lunch	P5	P6	P7
Mon to Thu	8.55 – 9.45	9.45 – 10.35	10.35 – 10.50	10.50 – 11.40	11.40 – 12.30	12.30 – 1.15	1.15 – 2.05	2.05 – 2.55	2.55 – 3.45
Friday	8.55 – 9.45	9.45 – 10.35	10.35 – 10.50	10.50 – 11.40	11.40 – 12.30	12.30 – 1.15			

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## 5. The School Year 2022/2023

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### First Term

Teachers Return ( <i>In-Service</i> )	Monday 15 August 2022
( <i>In-Service</i> )	Tuesday 16 August 2022
Pupils return	Wednesday 17 August 2022
Close ( <i>September weekend</i> )	Friday 23 September 2022
Open	Tuesday 27 September 2022
Close ( <i>October mid Term</i> )	Friday 14 October 2022
Open	Monday 24 October 2022
Staff Inservice Day	Monday 14 November 2022
Close 2.30pm ( <i>Christmas</i> )	Thursday 22 December 2022

### Second Term

Open	Monday 9 January 2023
Closed ( <i>February mid Term</i> )	Monday 13 February 2023
Closed ( <i>February mid Term</i> )	Tuesday 14 February 2023
Staff inservice day	Wednesday 15 February 2023
Close 2.30pm ( <i>Easter break</i> )	Friday 31 March 2023
Open	Monday 17 April 2023

### Third Term

Closed	Monday 1 May 2023
Staff Inservice	Tuesday 2 May 2023
Close ( <i>May weekend</i> )	Friday 26 May 2023
Open	Tuesday 30 May 2023
Close	Wednesday 28 June 2023



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## 6. Transfer/Enrolment

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### 6.1 Transfer from Primary

Most of our pupils come here directly from one of our six associated primary schools. We meet regularly with the head teachers of the primary schools to discuss the transfer arrangements for pupils and the many other transition activities. Parents and pupils are kept well informed about the transfer and we do a number of things to help smooth this process:

- The Primary Heads meet with Mrs Park and the DHT S1, regularly to discuss links and the exchange of information.
- The Head Teacher and Senior Staff meet with primary 7 parents and pupils around September each year.
- Primary 7 parents and pupils are invited to an Open Evening in Greenfaulds High in October.
- This handbook is normally issued in December.
- Transition work for most P7 pupils (earlier for some) starts in September with the launch of subject specific transition activities for pupils from associated Primary schools.
- In the summer term each year the P7 pupils spend two days at Greenfaulds High School following a “typical” first year timetable.
- Support for Learning staff talk to the primary 6 and 7 teachers to get information on pupils, particularly those who need additional support. The Principal Teacher for Support for Learning and Home School Partnership Officer are also involved in this process.



- Some subject teachers visit the primaries to deliver lessons.
- Inter-primary sports events are held at Greenfaulds.
- Inter-primary competitions are organised, in Science, Mathematics and in Technical Education.

Primary school records, Primary 7 Profiles and the information gathered by staff are used to help group the pupils into mixed-ability classes in S1 in some subjects and to ensure that pupils start courses at an appropriate level in others. Although pupils from different primary schools are mixed, we make sure, where possible, that more than one pupil from each school is in each S1 class. Parental wishes regarding the placement of twins are taken into consideration.

If parents wish to discuss any aspect of enrolling in Greenfaulds High School, they are welcome to contact the Depute Head in charge of S1.

### **6.2 Placing Requests**

Parents with pupils from schools outwith the catchment area who wish to enrol their children in Greenfaulds High School at the normal transition time are welcome to contact the school to arrange a time to visit the school. The enrolment requires the completion of a placing request form, obtainable from their primary school. We like to make contact with all such pupils before the end of May to ensure that they can participate in the two day visit and their transition into secondary school in August is made as smooth as possible.

### **6.3 Leaving Dates**

Pupils who reach the age of 16 by 30 September may leave school at the end of the previous session.  
Pupils who reach the age of 16 by 28 February may leave school at the end of the previous Christmas term.




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## **7. Pupil Support Structure**

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Pupil Support Teachers are the first point of contact all young people in their charge.

Greenfaulds High School Pupil Support Department takes a holistic approach to promoting the development and wellbeing of each pupil in their care. This is to ensure that every pupil has the opportunity to develop a trusting and secure relationship with their Pupil Support teacher who has the responsibility to look after them, listen to their concerns, involve others where necessary and takes account of the stage of growth, development and maturity of each individual in the social and community context.

There are seven Pupil Support teachers with an extended team of pupil support staff. Each Pupil Support teacher has the responsibility for approximately 200 pupils in one of the seven Houses. The House System operates in a vertical structure which allows family members to have the same Pupil Support teacher in the same House.

The day-to-day role of the Pupil Support teacher is to advise and support pupils on the important decisions they are required to make as they move up through the school years. Pupil Support staff help and provide resources to allow pupils to make informed choices on their subjects, careers, health, social and emotional well being. The Pupil Support staff interview pupils routinely throughout the year to give personal pupil support where appropriate and to provide advice on subject choices at key points that coincide with interviews from the Careers Officer. Pupil Support staff monitor timekeeping, standards of uniform and attendance. Pupil Support staff also work with Lyndsey Hoy, Home School Partnership Officer located within the school and with other agencies where appropriate to extend the levels of support available to our pupils.

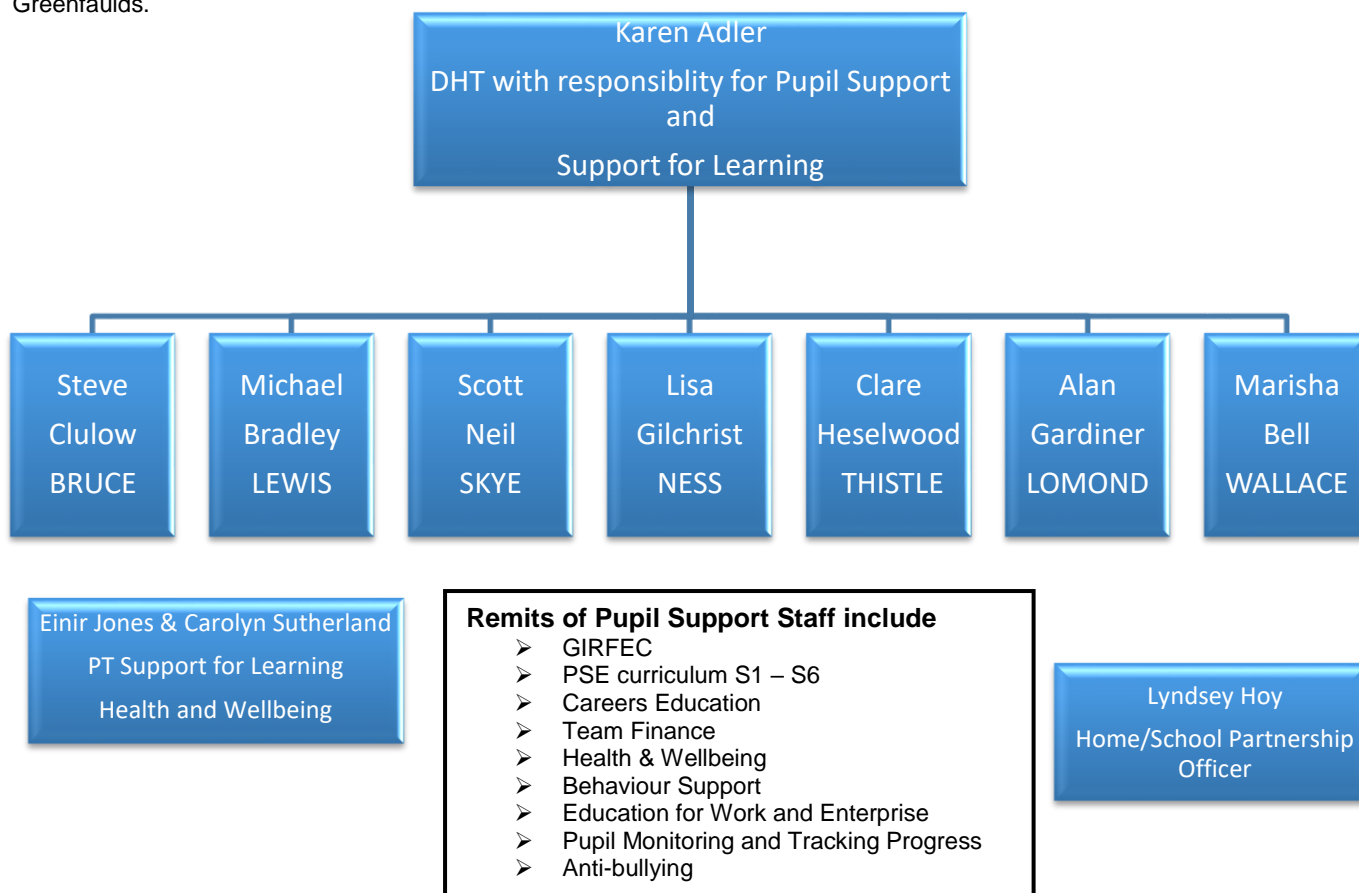
Pupil Support staff are in charge of and teach Personal and Social Education (PSE) to raise awareness and develop pupils' knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional and social wellbeing now and in the future. The topics taught within the PSE programme for S1-6 include Mental and Emotional wellbeing, Social Wellbeing, Planning for Choices and Changes, Substance Misuse and Relationships, Sexual Health and Parenthood. All topics have been designed to allow for coherence, depth, progression and enjoyment.

Pupil Support teachers are happy to see parents by appointment, which can be made by telephoning the school office. They are also available at the year group parents' meetings and other meetings held during the year.

## 7.1 The Pupil Support Staff

A parent's first point of contact with the school should be a member of the Pupil Support Team.

Every child is allocated to a member of the team who will normally be responsible for the pupil during all of their time in Greenfaulds.



## 8. Equal Opportunities and Social Inclusion

We are committed to providing an appropriate educational experience to all pupils. This is provided irrespective of their gender, sexual orientation, race, religion or ability. Matters regarding racial or religious intolerance are treated seriously and investigated fully. Contact Mrs Karen Adler, D.H.T. S1 or your child's Pupil Support Teacher should you have any concerns.

Issues of equal opportunity will be dealt with during some formal lessons, for example Modern Studies, Religious Education and Personal and Social Education. All pupils are viewed as individuals and the school tries to treat all pupils as individuals and try to respond to their individual needs. We also organise industry and enterprise events to explore career paths during which we promote equality of access to all pupils.

*The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.*

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance- schools-scotland>

## 9. Curriculum for Excellence

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

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.*

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.



## What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

Expressive Arts	Religious and Moral Education
Health and Well Being	Sciences
Languages (Literacy)	Social Studies
Mathematics (Numeracy)	Technologies

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teachers will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education'.

The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Learning is divided into two phases.

The **Broad General Education (BGE)** is from nursery to the end of Secondary School Year 3. Learning is divided into levels which are shown as follows:

<u>LEVEL</u>	<u>STAGE</u>
Early	the pre-school years and P1 or later for some
First	to the end of P.4 but earlier or later for some
Second	to the end of P7, but earlier or later for some
Third and fourth	S1-S3, but earlier for some

The **SENIOR PHASE** is from Secondary School Year 4 and beyond

Senior Phase	S4 – S6 and college or other means of study
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As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.

## How will my child's learning be assessed?

National 4 and 5 qualifications were introduced in 2013/2014

Access, Highers and Advanced Highers reflect Curriculum for Excellence. New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff.

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements

*Raising Achievement for All* forms the overarching strategy for the service. Subtitled 'Experiences to Last a Lifetime', this strategy aims to harness the combined forces of Education, And Families to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire."

### 9.1 S1 - S3 (General Phase)

Pupils in GHS are entitled to a broad general education during the General Phase (S1-S3). They will study a full range of subjects from the eight curriculum areas previously listed. In addition they will be given opportunities to participate in interdisciplinary initiatives as well as a wide variety of activities outwith the standard curriculum to enable them to develop into successful learners, confident individuals, effective contributors and responsible citizens.

Below is shown a typical First Year pupil's timetable.

	1	2	3	4	5	6	7
<b>Monday</b>	History	Physical Education	English	French	Science	Mathematics	Music
	1	2	3	4	5	6	7
<b>Tuesday</b>	Mathematics	Personal Development	Information Technology	Modern Studies	English	French	Home Economics
	1	2	3	4	5	6	
<b>Wednesday</b>	Mathematics	English	Information Technology	Personal Development	Science	Home Economics	Personal development
	1	2	3	4	5	6	7
<b>Thursday</b>	Physical Education	Technological Studies	RMPS	French	English	Mathematics	Science
	1	2	3	4			
<b>Friday</b>	Geography	Art	Mathematics	Drama			

## 9.2 S4 – S6 Senior Phase

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

Every young person is entitled to experience a senior phase of education where they can continue to develop the four capacities and also obtain qualifications. The senior phase of the curriculum relates to the period S4 to S6 in schools.

This senior phase should:

- provide specialisation, depth and rigour
- prepare pupils well for achieving qualifications to the highest level of which they are capable
- continue to develop skills for learning, skills for life and skills for work
- continue to provide a range of activities which develop the four capacities
- support them to achieve a positive and sustained destination.

As young people move into S4, they will continue to develop the four capacities to become successful learners, confident individuals, effective contributors and responsible citizens.

To do so, they must continue to have opportunities that reinforce their broader learning and achievements through a range of experiences including enhancing skills for life and skills for work, an active and healthy lifestyle and an appreciation of Scotland and its place in the world. There will be continued opportunities to maintain and enhance their literacy and numeracy skills.

They will also start building their lifelong portfolio of qualifications. The qualifications young people aim for should be flexible and designed to offer pathways to the next stage, whether in further or higher education, employment or training. They should be able to be taken at school, college or other settings and they should provide credit for young people's attainment. National 4 National 5 and Higher qualifications have replaced current Standard Grade & Intermediate Levels. Pupils can still go on to study for Advanced Higher Qualifications in some subjects.

While many students will elect to study a broad range of traditionally 'academic' subjects an increasing number will choose to combine these with skills for work courses which are specifically designed to encourage pupils to develop skills and confidence in readiness for the World of Work.

The Courses provide practical experiences that are linked to particular careers and will help young people to develop knowledge and skill which will be vital not only for employment but for life in general.

At this stage, the needs of pupils are taken into account when choosing subjects and this selection is supported by their Parents/Carers, their Pupil Support teacher and by staff from Skills Development Scotland.

To emphasise the responsibility now placed upon them in the Senior Phase, students will be expected to sign an agreement which sets out reasonable expectations on behalf of the school and of the student. This agreement is countersigned by parents.

## 9.3 Skills for Work

At every level, pupils will be given the opportunity to participate in events designed to develop skills for learning, skills for life and skills for work.

Within the Junior Phase of Curriculum for Excellence, S1 pupils will participate in activities related to Health and Wellbeing and Diversity while pupils in S2 or S3 will participate in the "Developing Young Workforce" day. All Fourth Year pupils take part in the Work Experience programme, spending a week in a work environment. This is a rewarding part of their personal development.

In S5 and S6 students are involved in a variety of events which enhance their personal development and develop leadership skills. These include Mentors in Violence Prevention (MVP) and Rights Respecting Schools. Training as well as Peer Supporter training working with classes in the junior phase and senior pupils also assist colleagues in our associated primary schools and have opportunities to organise and host charity fundraising events and events for other pupils such as the Halloween Disco and the annual S6 Prom.

#### **9.4 Careers Education**

Our Careers Education Programme begins in S1 and aims to develop career management skills to ensure that each pupil achieves a positive destination. At Greenfaulds we are committed to working with pupils to prepare them for later life and are able to build the skills, knowledge and self awareness to develop aspirational career aims and the confidence to achieve them.

Our Personal and Social Education programmes for S1 – S6 contains important careers information to support subject choices as well as allowing pupils to explore their own strengths and skills in order to pursue their chosen career path. At Greenfaulds High school we are actively involved in developing our young work force to prepare them fully for their future employment. Pupils at all stages are provided with one to one support from their Pupil Support Teachers to help them make informed choices regarding their future. Our careers board is regularly updated and provides pupils with information regarding current training and apprenticeship opportunities as well as forthcoming college/university open days.

Each year the school organises a considerable number of visiting speakers to talk to groups of pupils about employment opportunities, Higher Education, Further Education etc. Pupils may choose to attend a number of these talks. In addition, senior pupils have the opportunity to attend university and college open days. We also hold a biennial Careers Conference which is attended by representatives from Training Agencies, Colleges, and Universities etc and offers pupils and parents the chance to find out what educational opportunities there are after school along with possible entry requirements.

Our careers programme is also supported by Skills Development Scotland and our Careers Advisor Morven Jarvis who is based within the school four days a week. Mrs Jarvis is involved in the delivery of group sessions to all pupils as well running a drop in clinic for pupils in need of careers advice. Our programme of careers advice runs in conjunction with the Planit and My World of Work websites, provided by Skills Development Scotland. Both contain information on the job market as well as offering specific help tackling tough interview questions, writing a CV or personal statement. The websites also provide pupils with the resources to plan, build and direct their careers throughout their lives.

To explore My World of Work and the range of tools on offer, visit [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)  
Help can also be accessed through - [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

#### **9.5 Contact with the Careers Service**

Parents are of course welcome to contact the Careers Officer (Mrs Morven Jarvis) for help and advice concerning their child's courses or career prospects. This can be done through the local Careers Office:-

Skills Development Scotland  
New College Lanarkshire  
Cumbernauld Campus  
North Carbrain Road  
Cumbernauld  
G67 1HU

01236 720 889 / 01236 757 400

Open Tuesday, Wednesday, Thursday  
9-12.30pm 1pm-4.45pm

We also have our main North Lanarkshire Hub centre:  
Skills Development Scotland  
61 Stirling Street  
Airdrie  
ML6 0AS

01236 757 400

Open Mon - Friday 9am - 5pm  
(Opens at 10am on a Wednesday)

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## **9.6 Gaelic Provision / Foghlam Gàidhlig**

Gàidhlig education was first introduced to the school in session 2001/02. The Department mostly receives pupils who have previously been taught through the medium of Gàidhlig at Condorrat Primary School and builds on their knowledge so that they can achieve in national SQA units and course examinations in the language. A number of pupils also enter the department from other associate primary schools in order to follow the Gaelic (Learners) course.

'S ann aig toiseach seisein 2001/02 a chaidh foghlam Gàidhlig a chur air chois san sgoil. Gheibh an Roinn Ghàidhlig a' mhòr-chuid de sgoilearan à Bun-sgoil Chondobhrait far an d' fhuaras an cuid foghlaim tron mheadhan na Gàidhlig agus cuirear ris an eòlas aca air chor 's gun tèid aca air aonadan is deuchainnean chùrsaichean nàiseanta an SQA a dhèanamh anns a' chànan.

At present there are 88 pupils in the Gàidhlig department, ranging through years 1 to 6, 19 of whom are in second language learners' courses. The intake is again set to increase in August 2022.

Aig an àm seo, thathas a' teagasg Gàidhlig do 88 sgoilear eadar bliadhnaichean 1 gu 6, nam measg tha 19 ann an cùrsaichean luchd-ionnsachaidh. Thèid na h-àireamhan seo am meud a-rithist anns an Lùnastal 2022.

At this time, session 2019/20, there is the equivalent of four full time teachers of Gàidhlig as well as an additional teacher who works two days per week and a probation teacher. All teachers have a Gàidhlig language remit. Additionally, a number of subjects are provided through the language. Courses have continued to develop and all social subjects are available through to certificate level. In total 7 subjects are delivered through the medium of Gàidhlig in both 1st and 2nd years with many being taught to certificate level. A number of interdisciplinary initiatives are also once again planned for this session. The department is at the cutting edge of innovations in Gaelic medium education nationally and this was recognised the year before last as the school received the award for Innovation in Gàidhlig Education at the Bòrd na Gàidhlig and Daily Record Awards.

Ann an seisean 2019/20, tha co-ionnan ri ceathrar thidsearan làn-thìde de Ghàidhlig ann a bharrachd air tidsear eile a tha ag obair dà latha san t-seachdain agus tidsear trànaidh. Tha uallach air gach duine aca cànan Gàidhlig a theagasg. A bharrachd air sin, gheibhear àireamh de chuspairean tron chànan. Thathas a' sior-leasachadh nan cùrsaichean agus faodar na cuspairean sòisealta uile a thaghadh gu ruige ìre teisteanais. Uile gu lèir, thathas a' libhrigeadh 7 cuspairean tron Ghàidhlig eadar a' 1d is an 2na bliadhna le cuid air an teagasg gu ìre teisteanais. Cuideachd, san t-seisean seo a-rithist, thathas an dùil ri bhith an sàs ann an àireamh de dh'iomairtean eadar-chuspaireach. Tha an Roinn air tús gnothaich ann am FGE aig ìre nàiseanta agus chaidh seo a chomharrachadh bho chionn dà bhliadhna le duais Innleachdas ann am Foghlam na Gàidhlig bho Bhòrd na Gàidhlig agus an Daily Record.

The Gaelic Department offers a number of extracurricular activities including the Gàidhlig drama group who, with professional support, produce films for the FilmG competition each year which has witnessed a number of successes in recent years, including Best Film at the awards. There is also success insofar as music is concerned as our Gaelic music group were shortlisted for the Gaelic award at the Young Scot Awards. The music group also performed at Broadwood Live by the Loch with Mànnan and Dougie Maclean. Other initiatives include support for pupils whilst preparing for Mòd competitions, school trips including two residential to Harris and Skye. Supported Study is also available, as is support for reading as we have a paired reading group who meet twice a week.

A thuilleadh, tha an roinn a' tairginn àireamh de thachartasan taobh a-muigh a' churraicealaim am bliadhna: Buidheann Dràma le ullachadh proifeiseanta airson co-fharpais FilmG gach bliadhna le tòrr soirbheas na lùib, leithid duais am Film as Fheàrr aig na Duaisean agus air gearr-liosta airson Duais Innleachdas ann am Foghlam Gàidhlig aig Duaisean Gàidhlig Bhòrd na Gàidhlig agus an Daily Record: Chluich buidheann ciùil, Làn Chomais aig cuirm-chiùil *Live at the Loch* còmhla ri Mànnan agus Dùgaidh MacIlleEain. Bithear a' toirt taic do sgoilearan ag ullachadh airson farpaisean aig a' Mhòd agus bithear a' cur dà thuras air dòigh don Hearadh agus don Eilean Sgitheanach. Taic Ionnsachaidh ri faotainn faisg air àm dheuchainnean agus bidh leughadh caraid againn dà uair san t-seachdain.



## 10. Additional Support Needs

Greenfaulds High School complies with the Learning (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017

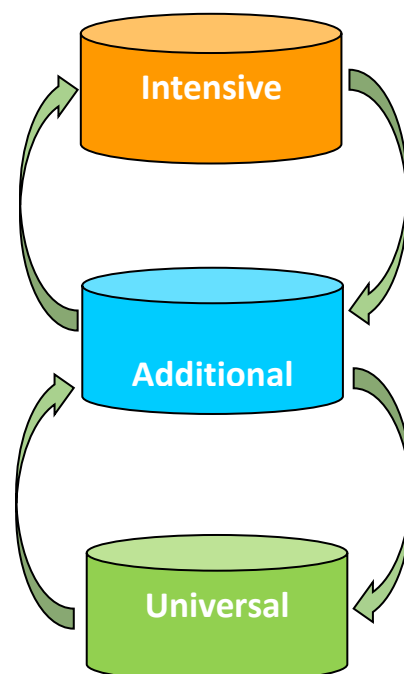
North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

A wide range of factors may give rise to a young person having additional support needs. These may be as a result of:

- \* Learning environment
- \* Health & disability
- \* Family circumstances
- \* Social & Emotional

Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.

Pupils who have English as an additional language are supported as required within the classroom setting. If required, further support and advice is sought from EAL Support Team.





All Staff, in particular Pupil Support and Support for Learning, work together to ensure early identification and that the most appropriate, inclusive and least intrusive supports are put in place.

**If parents have concerns regarding any of the factors described above, the first point of contact to discuss these would be the Pupil Support Teacher.**

Transition planning from primary to secondary for young people with additional support needs begins in Primary 6. All those involved with the young person's education, including the parent /carer and young person, meet to discuss and plan how needs can be best met at secondary and if any additional resources will be required. Similarly, as young people are moving towards the end of their formal education, post school transition planning takes place and will for some young people begin as early as S3. This is to ensure that our young people with additional support needs have better choices and chances as they leave school in finding a positive destination.

For the majority of young people their additional support needs will be met within the day to day work in the classroom. Classroom needs are identified through transition planning and all staff have safe, confidential access to this through our electronic system. This information is updated following pupil monitoring reports and review meetings.

For some young people with significant needs, supports can be requested from outwith the classroom but within the school and/ or education. This may include a support for learning assistant, home school partnership officer, technology support and the Educational Psychologist. There is a wide range of interventions available and the individual capabilities and needs of each young person are carefully considered to ensure that the most appropriate and inclusive supports put in place. If these supports are significant and long term then a Getting It Right For Me plan may be required. The plan is drawn up by the designated Pupil Support or Support for Learning Teacher in consultation with class teachers, the young person and parents/ carers. Long and short term targets are built around the eight Health and Wellbeing indicators within a Curriculum for Excellence and related Getting It Right For Every Child (GIRFEC) agenda. This plan is monitored and evaluated regularly. Getting It Right For Me plans (GIRFMe plans) enable staff to plan effectively for children and young people with Additional Support Needs.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan

#### **Support and Advocacy for young People and Parents**

**There are a number of recognised agencies and organisations that can provide further support and advice to parents and young people and provide an advocacy service for young people if appropriate. These include:**

**“Enquire”, the Scottish advice and information service for additional support for learning.**

**Scottish Independent Advocacy Alliance**

**Scottish Child Law Centre**

#### **10.1 Dispute Resolution**

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs Tribunal has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP or the content of it, you may be entitled to refer to the Tribunal.

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## **11. School Improvement Plan 2021 – 2022**

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The School improvement plan can be accessed via the school website, by going to

<https://blogs.glowscotland.org.uk/nl/ghshome>

Select ‘School Improvement Plan’ from the drop list under ‘Our School’

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## **12. Homework**

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Homework is an important aid to learning. Some of the reasons for giving homework are

- Revision of work done in class, often before class tests or the start of new work.
- Consolidation of work covered in class.
- Extension of work covered in class.
- Routine work at home to allow time for more difficult concepts or practical/experimental work in class.

Homework helps pupils to learn and they should understand why particular homework is given. Good homework habits in first & second year will carry through to later years.

In addition to set homework, pupils, particularly those in more senior classes, should study at home. Staff will advise pupils on the best pattern of study for their own subjects. There are no rigid rules about the amount of homework given since it depends very much on the subject, the level of study and the age and ability of the pupil.

The following is a rough guide:

First, Second and Third Years (Junior Phase)	.....	up to 5 hours per week in total by end of S3
Fourth, Fifth and Sixth Years (Senior Phase)	.....	about 2 or 3 hours per week per subject

Pupils in years 4 to 6 will normally be involved in a number of pieces of work throughout the session such as folio pieces or assignments, which contribute to the final assessment in the SQA examinations. Pupils will be advised of the deadlines for completion of these pieces of work. Sometimes pupils who are involved in two or three of these assignments find that they have a considerable amount of work as the deadlines draw near so they need to be particularly well organised. Failure to meet the deadlines may impact on their final results.

We ask parents to support pupils in completing any homework tasks to the best of their ability. This is a valuable factor in maintaining a link between home and school.

It is well known that pupils who work well at home generally do better in examinations

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## 13. Ethos

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Greenfaulds High School has an inclusive ethos in which all pupils are encouraged to participate and contribute towards the wider life of the school and to achieve to the best of their ability. The achievements of all pupils are recognised and celebrated in a variety of ways:

- Pupils' participation and achievements are highlighted on the schools's achievement wall; images and reports are displayed on notice boards around the school, on the school televisions, in the school newsletter, on the website, via twitter and in the local paper.
- Pupils often assist with showcasing school events such as SMT visits to primary schools and the P7 Open Evening. This can often give a forum for pupils to grow in confidence by engaging with new people.
- Pupils in S1 who attend summer school are given the opportunity to achieve High Five accreditation and are invited to an award ceremony to receive their certificates.
- S6 pupils have a special Graduation Ceremony to celebrate their achievement and contribution to the school.
- Pupils are invited to take part in Junior and Senior Awards Ceremonies at end of the school year where they are rewarded for a broad range of achievements both academic and social.
- Pupils from all years actively take part in organising and participating in a huge number of events raising funds and support for a wide range of charities.

### **Pupil Voice/Rights Respecting Schools Group**

The pupils of Greenfaulds High have the opportunity to contribute to the management of the school in a variety of ways. The school has moved away from the more traditional pupil council format and tried to embrace a wider range of views from across the school to ensure that all our students have their voices heard.

The school currently has achieved a Rights Respecting School Award administered by UNICEF. At the heart of this is a commitment to children's rights. Silver, our students developed a charter which reflects the values of our school and an integral part of that was article 12, the right for a child to have their voice heard. Our school is wholly committed to ensuring that right is fully protected and promoted for all our students and to have it embedded throughout our curriculum. Each department in the school hold focus groups throughout the year where a representative sample of students views are taken on board in relation to teaching and learning. The forum for pupil voice is embedded into departmental improvement planning, to ensure that pupil views are taken into account in lesson planning and delivery.

Our Rights Ambassadors carry out a lot of work in promoting the rights of the children in the school and ensuring that their



rights are respected. Their work has meant they have had an involvement in the updating of the school's promoting behaviour strategy, recognising wider achievement, development of the school Rights Charter and leading learning on issues such as global citizenship during events such as Comic Relief, amongst many others.

We also have established a Mentors in Violence Prevention Programme which gives our senior students ownership of leading learning on the issue of being a 'by-stander' to violence. They have worked closely with every 1<sup>st</sup> and 2<sup>nd</sup> year student as well as carrying out work with their own peers on issues such as alcohol and consent.

Our Subject Ambassadors and our Senior Peer Mentors use their roles to promote aspects of the curriculum, including sport and health and well-being and to inform and enhance experiences for young people within the curriculum.

Pupils have the opportunity to share their views and to respond to issues, both local and global through the work of the Citizenship Committee, where our House Captains promote and support the work of charities. Recently pupils advocated for and formed an Equality Group which meets weekly and provides a secure environment for young people to discuss issues and a platform to express their views.

### **Pupil Parliament**

The Greenfaulds Pupil Parliament launched in the autumn term of 2019 and currently has in excess of 100 members and is headed by the School Captains and the Speaker (who is chosen by the parliament).

The students involved meet throughout the year as a parliament to discuss issues that are important to them and can help improve the experience of coming to school for all our young people. They debate these in detail and take votes on motions to put forward to SMT or even to North Lanarkshire Council.

There are also committees as part of the parliamentary structure and these can vary year to year depending on what initiatives require to be taken forward. For the 2019/20 session the following committees running are:



**Community engagement**  
**Digital Ambassadors**  
**Eco**  
**Health and Wellbeing**

**LGBT**  
**Rights**  
**School Spirit**  
**Social Justice**



These committees meet more frequently throughout the year than the parliament does as a whole and carry out work in their specialist areas.



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## **14. Spiritual, Social, Moral and Cultural Values**

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Since we live in a multi-racial society with many different religions, it is important that our pupils have a wider understanding of the needs and beliefs of the different people they will meet at work and at play. Religious and Moral Education provides the opportunity for pupils to explore different customs and religions of the world, including Christianity, Buddhism, Islam and others. Pupils in years 1 to 4 have 1 period each week devoted to Religious and Moral Education, taught by a specialist teacher. In addition to this, all pupils in S1 participate in a day devoted to celebrating diversity in which they learn about the customs and practices of all world religions and experiences some of the customs associated with these.

Parents have the right to withdraw their children from this element of the school curriculum. If you wish to discuss this, please contact the Depute Head Teacher in charge of the year.

Each year group and House Group in the school has regular assemblies which in addition to dealing with administrative matters, deal with matters of corporate and general interest, which allow pupils to contemplate their personal feelings on many aspects of modern life. The School Chaplain, Mr Alan Welsh, sometimes participates in Assemblies.

*Parents/guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.*



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## 15. Extra Curricular Activities

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A wide range of activities is offered to pupils of all ages outwith school hours. Some take place during lunchtime and others at the end of the school day. Some take the form of additional curricular support such as Supported Study in the run up to prelims or SQA Examinations but numerous of extra curricular activities are also offered. These activities are organised by members of staff who give up their free time to offer an extra dimension to the education of Greenfaulds pupils. These activities are organised by staff who have special skills, talents and enthusiasm and who offer them entirely in their own time.

A great many pupils benefit from participation in these activities and the good relationships between staff and pupils which are built up have a beneficial effect on the academic performance of many pupils as well as giving them a sense of belonging to the community of Greenfaulds High School. Extra-curricular activities improve the positive atmosphere of the school and help to make it a welcoming place.

The activities usually on offer include the following:

Art Supported Study	Dance	Modern Studies Club	School Band S1-S6
Athletics Club	English Supported Study	Music Practice Club	School of Rock Club
Badminton	Film Club	Netball Club	Science Club
Baking Club	Gaelic Drama Club	RMPS N4/5 Supported Study	Science homework club
Breakfast Club	Gaelic Supported Study	Robotics Club	The Greatest Show choir
Bus Ed. Supported Study	Girls Football	Rugby	Traditional Music Band
Code Club	Graphics and D&M Supported study	S1 - S3 Football	Trampolining
Computing Supported Study	Gymnastics	S1 - S6 Games/Chess Club	Ukelele Club
Craft Club	Maths Support Class	S1 Get involved group	Volleyball
Cross Stitch	Maths Supported Study	S1 Lunch Club/Buddy	

We have Activities Days in June each year during which pupils may go on foreign trips or day excursions.

We value these days since they allow staff and pupils to get to know each other in situations outside the classroom.

We regard the participation in these activities as a way of saying "thank you" to those pupils who have shown a cooperation with the school, worked well, behaved well and attended well throughout the year and have accepted the corporate ethos by conforming to the school dress code.

*Supported Study is offered regularly by numerous departments in the course of the school year. Details are issued by individual departments and the support offered ranges from Homework Clubs in (S1 – S3) to focused study sessions in S4, S5 & S6. Additionally the school has run a successful Easter School for several years. This is available to pupils from S4 – S6 and is effective in assisting pupils to prepare for forthcoming SQA examinations.*



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## 16. Freedom of Information

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Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01698 302484

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## 17. General Data Protection Regulations (GDPR)

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### What is this statement?

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

### Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Civic Centre, Motherwell ML1 1AB.

### Why do we need your personal information and that of your child or young person?

The Council has a legal obligation to deliver an effective education service to all children and young people in North 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.

### Legal basis for using your information

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

### Your personal information

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during



registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

#### **How will we use this information?**

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to allow us to process Education Maintenance Allowance (EMA) applications
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

#### **Who do we share information with?**

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with 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.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

#### **How long do we keep your information for?**

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can

View this on our website at our website at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Civic Centre, Motherwell, ML1 1AB.

#### **Your rights under GDPR**

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
  - you think that we no longer need to hold the information for the purposes for which it was originally obtained
  - you have a genuine objection to our use of personal information.
  - or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or

young person's head teacher or head of establishment in the first instance.

The Council's Data Protection Officer
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.
Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to <a href="mailto:AITeam@northlan.gov.uk">AITeam@northlan.gov.uk</a>

The Information Commissioner
You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).
Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
<a href="mailto:casework@ico.org.uk">casework@ico.org.uk</a>

b) Transferring Educational Data about Pupils

Education authorities and the Scottish Government

Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

**Why do we need your data?**

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to: plan and deliver better policies for the benefit of all pupils,

- ☐ plan and deliver better policies for the benefit of specific groups of pupils,
- ☐ better understand some of the factors that influence pupil attainment and achievement,
- ☐ target resources better.

**Your GDPR rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

**Concerns**

If you have any concerns about the ScotXed data collections you can email [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk) or write to **The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.**

**Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.**

**Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website, <http://www.scotxed.net>.

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## 18. Child Protection

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Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Headteacher is responsible for the schools actions in response to Child Protection concerns.

If there are any Child Protection concerns the Headteacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is Mrs Karen Adler, Depute Head Teacher.  
Telephone Number 01236 794876

### Adult Protection

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society.

The Head Teacher is responsible for the schools actions in response to Adult Protection concerns

If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines Protection Procedures and Guidance

Adult Protection Co-ordinator is: Karen Adler

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## 19. School Discipline

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### 19.1 Positive Behaviour

The school places an emphasis on positive attitude to work and behaviour. The policy is designed to ensure that pupils realise they are responsible for their own behaviour. To this end the "Promoting Positive Behaviour" policy was launched in the Autumn term of 2005 and revised in August 2009 and again in October 2017.

A copy of the policy is included as Appendix 1

In addition, pupil behaviour is closely monitored using the Seemis System. All staff in the school have access to this and it allows Pupil Support and Senior Management to identify behavioural patterns, good and bad. Where we have concerns over behaviour we shall contact parents. Good behaviour is rewarded through certificates and participation in school social events and trips.

### 19.2 Anti-Bullying Policy

Bullying is not tolerated and the school has a comprehensive policy for dealing with such situations. Pupils and parents should feel able to contact the school and let us know if bullying is occurring so that we may agree appropriate action.

Initial allegations of bullying are dealt with at the lowest possible level in order to allow young people the opportunity to recognize the impact of their behavior and change it. If the bullying behavior is persistent the school's response escalates and in extreme cases may lead to the bully being excluded.

In common with many other institutions we are increasingly having to deal with the effects on pupils of Cyberbullying. This is where pupils engage in online activities which are threatening or demeaning to others and which cause problems within the school environment. Because the activity has taken place outwith the school environment it is usually the responsibility of parents and/or the police to deal with it however a standard letter will be sent by the school to parents of pupils engaged in such activities where the confidence or performance of another child is seen to be affected in school by the online activity.

### 19.3 Supervision in Non-Class Times

An Adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990

### 19.4 External Provider Staff

School disciplinary policy & procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within a NLC establishment.

External staff with allocated classes in schools should be met by a school senior manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed.

Any misconduct should be reported to a member of the school SMT before the close of the business day.

There is also adult supervision in canteen areas at interval and lunchtimes. Pupils with additional support needs who require individual supervision arrangements should contact their child's pupil support teacher in the first instance to discuss this.

## 20. Home & School Links

Parents of pupils at Greenfaulds High School are actively encouraged to become involved in their child's education and this is achieved in a variety of ways throughout the six years of education.

There are extensive formal contacts which are built into the school year from S1 to S6 and these have been further extended to incorporate S4 into the Senior Phase of Curriculum for Excellence.

Reports on pupils' progress are issued regularly. We try to keep our reports informative, simple to read and jargon free. Different subjects report in different ways depending on the nature of the subject.

### 20.1 Reporting in S1 and S3 (General Phase)

We are required to report formally to parents once each session. In addition, we carry out one monitoring exercise in S1 and one in S2 and S3. These each result in a letter home to every parent either reassuring parents that their child is coping well, or outlining areas for concern.

The timing of the various reports is:-

Year	Tracking Reports	Full Report
S1	October	April
S2	September	March
S3	November	May

### 20.2 Reporting in S4,S5 and S6 (Senior Phase)

In S5 and S6, parents can expect at least four reports on progress each session. The timing of these reports will be approximately September, November, January and March. Because of the nature of the courses, in S5/6 no unit assessments are held at the same time. To accommodate this, attainment is updated monthly.

Some subjects will wish to report more frequently on certain pupils and there will be the facility for doing this using our Information and Assessment Logbook issued to all pupils in the Senior Phase. The Information and Assessment Logbook is issued at key times of the session for parental signature.

In S4 parents can expect three reports on progress each session. The timing of these reports will be Sep, Feb and March. These reports will be in the Senior Phase Information and Assessment Logbook. The Logbook contains further important and useful information about the Senior Phase.

**There are however numerous occasions during the school year when parents are formally invited to meet staff:**

Pr 7	Oct/Nov.	Parents of primary pupils invited to meet Senior Staff Greenfaulds High School
	Nov.	Introductory visit and tour of Greenfaulds High School
S1	Sep	Settling in Information Evening
S1	Nov	Parents invited to meet class teachers to discuss pupil's progress.
S2	Jan	Parents invited to meet class teachers to discuss pupil's progress.
S3	Feb	Parents invited to meet class teachers to discuss pupil's progress.
S4	Nov	Parents invited to meet class teachers to discuss pupil's progress. Curricular Information Evening and introduction to Log Books
	Jan	Options Info Evening by Senior Staff
S5/6	Nov	Parents invited to meet class teachers to discuss pupil's progress.

Parents may be contacted by the school, normally by letter, telephone call or text for a number of reasons, for example:-

- To discuss a personal matter (e.g. absence or illness) by Pupil Support Staff or Depute Head Teacher
- A requirement of the discipline system.
- Educational or social events organised by the school.
- School shows, concerts etc.
- Parent Council Information.

**Senior Staff and Pupil Support Staff are always pleased to meet parents. However, please remember that staff may be teaching and if you visit the school without an appointment, you may be asked to wait or return later. It is better to arrange an appointment either by telephone, letter or via your son or daughter.**

The success of a school is greatly enhanced when there are good links between home and school. These links are maintained by letters home, regular parents' meetings and meetings with senior staff, talks given at school, events and meetings arranged through the Parent Council, individual contacts with Pupil Support or senior staff etc.



Parents should feel well informed about what is happening in the school and be confident that they may contact the school to discuss any matter relevant to the education or well-being of their children.

To help keep parents informed about the life of the school, a Newsletter is displayed on the school website four times each session. Parents who do not have access to the Internet are invited to contact the school to request a paper copy. A list of the formal contacts with parents is given earlier in this book and a school calendar is given to all parents at the start of the session showing dates for meetings and other important events in the academic year.

Information is also updated on our school website ([www.greenfaulds.n-lanark.sch.uk](http://www.greenfaulds.n-lanark.sch.uk))

Parents are made aware of all events and opportunities by means of letters, HT Blog, text messages, the school website and the local newspaper.

In addition to the formal contacts listed, parents are encouraged to contact the school at an early stage to discuss concerns they may have about their children. Meetings with individual parents or guardians are a regular feature and these might take place with a Pupil Support PT, the Principal Teacher of Support for Learning, the Home School Partnership Officer or a Depute Head teacher depending on the nature of the concern.

Where groups of pupils are involved in an activity such as Summer School, Duke of Edinburgh, XL or school trips, meetings with parents and guardians are held to inform parents of details and procedures or to reward the young people for their successes.

The Parent Council meets with the Head Teacher in the school on the first Monday of every month and new members are always welcome. Details of how this operates are included in Section 29.

If a parent or guardian wishes to make a complaint about an aspect of school life they are asked in the first instance to contact their child's Pupil Support teacher or the Depute Head Teacher in charge of the year group to try and resolve the situation. If this proves impossible, the council's complaints procedures can be accessed through the North Lanarkshire Council website.



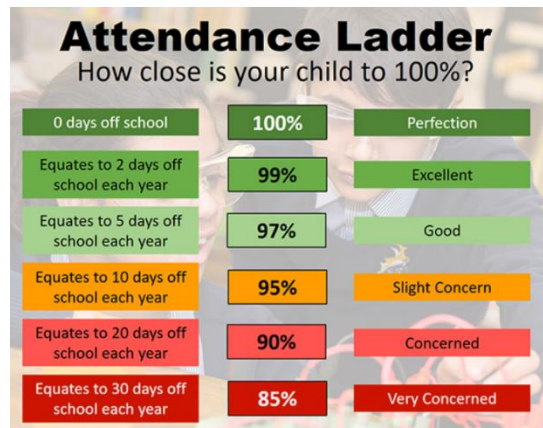
## 21. Attendance at School

Parents and guardians are reminded that *Section 30 of the Education Act places a duty on every parent of a child of "school age" to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.*

*Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: As defined by the Scottish Government*

**Good attendance gives your child the best chance of success, helping them to achieve in all aspects of their school life.**

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the school year.



Parents and carers are asked to inform the school before 9.15am if their child is unable to attend school on the first day of absence. If we have not received a call to explain an absence parents will be alerted by a text message which they can respond to. All absences must be explained.

If a pupil is likely to be absent for some time, parents/carers should make contact with the relevant PT Pupil Support to discuss any support required and to arrange for work to be sent home if appropriate.

Parents should provide a note when their child returns to school, confirming the reason for absence. Alternatively this information can be provided in an email to [enquiries-at-greenfaulds@northlan.org.uk](mailto:enquiries-at-greenfaulds@northlan.org.uk) Details of the school's absence procedures can be found on the school website.

### 21.1 Family Holidays During Term Time

**Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday.**

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:  
A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

### 21.2 Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

### 21.3 Exceptional Domestic Circumstances

Parents/carers may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

It should be emphasised that in certain cases of non-attendance the authority may refer pupils to the Reporter to the Children's Panel if necessary. A statement of the school policy including procedures for enforcement of attendance.

When pupils attend school regularly and take part in all the activities of the day, they stand a much better chance of gaining most out of their time in Greenfaulds High School. Pupil Support staff in the school monitor pupil attendance and time keeping closely, making contact with parents when appropriate .

#### **21.4 Attendance/Absence Procedure**

Attendance and absence procedures for pupils and parents can be found on the school website.

*Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school stage shown, each morning and afternoon of each school day being a separate possible attendance.*

#### **21.5 School and Community**

The school is important in the life of the community, being involved through events such as charity fund raising, etc. Music and drama performances take place in the school to which members of the community are welcome.

The school enjoys the help and co-operation of the Careers Service, SDS, Police Community Involvement Branch, Health Visitors and medical service, Psychological Services, Social Work Department and School Chaplains.

The school is also used by a number of outside groups and from time to time groups of pupils are involved in providing various "theatre" services like lighting and sound. Our theatre is a valuable school and community resource.

#### **21.6 Home School Partnership Officer (HSPO)**

Lyndsey Hoy is the Home School Partnership Officer. The Home School Partnership Office post was devised in conjunction with the Department of Community Learning and Development to foster closer links between pupils, parents/carers, teachers and other agencies. Mrs Hoy has developed programmes that provide support for young people and their parents both within and outwith school and has a particular role in working with young people who have educational, social, emotional or behavioural needs, and their parents.

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## **22. Clothing and Uniform**

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*All North Lanarkshire schools must have a dress code, which encourages pupils to dress in a way, which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of Education, Skills and Youth Employment services that parents will be keen to support the dress code and written agreement may be sought.*

*Clothing which is unacceptable in school under any circumstances would include items which:*

- *could potentially encourage factions (e.g. football colours)*
- *could cause offence (e.g. anti-religious symbolism or political slogans)*
- *could cause health and safety difficulties (e.g. loose fitting clothing, dangling earrings and other potentially dangerous jewellery)*
- *are of flammable material which may be a danger in certain classes (e.g. shell suits)*
- *could cause damage to flooring*
- *carry advertising in particular for alcohol or tobacco and*
- *could be used to inflict damage on other pupils or be used by others to do so.*



*Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education, And Families. Information and application forms may be obtained from the Council website [www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk) Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), housing benefit, council tax reduction.*

Uptake of clothing grants is one of the factors used by the Scottish Executive Education Department to compare examination results and is used also to allocate certain additional funding to schools. For this reason also it is important that if parents think they may be eligible for a clothing grant they should apply.

*Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the well being of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure.*

Following extensive consultation with parents and the Pupil Councils in S1-S5, the revised Dress Code for Greenfaulds High came into place in August, 2016. All pupils are expected to conform to this.

All pupils are expected to wear a school blazer and tie which must be clearly visible. Pupils in S5/S6 are allowed to wear the Seniors tie. All other pupils will wear the traditional school tie. To accompany the school tie, pupils are expected to wear a white shirt or blouse. Other main elements will be

- Black trousers for boys – jeans or jeans style strousers are not acceptable.
- Black skirt or trousers for girls – leggings and jeans style trousers are not acceptable.
- Plain black v-neck sweater/cardigan which should allow the school tie to be clearly visible at all times.
- Plain Blue blazer with school badge (S1-S4).
- Blue blazer with school badge and yellow braid (S5 and S6).
- Plain black footwear with black soles. Plain black trainers are permitted.

For Physical Education activities in the school, pupils are expected to wear plain white tops & black shorts/tracksuit bottoms as appropriate. Football tops are not permissible for any activities associated with the school. All pupils should bring appropriate footwear (not sandshoes) for indoor sports hall activities. Pupils who choose to come to school wearing training shoes must bring other footwear to participate in indoor P.E. activities.



We also expect pupils to come to school with a suitable bag in which to carry books and jotters. These are expensive items issued to pupils and we expect that pupils take good care of them. Any damage or loss of equipment issued by the school must be paid for.

*The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/guardians are asked to assist in this area by **ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc, are not brought to school.** Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.*

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## 23. Meals

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Currently the social area is open from 8.15 – 8.50 and morning interval for snacks. At lunchtime a full range of lunches, snacks and drinks are available including healthy food (salads, baked potatoes and wholemeal snacks). The canteen is self-service with the cost of the meals being paid by swipe card to the till operator. The cost of snacks and meals is displayed near the queues. A typical two course meal normally costs about £3.15

*Catering Direct operates a cashless system of payment at the tills. Each pupil will be provided with a swipe card or pin. Cash machines are available up to 2.30 each day so that cards may be credited. Cards for those receiving "free meals" are automatically credited each day. However if the allocation for that day is not used, it is removed from the card at the end of the day.*

More information about online payments can be found <https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/school-meal-payments>

Packed lunches may be eaten in the social area.

Some pupils may have a special dietary requirement as a result of a medical condition or for ethical, religious or cultural reasons. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. This should be discussed with a member of the Pupil Support staff who will liaise with the catering supervisor to accommodate special requirements.

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related) and Universal Credit are entitled to a meal without charge. It is the parents responsibility to apply for this.

Students aged between 16 and 18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right.

Information and application forms for free school meals may be obtained from schools, First Stop Shops. The forms can be downloaded from [www.northlanarkshire.gov.uk](http://www.northlanarkshire.gov.uk)

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (income below £625 per month), housing benefit, council tax rebate.

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## 24. Placing Requests

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You have the right to make a placing requests for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session, other than for those who are moving home. Parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. Once a pupil has reached the school leaving age **the pupil, not the pupils parents**, may choose which school to go to.

Placing requests to Primary School do not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website.

Parents and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another



authority.

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## 25. Education Maintenance Allowance

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*Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to enable them to remain at school. In session 2022-2023 students who are born before 1<sup>st</sup> March 2006 will be eligible to apply for an EMA.*

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

### 25.1 Eligibility

All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he/she is resident. The income used as the basis of the assessment is the gross household income for the preceding financial year. As a guide, the income thresholds used in assessing applications in session 2020/2022 are as shown below. These levels may be subject to change in session 2022/2023.

For applicants in single student households - £30 per week is paid where the income is up to £24,421; where the income is above that level no award will be made.

For applicants in multiple student households - £30 per week is paid where the income is up to £26,884; where the income is above that level no award will be made.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

### 25.2 Attendance, Conduct and Progress

Students in receipt of EMA must attain 100% attendance in any week to receive payment for that week.

Where the student is absent through illness a medical certificate must be submitted. In addition, self-certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take a pupil over the total of 5 days self-certification would continue to require submission of a medical certificate.

Medical certificates and self-certification forms must be issued within 14 days of the absence. Certificates issued more than 14 days after the absence must be accompanied by a letter explaining why they are backdated. Holidays taken during term-time will not be used in recalculating attendance.

### 25.3 Application Forms

A letter will be sent to the parent or guardian of all students who are eligible to apply for EMA in May each year, providing details of the main eligibility criteria. Application forms and guidance notes are available in all secondary schools in North Lanarkshire in June each year.

Students who may be eligible should obtain an *application form and guidance notes from the School, or they may be downloaded from the North Lanarkshire Council Website*. Students who are eligible for EMA for the full academic session should apply as early as possible, those who are eligible for EMA from January to June, should apply from November. Any student who is unsure whether or not they meet the criteria for either scheme should contact the EMA section for advice. Please note that any pupil considering an EMA must adhere to the requirements for attendance and progress.

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## 26. Transport

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*The Council has a policy of providing free transport to secondary pupils who live more than two miles from their catchment school by the shortest suitable walking route. **This policy is more generous than the law requires.** This provision may be reviewed at any time. Parents\carers who consider that they are eligible should obtain an application form from the school or from Education and Communities services. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable appropriate arrangements to be made.*

*Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.*

*There is discretion in special circumstances to grant privilege transport for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.*

### 26.1 Pick-up Points

*Where free 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 from the 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 limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's\carers responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.*

**Please remember that the school itself has no control over the transport arrangements. While we wish to be kept informed of any difficulties and will try to assist whenever possible, transport difficulties should be referred directly to Strathclyde Passenger Transport (SPT), 12 West George St., Glasgow, G2 1HN (tel 0141-332-6811).**

## **26.2 Placing Requests**

*The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.*

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## **27. Medical and Health Care**

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A Depute Head Teacher liaises with the Lanarkshire Health Board to arrange for medical staff to conduct routine medical examinations, hygiene inspections, perform B.C.G. and Rubella Vaccinations.

Parents whose children have particular medical requirements have an opportunity in confidence, to tell a Pupil Support teacher about them either at a Parents' meeting or by arranging an appointment to meet with the Pupil Support teacher.

**Greenfaulds High School has no resident school nurse or other qualified medical staff.**

There are First Aid boxes in appropriate areas around the school, e.g. Science Department, P.E. department, etc.

There is a care room which is located on the Ground Floor close to the school office. The school also has an Intimate Care Facility for pupils with significant medical needs.

Pupils who are unwell or are injured may be referred to our first aider who will be able to assist with minor ailments. However in more serious cases we will inform parents as soon as possible so that arrangements can be made for the pupil to go home.

For more serious cases where for example a pupil requires to go to hospital, a parent would be expected to accompany the pupil.

**For these reasons it is important that we know your home/business and if appropriate mobile telephone numbers so that you may be easily contacted. We also need the name and telephone number of an alternative emergency contact (in case a parent is unobtainable).**

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## **28. Information in Emergencies**

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We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the NLC website and Twitter.

The school website should be the first point of contact for emergency information. Where appropriate parents are also contacted using text messages.

Please ensure that your son/daughter is aware of the arrangements you have made for them in the rare event that the school should have to close in an emergency.

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## **29. The Parent Forum**

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### **The Parent Forum**

As a parent/carer of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school

### **The Parent Council**

The Parent Council's rights and duties include:

- a) supporting the work of the school;
- b) representing the views of parents;
- c) consulting with parents and reporting back to the Parent Forum on matters of interest;
- d) promoting contact between the school, parents, pupils, and the wider community;
- e) fundraising;
- f) taking part in the selection of senior promoted staff;
- g) receiving reports from the Headteacher and education authority; and
- h) receiving an annual budget for administration, training and other expenses.

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents/carers in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

Greenfaulds High School Parent Council

Chairperson - Mrs G Mushtaq

Vice Chairperson - Mrs G Kilday  
Secretary - Mrs N Quinn  
Treasurer - Mrs F McEwan  
The clerk to the School Parent Council is Mrs. E. Kelly.

The Head Teacher is the principal adviser to the Parent Council.  
Local councillors have a right to attend Parent Council meetings and have the right to speak but they may not vote since they are not members of the Parent Council.

Members of the Parent Council can be contacted through the school if required.

Web: <https://blogs.glowscotland.org.uk/nl/ghshome/>

Email: [enquiries-at-greenfaulds@northlan.org.uk](mailto:enquiries-at-greenfaulds@northlan.org.uk) [natsdavidson@yahoo.co.uk](mailto:natsdavidson@yahoo.co.uk)

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## 30. Attainment and National Examination Results

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### 30.1 Policy with regard to entering pupils for public examinations

Schools, in consultation with pupils/parents normally decide on presentations for examinations. However in the final analysis, the school will accede to the wishes of the parents.

Greenfaulds High School will enter pupils for Scottish Qualifications Authority (SQA) Examinations at National Levels 3, 4 and 5, Higher and Advanced Higher.

The school will make sure that pupils and parents are kept fully aware of performance and of the recommended levels of presentation in each subject. More details of these arrangements will be given at meetings with senior staff before the final decisions are made. The timing of monitoring reports and full reports is given earlier in this handbook.

Prelim exams will take place in January for all pupils in the Senior Phase. The performance in these exams will help decide which levels each pupil should be attempting at the SQA exams in May/June.

A number of subjects require pupils to undertake some form of practical exercise, special study or project as part of the SQA requirements. Departments will give pupils adequate information on the requirements in these areas and the deadlines, which must be met. Failure to meet these deadlines could mean a reduced level of certification or even no award.

### 30.2 Scottish Qualifications Authority Awards

The Scottish Qualifications Authority has provided the following information of the SQA award system, which currently operates.

National 5, Higher and Advanced Higher passes are reported in terms of the 3-bands, A to C as follows:

<b>Band</b>	<b>Grade</b>	<b>Standardised Mark</b>
1	A (Upper)	85 – 100 %
2	A (lower)	70 – 84 %
3	B (Upper)	65 – 69 %
4	B (Lower)	60 – 64 %
5	C (Upper)	55 – 59 %
6	C (Lower)	50 – 54 %
7	D Fail – near miss	45 – 49 %
8	No Award	40 – 44 %
9	No Award	Less than 40 %

\*Appendix 4 shows the recent SQA results for this school.

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## 31. Useful Addresses

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Assistant Chief Executive  
Civic Centre  
Windmill Hill Street  
Motherwell  
ML1 1BA  
Tel: 01698 403140

Education and Families  
Civic Centre  
Windmill Hill Street  
Motherwell  
ML1 1BA  
Tel: 01698 403140

Community Education  
Coatbridge Community Centre  
9 Old Monklands Road  
Coatbridge  
Tel: 01236 632777

North Lanarkshire Careers Service  
Area Careers Office  
Muirfield Centre  
Brown Road  
G67 1AA  
Tel: 01236 720889

Cumbernauld Area Office  
Fleming House  
Tryst Road  
Cumbernauld  
Tel: 01236 616390

Your local councillor  
can be contacted:  
Civic Centre  
Motherwell.  
ML1 1TW  
Tel 01698 302222

Useful contact details:

Quality Improvement Officer: Irene Pandolfi (tel no) 01698 403140  
Quality Improvement Manager William Collum (tel no) 01698 403140

You can also get more help and advice from:

**Enquire** – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets. Tel: 0345 123 2303

[info@enquire.org.uk](mailto:info@enquire.org.uk)

[www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners)

[www.enquire.org.uk/yp](http://www.enquire.org.uk/yp) (for children and young people)

**Resolve** (Independent Adjudicator) Tel: 0131 313 8844

### **Scottish Independent Advocacy Alliance**

Mansfield Traquair Centre  
15 Mansfield Place

Edinburgh

EH3 6BB

[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

### **Reference to Additional Support Needs Tribunal**

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

Tel: 0141 302 5860

[ASNTSinquiries@scotland.gsi.gov.uk](mailto:ASNTSinquiries@scotland.gsi.gov.uk)

### **NHS Lanarkshire, Cumbernauld**

Kildrum Health Centre, Tel: 01236 724140

Condorrat Health Centre, Tel: 01236 723383

### **Social Work**

Tel: 01236 638700

Cumbernauld/Chryston

Bron Way

Town Centre

Cumbernauld

G67 1DZ

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## **Appendix 1 A Rights Respecting School**

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**Greenfaulds High School is a UNICEF silver accredited Rights Respecting School.**

**At Greenfaulds High School we:**

- 1) Teach students about their rights**
- 2) Protect the rights of our students**
- 3) Empower our students to advocate on behalf of those who are not receiving their rights**

We also encourage all students to RESPECT the rights of others in the school community, allowing everyone to access their rights. When our young people know their rights and respect the rights of others, they can develop as **responsible global citizens**.

The impact of being a rights respecting school can be seen both in school and beyond the school gates, allowing our students to make a positive impact on the whole community. Students are:

- 1) Healthier and happier
- 2) Feel safer
- 3) Have better relationships
- 4) Becoming more active and involved in school life and the wider world

**In order to enjoy all the benefits that Article 28 (the right to education) brings, we encourage students to:**

- Listen
- Help one another
- Try their best
- Be on time
- Co-operate
- Ask for help

- Share opinions and ideas
- Work hard

**In order to allow all students to fully access Article 19 (the right to be safe), we encourage them to:**

- Look after each other
- Try and understand each other
- Work and play safely
- Try to work out problems in a fair manner
- Make time for others
- Respect everyone in the school community, both children and adults.

**At Greenfaulds High school we have a Code Of Conduct.**

This Code Of Conduct helps protect the rights of our young people by encouraging them to respect the rights of others.

Students who fail to comply with the Code of Conduct directly affect the rights of all other Students, as well as Teachers and Parents.

### **Greenfaulds High School – Code of Conduct**

Our **Code of Conduct** protects your rights and those of others. Learn it and keep to it – this way we will all achieve the most from our time at school.

#### **1. Follow staff instructions without question**

Staff are here to help you and everyone else learn effectively. You don't have to agree with every instruction – just follow it without any argument.

**In particular, remember:**

- 1) Your teacher has the sole and absolute authority to arrange or re-arrange seating.
- 2) Permission to leave the classroom is entirely at the teacher's discretion.

#### **2. Speak appropriately**

Your teacher will guide you as to when it's appropriate to contribute, answer or ask a question. They will value your contribution at the right time...but shouting out is not an option.

#### **3. Show respect**

Always show total respect for your teacher, your classmates and their right to a disruption-free education. Take care of all property and our environment. Show respect for others by behaving sensibly and safely in classrooms, corridors and while moving in and around the school building.

#### **4. Be on time, be equipped**

Arrive on time for school and all your classes. Make sure you bring everything you need – pencils, pens, books, jotters, PE kit, etc.

#### **5. Keep to school policies**

Make sure you are aware of, and keep to, the school policies on uniform, entry doors, stairways, mobile phones, outdoor clothing, etc. Take note of, and keep to, any additional policies which your teachers may require you to follow in their particular classroom.

### **Selection of School policies (Rules)**

<b>Uniform:</b>	Wear your full school uniform at all appropriate times.
<b>Outdoor Jackets:</b>	Remove on entering the classroom.
<b>Entry Doors:</b>	S5/6 may only use the Main Entrance at the end of the school day
<b>Main Staircase:</b>	Should only be used by staff and senior pupils
<b>Food and Drink:</b>	Cafeteria only – not the classrooms.
<b>Mobile Phones:</b>	Outwith canteen must be switched off at all times.

**Appropriate action will be taken against people who refuse to comply with the Code of Conduct.**

If you **choose** to break the rules your teacher will take some action and will make it clear to you what will happen next time if you continue to break the rules.

**Possible Consequences are**



- Verbal Warning.  
Teacher stating behaviour expected.  
This is your cue to behave properly from now on.
- Final Verbal Warning.  
Teacher stating behaviour expected and consequences to you if your behaviour does not prove.  
You could be asked to move seat.
- If your behaviour does not improve your behaviour will be logged and you will possibly receive a Punishment exercise or detention.
  - Behaviour Logged.  
Possibility of a punishment exercise or detention being issued.
  - Behaviour Referred to Principal Teacher or Depute Head Teacher.  
This could result in the issuing of a Yellow or Red Behaviour card.

The logging of your behaviour allows us to build up an accurate picture of how you approach learning across the school. If we are unhappy about your application in one or more areas of the school, this will be discussed with you, and if appropriate with your parents. This discussion will identify how you are going to improve your behaviour and attitude, so that your full potential in learning can be met.

In cases of severe disruption such as fighting, vandalism or violent conduct, the student may be immediately sent to the Principal Teacher who would then decide appropriate action such as referral to Depute Head.

### **Rewards of Good Behaviour**

When you behave well and do good work, your teachers will recognise this and will be able to make good comments about you and your work either personally, in report cards or at parent's night. Your teacher can also log positive behaviour and work and this may enable you to obtain departmental merit awards or School merit certificates. If you do extremely well you may also be recognised at the awards ceremony at the end of the session. There is a clear link between good behaviour, attendance and attitude and with levels of success in school life.

**Remember that we all win when we respect the rights of one another.**

# School Captains 2022-2023



**Taylor  
Brown**

**Hayley  
Ogden**

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## Appendix 2      Awards Ceremony Information

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*Cancelled due to restrictions*

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## Appendix 3      Attendance Procedures

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### **What to do if your child is unwell and unable to come to school:**

**Please phone the school as soon as possible after 8am on the first day of absence.**

You should state your child's name, year group and Pupil Support Teacher. You should also say what is wrong with your child and, if possible, indicate how long you expect him/her to be absent.

If your child's illness continues for longer than expected, please **phone** again to explain this.

If we have not heard from you in advance of the school day you will receive a text message from the school informing you that your child is absent.

You can respond directly to this message or you can send an email or write a note explaining why your child is absent.

### **What to do when your child returns to school following an absence:**

**Written confirmation is a legal requirement for all absences.** This can be either in the form of an email or a note for the attention of your child's Pupil Support teacher - **See list below:**

[enquiries-at-greenfaulds@northlan.org.uk](mailto:enquiries-at-greenfaulds@northlan.org.uk)

The above email address should **only** be used for parental absence notes. Any other enquires should be addressed in the usual way by contacting your son or daughter's Pupil Support teacher directly.

The email or note should contain the following information ...

**Name of pupil**

**House Time Class**

**Pupil Support Teacher**

**Dates of absence**

**Reason for absence**

**Name of parent/carer (Print name)**

Notes should be handed in to the Reception area between 8.15 and 8.50am on the day your child returns to school.

Failure to supply a note or email following an absence will result in the absence being recorded as "unauthorised".

### **If your child becomes unwell during the school day:**

If your child becomes unwell during the school day they should ask their class teacher to issue a "Sick slip". They should then report to Reception at which point the nominated emergency contact will be phoned and asked to collect your child. It is essential that the emergency contact information held by the school is accurate.

**Pupils should not phone their parents directly without having followed these procedures.**

The procedures outlined above also apply to senior pupils in S5 and S6.

### **Issue of Exit Passes for Doctor/Dental appointments during the school day**

#### **What to do if your child requires an Exit Pass:**

**Pupils should not ask out of class to request an Exit Pass.**

The majority of Exit Passes are for planned appointments and should be arranged at least one day prior to the appointment. In order to minimise disruption to learning and teaching, Exit Passes will now be recorded at the Reception desk between 8.15 and 8.50am. A signed note should be presented giving details of the appointment for the school day. If for any reason your child is unable to record/request their Exit pass before the start of the school day, he/she should report to the school office at morning interval.

The procedures outlined above also apply to Senior Pupils.

#### **Late coming Procedures**

Classes will start every day at 8.55am and pupils should be encouraged to arrive at school in good time to ensure that they can be in class and ready to begin work at this time. The school is open to pupils from 8.30am and canteen facilities are available from this time.

Pupils who arrive after 8.55am should report directly to class where the late-coming will be recorded by the class teacher. If pupils are repeatedly late the school discipline system will be applied. Parents will be informed by text of latecoming and if a pattern of late-coming develops will be invited to discuss this with their child's Pupil Support teacher or Head of Year.

## Appendix 4 SQA Results for 2020/2021

### Ap 4.1 National 5 Results for S4

S4 National 5 Results	Presentations	% Passes A-C	Number of Grades		
			Grade A	Grades A to B	Grades A to C
Accounting	7	100	4	6	7
Administration and IT	51	96.08	15	38	49
Applications of Mathematics	18	83.33	2	11	15
Art and Design	28	96.43	19	27	27
Biology	70	78.57	32	47	55
Business Management	38	89.47	15	26	34
Chemistry	62	77.42	19	33	48
Computing Science	25	80	5	12	20
Dance	11	81.82	6	7	9
Design and Manufacture	17	100	3	11	17
Drama	17	100	10	15	17
English	211	97.63	127	173	206
Environmental Science	5	80	0	1	4
French	11	100	5	8	11
Gaidhlig	7	100	3	7	7
Geography	44	90.91	24	33	40
German	13	76.92	7	10	10
Graphic Communication	20	100	12	17	20
History	86	89.53	50	65	77
Mathematics	100	94	48	74	94
Modern Studies	69	94.2	46	56	65
Music	37	100	22	31	37
Physical Education	82	98.78	40	64	81
Physics	44	84.09	16	25	37
Practical Cookery	33	100	17	29	33
Practical Woodworking	41	100	18	32	41
RMPS	7	71.43	4	4	5
Spanish	15	100	8	14	15

**Ap 4.2 National 5 Results for S5/6.**

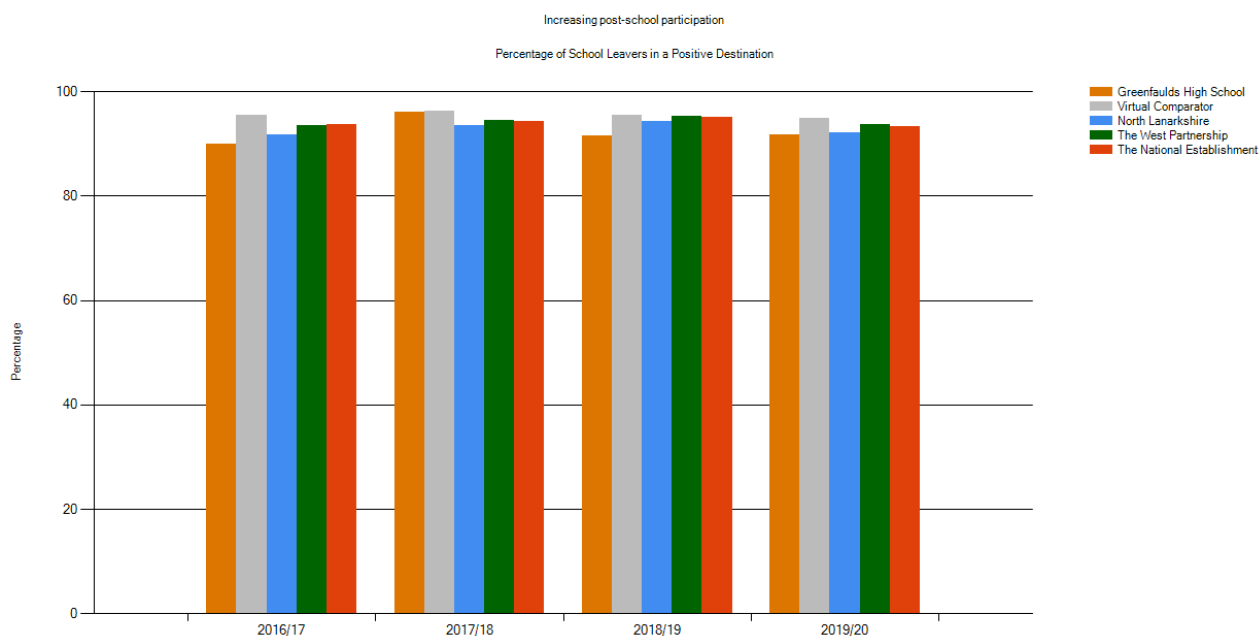
S5/6 National 5 Results	Presentations	% Passes A-C	Number of Grades		
			Grade A	Grades A to B	Grades A to C
Administration and IT	13	69.23	2	8	9
Applications of Mathematics	20	5	0	1	1
Art and Design	3	100	1	1	3
Biology	10	80	3	6	8
Business Management	7	28.57	0	0	2
Design and Manufacture	4	50	0	1	2
English	22	90.91	5	15	20
Gaelic (Learners)	1	100	0	1	1
Gaidhlig	1	100	0	1	1
Graphic Communication	4	100	3	4	4
History	11	63.64	3	4	7
Mathematics	86	33.72	4	11	29
Music	4	100	2	4	4
Music Technology	15	100	11	15	15
Philosophy	22	86.36	5	12	19
Physical Education	6	100	2	3	6
Practical Electronics	8	87.5	2	4	7
Practical Metalworking	7	85.71	1	3	6
Psychology	22	95.45	11	17	21
RMPS	1	100	0	1	1
Spanish	1	100	1	1	1

**Ap 4.3 Higher Results for S5/6**

S5/6 Higher Results	Presentations	% Passes A-C	Number of Grades		
			Grade A	Grades A to B	Grades A to C
Accounting	23	86.96	13	17	20
Administration and IT	10	80	3	6	8
Art and Design	17	100	11	15	17
Biology	45	80	19	30	36
Business Management	35	82.86	10	21	29
Chemistry	16	75	7	9	12
Computing Science	13	92.31	4	8	12
Dance	12	91.67	2	7	11
Design and Manufacture	11	100	3	9	11
Drama	10	100	8	10	10
Economics	10	80	3	6	8
English	171	95.32	86	127	163
Environmental Science	7	85.71	2	4	6
French	1	100	1	1	1
Gaidhlig	4	100	2	3	4
Geography	40	97.5	34	37	39
German	7	100	6	7	7
Graphic Communication	19	89.47	5	13	17
History	51	84.31	30	35	43
Mathematics	78	80.77	37	53	63
Modern Studies	71	90.14	45	57	64
Music	22	86.36	9	15	19
Philosophy	23	82.61	8	17	19
Photography	16	100	8	12	16
Physical Education	37	100	23	33	37
Physics	33	81.82	15	20	27
Politics	21	90.48	16	18	19
Psychology	52	92.31	17	41	48
RMPS	10	100	8	10	10
Spanish	12	100	11	12	12



## Ap 4.4 Positive Leaver Destinations



## Appendix 5 Breadth and Depth Leavers 2019 - 2020

### 5.1 Senior Phase Attainment

2020						
Awards	Nat 3	Nat 4	Nat 5	Higher	Adv Higher	Number in Cohort
1 or more	212	210	196	159	68	216
2 or more	210	208	189	149	27	216
3 or more	207	207	175	130	11	216
4 or more	203	202	166	116	1	216
5 or more	197	191	154	98	0	216
6 or more	190	184	142	71	0	216
7 or more	175	170	124	47	0	216
8 or more	143	139	96	18	0	216
9 or more	100	98	68	2	0	216
10 or more	53	51	30	0	0	216
2019						
Awards	Nat 3	Nat 4	Nat 5	Higher	Adv Higher	Number in Cohort
1 or more	240	236	220	156	54	249
2 or more	233	231	205	139	19	249
3 or more	230	227	191	129	8	249
4 or more	225	221	181	114	1	249
5 or more	213	211	162	93	0	249
6 or more	207	201	145	64	0	249
7 or more	194	188	126	35	0	249
8 or more	158	155	103	10	0	249
9 or more	143	139	79	2	0	249
10 or more	105	104	52	0	0	249
2018						
Awards	Nat 3	Nat 4	Nat 5	Higher	Adv Higher	Number in Cohort
1 or more	206	206	197	149	58	209
2 or more	205	205	190	131	18	209
3 or more	204	203	179	119	4	209
4 or more	202	202	173	105	0	209

5 or more	199	199	155	84	0	209
6 or more	195	195	141	54	0	209
7 or more	191	186	120	25	0	209
8 or more	182	178	103	8	0	209
9 or more	164	159	71	1	0	209
10 or more	118	113	42	0	0	209

## 5.2 Absence

% Absence Rate	School			North Lanarkshire		
	2019	2020	2021	2019	2020	2021
S1	7.8	8.7	5.4	9.8	8.9	7.8
S2	9.9	11.6	10.0	12.5	12.6	10.1
S3	12	12.3	9.3	14.8	13.7	11.8
S4	11.8	13.2	11.7	15.3	15.7	13.1
S5	13.9	13.9	14.2	14	13.7	12.9
S6	13.2	21.2	11.4	13.1	13.0	11.4
Overall	11.3	12.9	11.1	13.2	12.9	11.1

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document –

- a) before the commencement or during the course of the school year in question
- b) in relation to subsequent school years.

By law Authorities are required to issue a copy of the School Handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.





Auchenkilns Road,  
Cumbernauld,  
North Lanarkshire,  
Scotland, G67 4AQ  
Tel: 01236 794876

E-mail: [enquiries-at-greenfaulds@northlan.org.uk](mailto:enquiries-at-greenfaulds@northlan.org.uk)  
Web: <https://blogs.glowscotland.org.uk/nl/ghshome/>