



**AMBITIOUS**  
**PROGRESSIVE**  
**INCLUSIVE**

# **Greenfaulds High School**

## **Handbook 2024-2025**



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

---

## Index

---

<b>Contents</b>	<b>Section</b>
Introduction by Head Teacher	1
Aims of the School	1a
School Information	2
Staff	3
School Hours	4
School Year	5
Transfer/Enrolment	6
Pupil Support Structure	7
Equal Opportunities and Social Inclusion	8
Curriculum for Excellence/Careers Education	9
Gaelic Education/Foghlam Gaidhlig	9.6
Additional Support	10
School Improvement Plan	11
Homework	12
Ethos	13
Spiritual, Social, Moral and Cultural Values	14
Extra Curricular Activities	15
Freedom of Information	16
Data Protection	17
Child Protection	18
School Behaviour	19
Home School Links	20
Attendance at school	21
Clothing and Uniform	22
Meals	23
Placing Requests	24
Educational Maintenance Allowance	25
Transport	26
Medical and Health Care	27
Information in Emergencies	28
The Parent Forum	29
Attainment and National Results	30
Useful Addresses	31
Appendices	

---

---

## 1. Head Teacher's Welcome

---

I am absolutely delighted to welcome you and your child to the Greenfaulds High School Community.

Our community consists of the high school and the six associated primaries of Baird Memorial; Condorrat; Eastfield; Ravenswood; Westfield and Woodlands. Collectively we work extremely hard to ensure that all young people achieve their very best during their time in education.

The newly built Greenfaulds High School opened in September 2016 and provides a range of purpose-built facilities to give all young people an amazing learning experience. As a school we place genuine emphasis upon our stated values of Ambitious, Inclusive and Progressive. This takes the form of continually reflecting upon our work to ensure that we are being as ambitious as possible for all learners, that we are an inclusive school community for everyone and that we are progressive in our outlooks and in our approaches.

Partnership working is vital in ensuring that young people make the most of their time in school and I look forward to working with you over the next few years to maximise your child's potential. School has a major role to play in a young person's development, but it cannot work in isolation, and I am keen to ensure that families feel part of the school community.

NLC will continue to align supports, from across the service, 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 already have links with Greenfaulds High School Community or whether you are sending your child to secondary school for the first time, I hope that you find the information in this handbook useful. Further information is also available on the school website.

I look forward to meeting and working with you to ensure your child leaves Greenfaulds with excellent results and many happy memories.

*Jamie*

Jamie Vaughn-Sharp  
Head Teacher

---

## 1a. Aims of the School

---



**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 families.
- 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



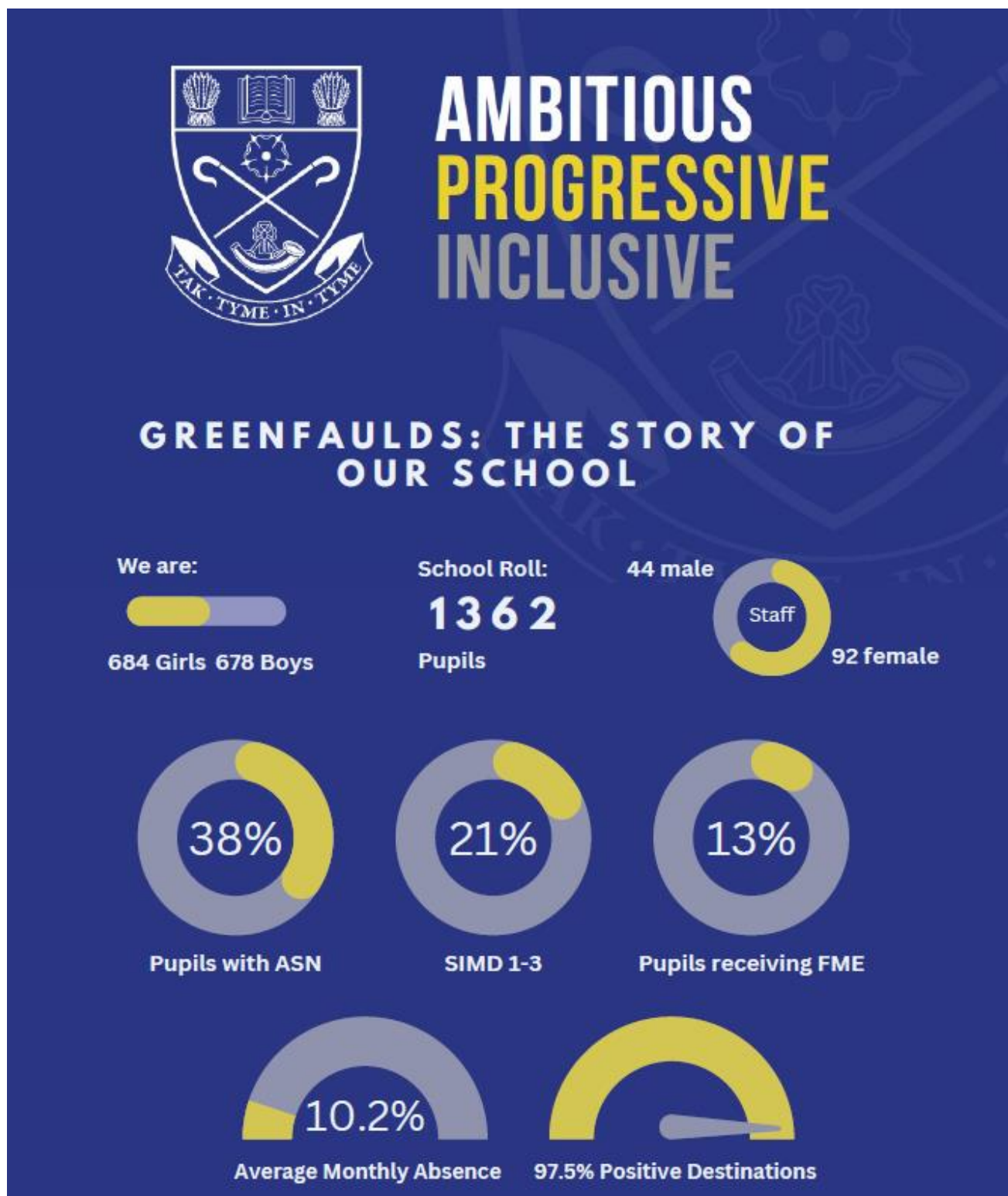
## 2. School Information

### 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 Our School Profile



### **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 632798

### **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:

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

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

## 3. The Staff

### 3.1 Senior Leadership Team and Remits



**AMBITIOUS  
PROGRESSIVE  
INCLUSIVE**

**Mr Vaughn-Sharp: Head Teacher**  
Overall leadership of the school community  
Shared Values & Vision for the school  
Leadership of change

**Ms Foley: DHT for Pupil Equity**  
Closing the poverty related attainment gap  
Tracking and monitoring of identified pupils  
Working with partners to support identified pupils

**Mrs Adler: DHT for S1**  
Pupil Wellbeing, Equality and Inclusion  
Child Protection  
Primary/Secondary Transitions

**Mr Adler: DHT for S2**  
Positive Destinations for school leavers  
Developing school/work partnerships  
Developing creativity and employability

**Mr Harris: DHT for S3**  
Leadership of Learning and Teaching  
Staff development and professional learning  
Tracking & Monitoring of pupil progress in S1-S3

**Mrs Beattie & Mr Scoular: DHT for S4**  
Raising Attainment  
Capturing wider achievement  
Tracking and monitoring of pupil progress in S4-S6

**Ms McNaughton: DHT for S5/6**  
Leadership of curriculum review  
Learner pathways  
Staff welfare



## PT Curriculum

K Proctor: Business & ICT  
M Aitken-McCaig: Design & Make (0.8)  
G Cameron: English  
D MacKay: Gaelic  
E Moore: Health & Wellbeing  
J Bonar: Mathematics  
C MacAdams: Mod Lang  
S MacKenzie: Music & Drama (0.8)  
K Gillespie: Music & Drama (0.2) (Acting)  
M Muirhead: Science  
C Scoular: Social Subjects (0.8)  
L Meikle: Social Subjects (0.2)  
E Jones: PT Support for Learning

## PT Pupil Support

G Galloway  
A Gardiner  
M Bell  
R Prentice (Acting)  
C Hesselwood (0.8)  
K MacLeod (0.2) (Acting)  
S Neil  
L Gilchrist  
D Proctor: PT DYW  
S Kirkwood: PT Future Fridays (Acting)



### 3.3 Support Staff

<u>Technicians</u>	Mr S Hunter (Senior Technician) Mrs F McManus } Mrs P Wearing } (Science) Mr S Rowan }  Mr S Brown (Technical)
<u>Janitors</u>	Mr J McKelvie
<u>Admin Staff</u>	Miss H Mitchell (Admin. & Finance Assistant)
<u>Office Staff</u>	Mrs J MacKinnon (Office Manager) Mrs J French Ms A Taylor Mrs K Hunter Mrs S O'Neill Mrs P Wearing
<u>A.S.N.A's</u>	Mrs L Brynes Ms M McCook Mrs M Wilson Mrs M Knox Mrs L Campbell Mrs C McMahan Mrs C McKay
<u>Catering Supervisor</u>	Mr J Dow
<u>Home School Partnership Officer:</u>	Mrs L Hoy

## 4. School Hours

The school day is currently organised as follows:-

Day	Reg	P1	P2	Interval	P3	P4	Lunch	P5	P6	P7
Mon to Thu	8.55 - 9.06	9.06 - 9.54	9.54 - 10.42	10.42 - 10.59	10.59 - 11.47	11.47 - 12.35	12.35 - 1.21	1.21 - 2.09	2.09 - 2.57	2.57 - 3.45
Friday	8.55 - 9.03	9.03 - 9.51	9.51 - 10.39	10.39 - 10.54	10.54 - 11.42	11.42 - 12.30				

## 5. The School Year 2024/2025

### First Term

Teachers Return ( <i>In-Service</i> )	Monday 12 August 2024
( <i>In-Service</i> )	Tuesday 13 August 2024
Pupils return	Wednesday 14 August 2024
Close ( <i>September weekend</i> )	Friday 27 September 2024
Open	Tuesday 1 October 2024
Close ( <i>October mid Term</i> )	Friday 11 October 2024
Open	Monday 21 October 2024
Staff Inservice Day	Monday 18 November 2024
Close 2.30pm ( <i>Christmas</i> )	Friday 20 December 2024

### Second Term

Open	Monday 6 January 2025
Closed ( <i>February mid Term</i> )	Monday 17 February 2025
Closed ( <i>February mid Term</i> )	Tuesday 18 February 2025
Staff inservice day	Wednesday 19 February 2025
Close 2.30pm ( <i>Easter break</i> )	Friday 4 April 2025
Open	Tuesday 22 April 2025

### Third Term

Closed	Monday 5 May 2025
Staff Inservice	Tuesday 6 May 2025
Close ( <i>May weekend</i> )	Friday 23 May 2025
Open	Tuesday 27 May 2025
Close	Wednesday 25 June 2025



## 6. Transfer/Enrolment

### 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. Families 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 Mr Vaughn-Sharp and the DHT S1, regularly to discuss links and the exchange of information.
- The Head Teacher meet with primary 7 families and pupils around September each year.
- Primary 7 families and pupils are invited to an Open Evening in Greenfaulds High in November.
- This handbook is available on the school website
- 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, wellbeing information 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 families 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**

Families with pupils from schools outwith the catchment area who wish to enrol their children in Greenfaulds High School should access the placing request details available via the North Lanarkshire Council Website.

### **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.

---

## **7. Pupil Support Structure**

---

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.

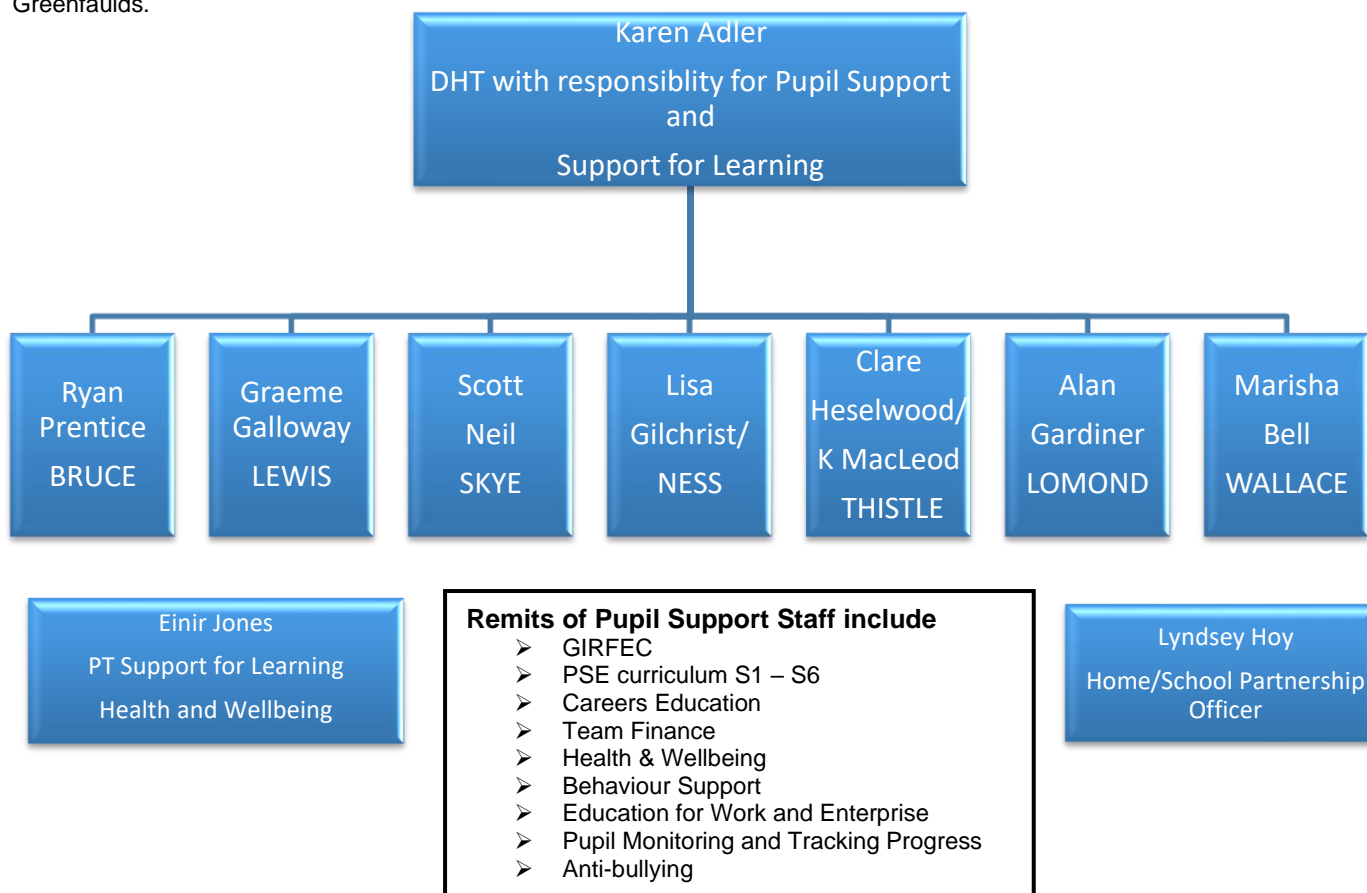
Pupil Support teachers are happy to see families by appointment, which can be made by telephoning the school office. They are also available at the year group families' meetings and other meetings held during the year.



## 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.

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.

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

## 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 teacher 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 the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts at S4

### LEVEL

### STAGE

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 forms of study
--------------	---

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.

	Reg	1	2		3	4		5	6	7
<b>Monday</b>	Form class	History	Physical Education	I N T E R V A L	English	French	L U N C H	Science	Mathematics	Music
	Reg	1	2		3	4		5	6	7
<b>Tuesday</b>	Form class	Mathematics	Personal Development		Information Technology	Modern Studies		English	French	Home Economics
	Reg	1	2		3	4		5	6	7
<b>Wednesday</b>	Form class	Mathematics	English		Information Technology	Personal Development		Science	Home Economics	Personal development
	Reg	1	2		3	4		5	6	7
<b>Thursday</b>	Form class	Physical Education	Technological Studies		RMPS	French		English	Mathematics	Science
	Reg	1	2		3	4				
<b>Friday</b>	Form class	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 Families/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 families.

### **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 families 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**

Families 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)



## 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.

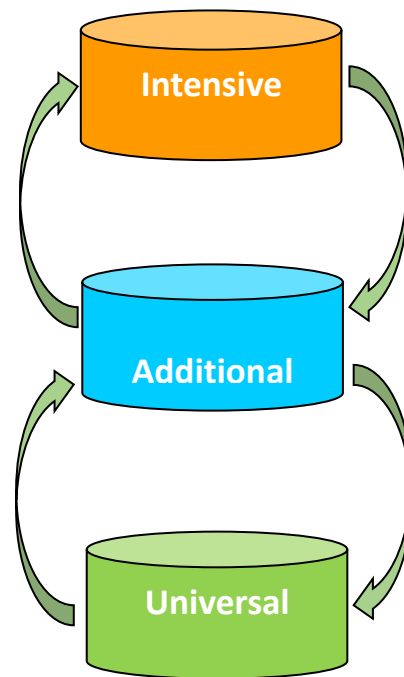
All Staff, in particular Pupil Support and Support for Learning, work together to ensure early identification and that the most appropriate, inclusive and least intrusive supports are put in place.

**If families 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 families/ 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 when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.



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/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/carers and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

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

**There are a number of recognised agencies and organisations that can provide further support and advice to families 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 families 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 families 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 families 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.



---

## 11. School Improvement Plan 2024 – 2025

---

The graphic features a dark blue background with the school crest on the left. The crest is a shield with a book, a flower, and two crossed staves, with the motto 'TAK TYME IN TYME' below it. To the right of the crest, the words 'AMBITIOUS', 'PROGRESSIVE', and 'INCLUSIVE' are stacked in white and yellow. Below this, 'Our School Plan 2024 2025' is written in white. The graphic is divided into four sections, each with an icon and text:

- Icon:** A group of blue silhouettes of people.  
**Text:** Focusing as a cluster on mental wellbeing of young people and their families.
- Icon:** A bar chart showing attendance rates.  
**Text:** Working with our families to improve the attendance rate of all our young people.  

Days absent	Attendance rate
3 days	100%
10 days	95%
19 days	90%
27 days	85%
38 days	80%
47 days	75%
- Icon:** A rocket launching.  
**Text:** Further developing our approaches to Learning, Teaching and Assessment to raise pupil attainment.
- Icon:** An open book with colorful icons floating above it.  
**Text:** Reviewing our curriculum to ensure it reflects the needs of all our learners and helps them to achieve their best.

---

## 12. Homework

---

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.

Alongside traditional supported study in school and homework, this year we have continued our school account to provide our pupils with access to interactive study materials via the ACHIEVE platform <https://achieve.hashtag-learning.co.uk>.

When signing up to create their own account pupils should use their school GLOW Email address and use the unique Greenfaulds High School Code to activate their account.

**We also direct our pupils to the E-sgoil offering.** Pupils can access a range of resources including help with Study planners, revision tips, managing stress etc. As well as accessing a wide range of subject webinars every week. Details are posted each week to advise what topics are being covered each evening in the Webinars.

We ask parents/carers 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. Please note that the homework policy is currently under review and being led by Mrs MacAdams with the intention of a refreshed policy launched for Session 25/26.

## 13. Ethos

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, in the school newsletter, on the website, via social media and in the weekly Head Teacher's Blog.
- Pupils often assist with showcasing school events such as ELT 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.
- School Leavers (S4-6) have a special Graduation Ceremony to celebrate their achievement and contribution to the school.
- Pupils are invited to take part in 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**

Our approach to ensuring that all young people feel valued and part of the school community lies at the heart of our school and we were delighted to be recognised in February 2022 as one of only 20 schools in Scotland who have been recognised with a Rights Respecting Gold Award by UNICEF UK.

This award is granted by UNICEF UK to schools that have fully embedded children's rights throughout the school in its policies, practice and ethos. To achieve Gold: Rights Respecting, schools are assessed by one of our Professional Advisers who looked at the whole school's rights respecting work and the impact that has been made through embedding children's rights into school life.

This was evidenced through explicitly adopting a child rights approach based on the United Nations Convention on the Rights of the Child and embedding it in school policy, practice and culture.

We continually work to ensure that children, young people and adults in our school have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school.

Students see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad. The active role of our Pupil Parliament and the Social Justice Committee are clear demonstrations of these commitments.

## **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 2024-25 session the following committees running are:



**Community engagement**  
**Digital Ambassadors**  
**Eco**  
**Health and Welbeing**  
**LGBT Rights**  
**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.

---

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

---

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.

Families 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.

*Parents/carers 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.*

---

## **15. Extra Curricular Activities**

---

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:

Breakfast Club	Badminton	Swiftie Club	Warhammer Modelling Club
Games Club	S3-6 Fitness	Relax & Colour	Crochet Club (for Charity)
Art Club	S2 Football	Wind Band	Computer Games Club
Table Tennis		Baking Club	Creative Writing
Basketball	Breakfast Club	Baking Club	S4-6 Football
S1 Football	Drama Club	Trampolining	Dance
Maths Support Club	Wellbeing	S3 Football	



As a school we have introduced a *Colours* initiative this session. In line with our school values of Ambitious, Progressive and Inclusive; this is part of our drive to recognise the significant achievements by many of our pupils who compete at both Regional and National Level whilst at secondary school. This would include a full range of activities from music and the creative arts, sport, STEM etc. It will also recognise the dedicated service of senior pupils holding the major leadership positions.

Specially commissioned school ties will be worn by pupils who receive a School Colour at our annual Prize Giving Ceremony, and we anticipate pupils will be keen to apply for these where they have met the threshold criteria. Pupils and their families will be able to apply to the newly formed Colours Committee for this recognition. I would ask that all nominations are submitted by the end of March to allow the Colours Committee to meet in April to make decisions on the awards.

Selection to represent the Region (North Lanarkshire or otherwise) would merit Half Colours and National (Scotland, Great Britain or any other nation) would merit Full Colours. We recognise that some of our pupils have achieved these honours in the past as secondary school pupils and would welcome applications that recognise these achievements.

---

## 16. Freedom of Information

---

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

---

## 17. General Data Protection Regulations (GDPR)

---

### 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 families/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.

<b>The Council's Data Protection Officer</b>
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>

--

<b>The Information Commissioner</b>
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>.



---

## **18. Child Protection**

---

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

---

## **19. School Behaviour**

---

### **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.

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 families. Good behaviour is rewarded through certificates and participation in school social events and trips.

For more information relating to this please see the school Positive Relationships Policy

### **19.2 Anti-Bullying Policy**

Bullying is not tolerated and the school has a comprehensive policy for dealing with such situations. Pupils and families 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 out with the school environment it is usually the responsibility of families and/or the police to deal with it however a standard letter will be sent by the school to families 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.

For more information relating to this please see the school Anti-Bullying Policy

### **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 SLT 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

Families 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.

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 families 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 families 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, families can expect at least two 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.

Some subjects will wish to report more frequently on certain pupils and there will be the facility for doing this using our usual channels of communication.

In S4 families can expect two reports on progress each session. The timing of these reports will be Sep, Feb and March.

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

Pr 7	Oct/Nov.	Families 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	Families invited to meet class teachers to discuss pupil's progress.
S2	Jan	Families invited to meet class teachers to discuss pupil's progress.
S3	Feb	Families invited to meet class teachers to discuss pupil's progress.
S4	Nov	Families 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	Families invited to meet class teachers to discuss pupil's progress.

Families 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 families. 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 families' 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.

Families 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 families informed about the life of the school, a HT Blog is published weekly on the school website. Families 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 families is given earlier in this book and a school calendar is given to all families 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))

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

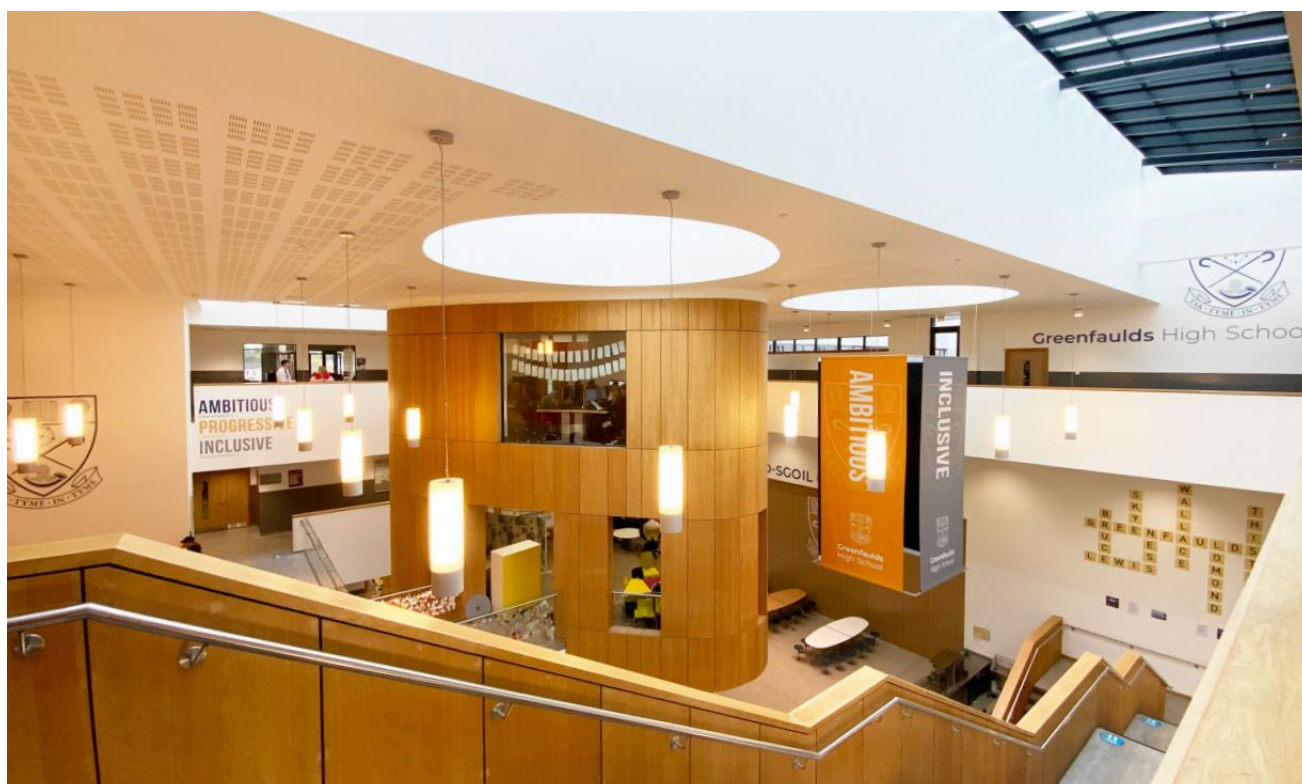
In addition to the formal contacts listed, families are encouraged to contact the school at an early stage to discuss concerns they may have about their children. Meetings with individual families or guardians are a regular feature and these might take place with a Pupil Support PT, the Principal Teacher 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 families and guardians are held to inform families 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.

**Please be aware that our reporting processes are currently under review with a refreshed approach due to be implemented for Session 25/26 following consultation with the whole community.**

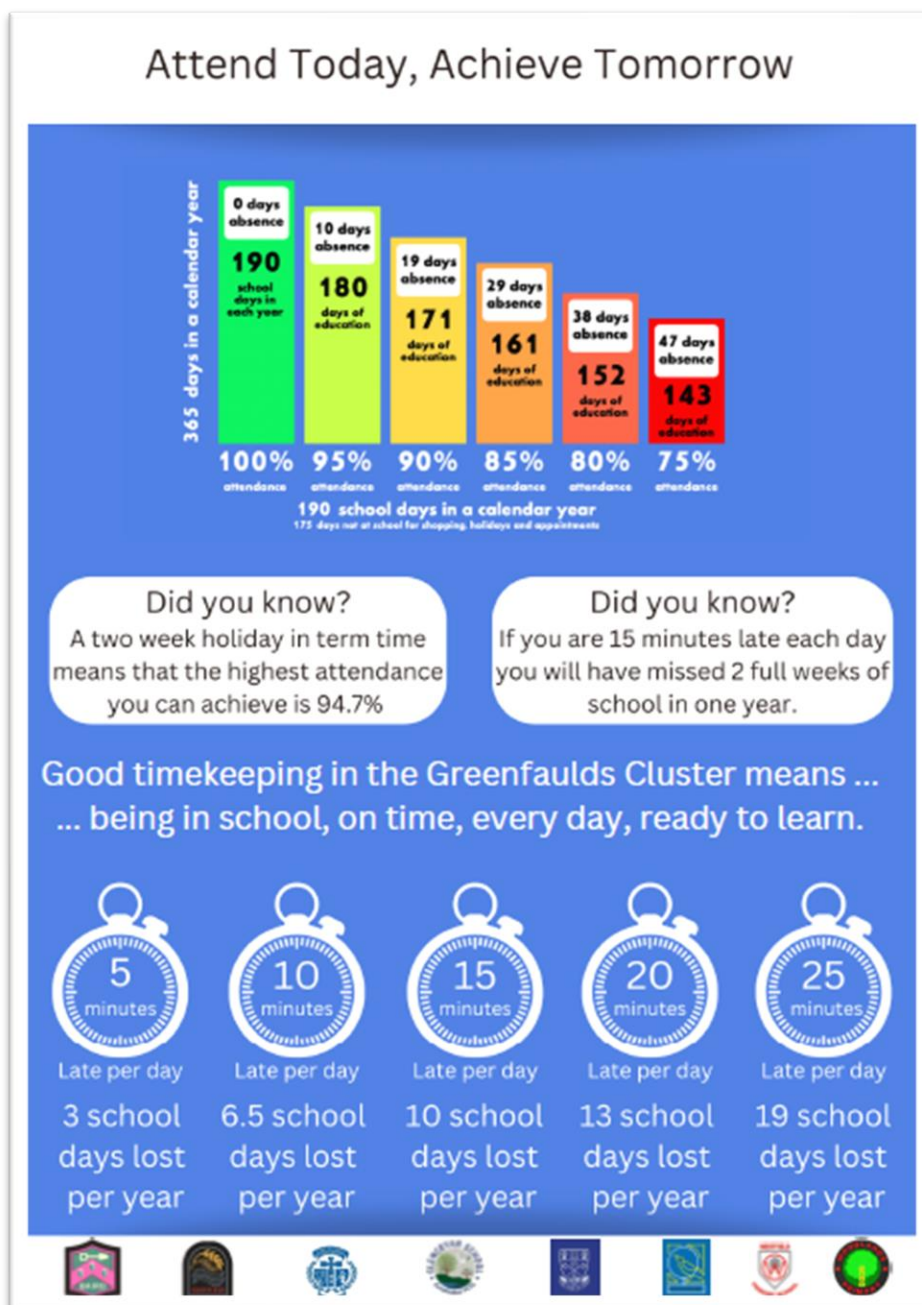


## 21. Attendance at School

Families 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, families will be asked to provide contact details including at least one emergency contact number. Families are required to inform the school if these contact details change during the course of the school year.

Families 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 families 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, families/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.

Families 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. Families/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.**

Families/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 Childrens' 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 families when appropriate .

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

Attendance and absence procedures for pupils and families 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, families/carers, teachers and other agencies. Mrs Hoy has developed programmes that provide support for young people and their families 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 families.

---

## 22. Clothing and Uniform

---

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 families, pupils and staff were fully consulted. It is the expectation of Education, Skills and Youth Employment services that families 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.



Families 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) Families 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 families 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 families 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 or skirt – jeans, leggings or jogging 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 sandals) 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. Families/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.** Families 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.

---

## 23. Meals

---

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 families/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 families 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)

Families/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.

---

## 24. Placing Requests

---

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. Families 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 families**, 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.

Families 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 families and young people to make a placing request to attend a school/establishment belonging to another authority.

---

## 25. Education Maintenance Allowance

---

*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.

---

## **26. Transport**

---

*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. Families\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.*

---

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

---

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.

Families whose children have particular medical requirements have an opportunity in confidence, to tell a Pupil Support teacher about them either at a Families' 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 families 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).**

---

## 28. Information in Emergencies

---

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.

The school website should be the first point of contact for emergency information. Where appropriate families 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.

---

## 29. The Parent Forum

---

### 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 families 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 families 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 families;
- c) consulting with families and reporting back to the Parent Forum on matters of interest;
- d) promoting contact between the school, families, 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 families/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
Secretary	-	Mrs N Quinn
Treasurer	-	Mrs F McEwan

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)

---

## 30. Attainment and National Examination Results

---

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

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

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 families 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 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.

As an inclusive and progressive school we are continuing to diversify our curriculum to better meet the needs of all our learners. To that end, we have introduced a range of courses at Level 5 and Level 6 which better suit some of our pupils. These courses include Barista Training, Journalism and Laboratory Skills. The full range of these courses are represented within our Senior Course Choice Form (see Appendix 4).

---

## 31. Useful Addresses

---

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

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 families/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

---

## Appendix 1 A Rights Respecting School

---

Greenfaulds High School is a UNICEF gold 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 Families.

### **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.

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.

**Please be aware that the school's Positive Relationships Policy is currently under review and will be finalized by August 2025 taking account the views of all our community.**

# School Captains 2024-2025

**Jamie  
Martin**



**Shayann  
Raheel**

---

## Appendix 2 Attendance Procedures

---

### 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 families 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. Families 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 3 SQA Results for 2023/2024

### National 5 Results

Qualification Name	% Grade	% Grades A to	% Grades A to	% Grades A to
	A	B	C	D
Accounting	58.33	58.33	75	75
Administration and IT	13.33	33.33	75.56	95.56
Applications of Mathematics	4.08	10.2	18.37	44.9
Art and Design	38.1	66.67	95.24	100
Biology	23.29	35.62	64.38	87.67
Business Management	11.27	33.8	52.11	83.1
Chemistry	33.33	48.72	74.36	79.49
Computing Science	32.26	35.48	58.06	83.87
Dance	30	90	100	100
Design and Manufacture	10	35	70	90
Drama	43.75	100	100	100
English	46.73	73.83	94.39	96.73
English for Speakers of Other Languages	0	100	100	100
Environmental Science	0	0	60	100
French	57.89	73.68	89.47	94.74
Gaelic (Learners)	50	100	100	100
Gaidhlig	16.67	66.67	66.67	83.33
Geography	50	85	95	95
German	14.29	50	64.29	85.71
Graphic Communication	13.33	26.67	60	86.67
History	35.45	55.45	72.73	84.55
Mathematics	39.19	52.03	64.19	79.73
Media	0	28.57	57.14	100
Modern Studies	44.3	65.82	77.22	93.67
Music	36.36	57.58	78.79	96.97
Music Technology	88.24	94.12	100	100
Philosophy	0	0	0	33.33
Physical Education	22.73	57.95	87.5	98.86
Physics	20	40	54.29	71.43
Practical Cookery	47.5	80	97.5	100
Practical Electronics	44.44	66.67	100	100
Practical Metalworking	75	87.5	100	100
Practical Woodworking	11.54	38.46	84.62	88.46
Psychology	23.08	53.85	84.62	100
Religious, Moral and Philosophical Studies	55.56	77.78	88.89	88.89
Spanish	28.89	44.44	62.22	77.78

## Higher Results

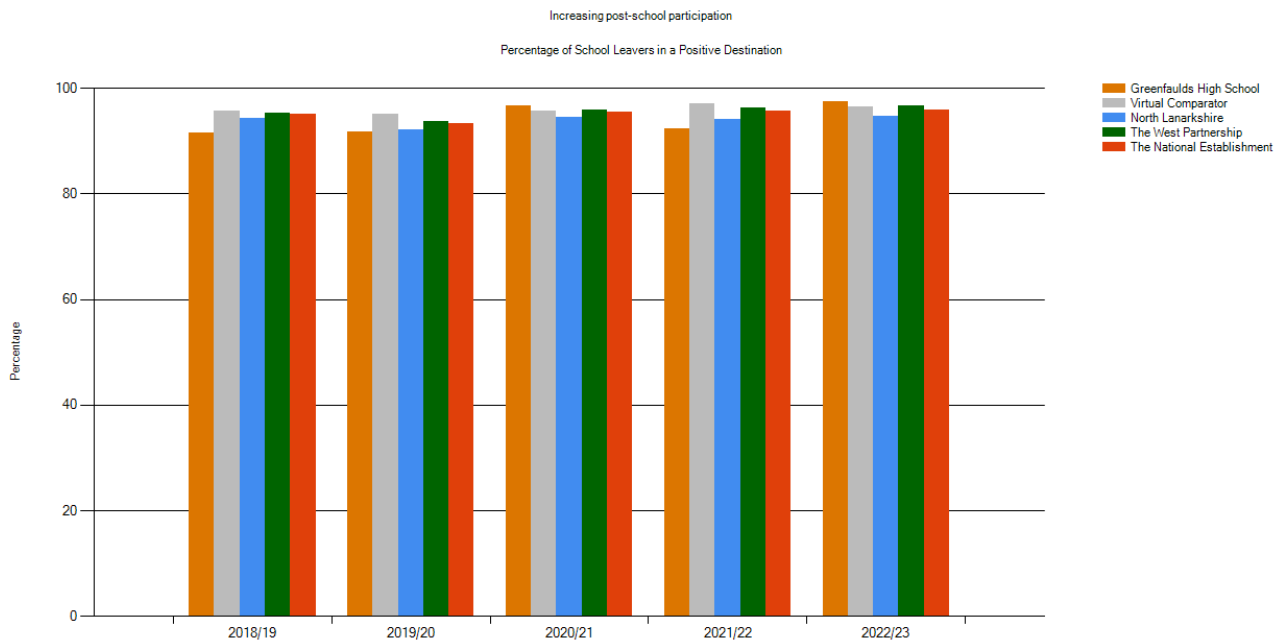
Qualification Name	% Grade A	% Grades A to B	% Grades A to C	% Grades A to D
Accounting	60	80	80	100
Administration and IT	9.09	31.82	59.09	68.18
Art and Design	17.86	39.29	67.86	100
Biology	13.21	41.51	60.38	77.36
Business Management	16.67	40.48	71.43	78.57
Chemistry	3.33	40	66.67	86.67
Computing Science	28.57	42.86	57.14	92.86
Dance	37.5	62.5	87.5	87.5
Design and Manufacture	0	50	50	87.5
Drama	0	25	75	100
Economics	6.25	12.5	25	43.75
English	38.6	65.5	86.55	95.91
French	62.5	75	75	87.5
Gaidhlig	20	40	60	100
Geography	44.12	58.82	88.24	97.06
German	50	87.5	100	100
Graphic Communication	0	20	66.67	93.33
History	22.22	47.22	70.83	79.17
Mathematics	32.53	50.6	73.49	85.54
Modern Studies	60	75	86.67	95
Music	37.5	62.5	79.17	100
Music Technology	14.29	71.43	100	100
Philosophy	17.65	23.53	35.29	58.82
Photography	0	30	80	100
Physical Education	31.91	68.09	87.23	89.36
Physics	4	32	76	96
Politics	44.44	72.22	88.89	94.44
Psychology	25	47.06	63.24	86.76
Religious, Moral and Philosophical Studies	26.67	46.67	60	73.33
Spanish	33.33	33.33	33.33	33.33



## Advanced Higher Results

Qualification Name	% Grade A	% Grades A to B	% Grades A to C	% Grades A to D
Art and Design (Design)	0	66.67	100	100
Art and Design (Expressive)	25	75	100	100
Biology	0	28.57	85.71	85.71
Chemistry	0	0	25	100
Drama	0	50	100	100
English	6.25	31.25	56.25	93.75
Geography	0	27.27	63.64	100
Mathematics	16.67	41.67	58.33	75
Modern Studies	33.33	61.9	76.19	100
Music	80	100	100	100
Physics	0	20	80	100

## Positive Leaver Destinations



# Appendix 4 Senior Phase Course Choice Form 25/26

## GREENFAULDS HIGH SCHOOL – SENIOR OPTIONS FORM 2025 - 2026

	Column A	Column B	Column C	Column D	Column E
<b>Level 4/5</b>	Mental Health & Criminology (LS) Modern Languages for Life & Work (LS) NPA: Business & IT (LS)  Applications of Maths (NS) English (NS) (NS – Real OHV) Media Studies & Design (NS) Philosophy (NS) Practical Electronics (NS) Spanish (NS)	Modern Languages for Life & Work (LS) Scottish Studies (LS)  Drama (NS) German (NS) Laboratory Skills (NS) Practical Cookery (NS)	Travel & Tourism (LS) Leadership: PE (LS)  Applications of Maths (NS) Practical Craft Skills: Metalwork (NS) Health Sector (NS – SPV)	Modern Languages for Life & Work (LS)  Dance (NS) English (NS) Media Technology (NS) Practical Electronics (NS)	Personal Development & Leadership (LS)  Art & Design (NS) Gaelic Learners (NS) <del>Spanish (NS)</del> Music (NS)
<b>Level 6</b>	Creative Thinking (LS) NPA: Business & IT (LS)  Activity/IT (H) Business (H) Design (H) Mathematics (H) Music (H) Philosophy (H) Photography (H) Spanish (H)	NPA: Acting & Performance (LS) Scottish Studies (LS)  Art & Design (H) Chemistry (H) Computer (H) Design and Manufacture (H) Drama (H) German (H) History (H) Psychology (H)	Leadership: PE (LS)  Applications of Maths (H) Accounts (H) Business (H) Biology (H) Gaelic (H) Human Biology (H) Mathematics (H) Politics (H) Psychology (H) Religion (LS)	Criminology (LS) Journalism (LS) NPA: Sound Production (LS) NPA: Music Business (LS)  Athletics (H) Dance (H) English (H) French (H) Geography (H) Gaelic (H) Media (H) Modern Studies (H) Music Technology (H) Physics (H)	NPA: Scientific Technologies (LS) NPA Music (LS) Personal Development & Leadership (LS)  Art & Design (H) Chemistry (H) Gaelic Learners (H) History (H) Modern Studies (H) Music (H) PE (H) Physics (H) Psychology (H)
<b>Level 7</b>	Referencing (L7) English (AH) Media (AH) Spanish (AH) – <a href="#">Gaelic</a>	Drama (AH) Modern Studies (AH) Physics (AH) German (AH) – <a href="#">Online</a>	Baccalaureate: Science (S6 OHV)	Chemistry (AH) French (AH – <a href="#">Online</a> ) Gaelic (AH)	Art & Design (AH) Biology (AH) <a href="#">Gaelic</a> (AH) Music (AH)
<b>S6 ONLY WIDER ACHIEVEMENT COURSES (LS/6/7)</b>	BARISTA/CUSTOMER SERVICE POWERING FUTURES FIDA – INTERNATIONAL SUSTAINABILITY DIPLOMA	START – INCUBATING THE FUTURE POWERING FUTURES YOUTH ACHIEVEMENT AWARD	BARISTA/CUSTOMER SERVICE EVENTS MANAGEMENT POWERING FUTURES SCOP AMBASSADOR	POWERING FUTURES START – INCUBATING THE FUTURE YOUTH ACHIEVEMENT AWARD	ACHIEVE (KINGS TRUST) POWERING FUTURES YOUTH STEPS LEADERS
<b>S5/6 COLLEGE BASED COURSES</b>	L5 HOSPITALITY	L4 HAIR DRESSING L5 BEAUTY L6 ENGINEERING L6 BUSINESS SKILLS L6 INTMO TO SCOTS LAW	L4 BEAUTY L5 EARLY LEARNING & CHILD CARE L5 HAIR DRESSING L5 HOSPITALITY L6 FITNESS, HEALTH & EXERCISE L6 DENTAL L6 CYBER SECURITY L6 MUSIC TECHNOLOGY	L4 HOSPITALITY L4 CREATIVE INDUSTRIES L5 CONSTRUCTION (Other Establishment) L5 MAKE UP ARTISTRY L5 HOSPITALITY L6 CREATIVE & DIGITAL MEDIA	L4 PHOTOGRAPHY L5 CONSTRUCTION (Greenfaulds HS) L5 HOSPITALITY
<b>S6 Only 1 Year Foundation Apprenticeship (must choose in both columns D &amp; E)</b>					
<b>S6 Only 1 Year HNC Courses (must choose in both columns D &amp; E)</b>					

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

- before the commencement or during the course of the school year in question
- 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.