Golfhill Primary School

Handbook 2022/2023









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WELCOME

Dear Parents and Carers,

Thank you for considering Golfhill Primary as the school for your child. I hope you find the information contained in this handbook both informative and helpful.

In Golfhill, we aim to offer all of our pupils quality learning experiences which relate to The Curriculum for Excellence. This encourages our pupils to be successful, confident learners and responsible, effective citizens of the future.

The success experienced by our pupils is a result of their own efforts and determination, the commitment and skill of the staff and support and guidance from home.

Your views and ideas are greatly appreciated, and indeed, help us to continue to improve the quality of our service to your child and to you.

Every pupil deserves to have success and to be happy in school. Together we can achieve this and help our pupils meet new learning challenges with confidence and enthusiasm.

I look forward to working in partnership with you over the coming years. I hope your child, and you, enjoy the Golfhill experience.

A warm welcome awaits you at Golfhill.

Gail Gallen

Head Teacher



SCHOOL AIMS

In Golfhill Primary School, our aim is to work in partnership with parents and the wider community enabling our children to develop to their full potential.

Our aims are listed under the four purposes of the Scottish Curriculum. The aims below reflect the values of wisdom, justice, compassion and integrity.

**Successful Learners**

Encourage our pupils to produce work of high quality either by working co-operatively with others or independently.

**Confident Individuals**

Raise self-esteem and to encourage our pupils to develop appropriate skills, positive attitudes and a set of strong values.

**Responsible Citizens**

Provide a caring welcoming environment where our pupils’ needs are catered for, where each child feels a valued member of our school community and where fairness, tolerance and mutual respect are implicit in the life of our school.

**Effective Contributors**

Encourage children to show genuine concern for and tolerance of others and equip them to become active caring members of society.

Create an effective working partnerhsip with parents and the wider community, to develop effective communication skills, offering the opportunity to develop and support the whole child.

**North Lanarkshire Education and Families pledge to:**

* **improve learning and teaching**
* **raise achievement and realise potential**
* **encourage lifelong learning**
* **work with communities for a better future**
* **listen and learn together**
* **celebrate success**
* **respect the dignity and value of all**
* **give pupils and staff a safe, happy and attractive place to work**

**Covid-19 Pandemic**

NLC will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council’s website www.northlan.gov.uk.

SCHOOL INFORMATION

**Golfhill Primary School**

**Ballochney Street, Burnfoot, Airdrie ML6 0LT**

Tel: 01236 632086

Email: enquiries-at-golfhill@northlan.org.uk

Golfhill Primary is a non-denominational, co-educational school with a present school role of 146 pupils between the ages of 5 – 12 years. The classrooms are bright and spacious, the school has a well stocked library. We are fortunate enough to have a large gym hall which includes a fantastic stage for school shows and a seperate dining hall. All classes are organised according to schedules laid down by the Scottish Office Education Department and North Lanarkshire Council. The current working capacity is 204. The total planning capacity is 214. Parents should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised. This session (2022/2023), there are 7 classes but this may alter. Parents should note that the working capacity of the school will vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

**Composite Classes**

Composite classes are made up of children from more than one stage e.g. 5/6. From time to time it may be necessary to form composite classes as described in the definition. When forming composite classes ‘working groups’ based on language and maths would be the determing factor. When forming a composite P1/2 class, age of children starting school may be the determining factor.

**Community Facilities**

It is Council policy that school accommodation be made available for use by the community. Such use will be in accordance with approved letting procedures. Further details are available from the Community Education Department or Area Office.

Culture and Leisure NL Ltd

Community Facilities Section

Coatbridge Community Centre

9 Old Monkland Road

Coatbridge

ML5 5EA

Tel: 01236 632778

Fax: 01698 302110

Email: school&facilitybookings@culturenl.co.uk

OUR TEAM

**Head Teacher**

Mrs Gail Gallen

**Principal Teacher**

Mrs Joanne Kirkcaldy

**Class Teachers**

Miss Ruth Lamb- Primary 1

Mrs Elizabeth Grant- Primary 2

Miss Shelley Cleneghan- Primary 3

Miss Suzanne Mitchell- Primary 4/3

Mrs Agnes Watson- Primary 5

Mr Paul Jordan- Primary 6/5

Miss Leanne Docherty- Primary 7

Miss Heather Reid

**Senior Clerical Assistant**

Mrs Elizabeth Bryce

**Clerical Assistant**

Mrs Lindsay Attwood

**Classroom Assistant**

Mrs Patricia Watt

**ASN Assistants**

Mrs Karyn Shanks

Mrs Patricia McGoldrick

**Janitor**

Mrs Gwen Smith

**Cleaners**

Ms Margaret Brooks

Ms Linda Collins

**Catering Manager**

Mrs Sharon Downie

**Catering Assistants**

Mrs Alison Convery (Breakfast Club)

Mrs Rhona McGlade

Mrs Sandra Brawley

**Educational Psychologist**

Ms Shauna Gorey

The total teaching staff complement is: 8.2

SENIOR MANAGEMENT TEAM REMITS

**SESSION 2022/23**

**Gail Gallen – Head Teacher**

* Overall responsibility for the management of the school
* Formulation and monitoring of school policies
* Structuring and balance of the curriculum
* Raising acheivement and attainment for all
* Learning and teaching
* Self-evaluation
* Child Protection Co-ordinator and GIRFEC Named Person
* Supporting learning
* Curriculum for Excellence curricular programmes across learning
* Planning for and assessment of learning
* Improvement Planning: School Improvement Plan and School Improvement Report
* Promoting inclusion
* Whole school discipline and ethos
* Staffing: Appointment and deployment of all staff
* Professional review and development of staff
* Development of staff roles
* Co-ordinator for student teachers
* Co-ordinator for probationers
* Tracking and Monitoring: Forward plans, learning and teaching, class work, pupil progress and through self-evalution
* Management of resources: DSM budget, school building, school fund, health and safety, school security
* Adviser: Parent Partnership, pupil groups
* Liaison: Associated pre 5, primary and secondary establishments, Psychological Services, visiting services, Social Services and partnership agencies
* Communication: Newsletters, school handbook
* All other management issues.

**Joanne Kirkcaldy – Principal Teacher**

* Delivery of 2.5 hours McCrone – whole school
* Pastoral Support P1-P7
* Deliver school based in-service and speak to parent groups and staff as required
* Lead curricular change as identified in the School Improvement Plan
* Develop teamwork within the school by co- operating with colleagues and leading by example
* Curricular Responsibilities: Literacy
* GIRFEC
* Resources
* Probationer mentoring
* ICT co-ordinator
* PE champion
* Supporting Head Teacher with nursery/ primary transition
* OOSHL co-ordinator P1-P7 (breakfast/lunch/ after school clubs)
* Active schools co-ordinator liaison P1-P7
* Literacy Coach
* Child Protection Co-ordinator in the absence of H.T.
* Co-ordinator of Diabetic Support
* Data Champion
* Responsible to Head Teacher

SCHOOL CALENDAR

**OUR SCHOOL DAY**

Monday – Friday

Open: 8.55 am

Interval: 10.45 am - 11.00 am

Lunch: 12.30 pm - 1.20 pm

Close: 3.00 pm

The school runs a Breakfast Club for all pupils from 8.30am every day and a tuck shop is available at Interval.

P1 Pupils will attend full time from the first day of the session in August.

**SCHOOL YEAR 2023/2024**

**August 2023**

Teachers return and in-service day: Monday 14 August 2023   
In-service day: Tuesday 15 August 2023   
Pupils return: Wednesday 16 August 2023

**September 2023**

September weekend: Friday 22 September and Monday 25 September 2023 (inclusive)

**October 2023**

October week: Monday 16 to Friday 20 October 2023 (inclusive)

**November 2023**

In-service day: Monday 13 November

**December 2023 - January 2024**

Schools close: Friday 22 December 2023 at 2.30pm  
Christmas and New Year holidays: Monday 25 December 2023 - Friday 5 January 2024 (inclusive)

**February 2024**

Mid-term break: Monday 12 February and Tuesday 13 February 2024  
In-service day: Wednesday 14 February 2024

**April 2024**

Schools close: Thursday 28 March 2024 at 2.30pm  
Spring holiday (Easter): Friday 29 March - Friday 12 April 2024 (Inclusive)

Good Friday 29 March

Easter Monday 1 April 2024

**May 2024**

In-service day: Thursday 2 May 2024 (to coincide with UK Parliamentary elections, but may be subject to change)

May holiday: Monday 6 May 2024

May weekend: Friday 24 May 2024 and Monday 27 May 2024 (inclusive)

**June 2024**

Schools Close: Wednesday 26 June 2024 at 1pm

IMPROVEMENT PLAN PRIORITIES 2022-2023

We have agreed the following areas for improvement with the school and education authority:

Cluster Priority

* To develop a shared approach to targeting support towards young people and their families.

School Priority 1

* Establish a digital pedagogy across all stages of the curriculum which engages learners and delivers a high quality learning experience for all children and young people.

School Priority 2

* To further support the mental, social, emotional and physical health of all children, families and staff.

School Priority 3

* Raise attainment in Writing in particular Primary 2, 3, 5 and 6.

ENROLMENT

Parents wishing to enrol their child at Golfhill Primary are encouraged to visit the school prior to formal enrolment. A mutually convenient time can be arranged with the Head Teacher by contacting the school office.

**Registration of Infant Beginners**

This takes place in January of each year for those children who are due to start formal primary education the following August. Official dates are normally notified to parents in the local press and parents already associated with the school will be notified of dates through regular school newsletters.

**Admissions during Term Time**

Parents are advised to discuss this with the Head Teacher. Please contact the school office for an appointment.

**Placing Requests**

You have the right to make a placing request 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 those who are moving home to a new area, parents/ carers 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.

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

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

**Out of School Care**

Mobile Play In Action

Tel: 01236 767767 / 07942221179

EQUAL OPPORTUNITIES

Golfhill Primary School is committed to equality of opportunity for all its pupils regardless of sex, religion, physical ability or social background. To ensure this, the school has developed programmes of study which challenge all aspects of discrimination. This is done through:

* selected children’s novels which encourage discussion of relevant issues and help foster tolerance and build positive relationships.
* circle time.

Discrimination in any form be it action or inaction is not tolerated. To ensure equal opportunities which tackle traditional male/female roles, all children are given the opportunities to sew, cook and take part in technology.

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.

The Equality and Human Rights Commission’s Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at

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

CURRICULUM FOR EXCELLENCE

**What is 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.

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing accross 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.

**What are the Curriculum for Excellence levels?**

There are five levels and these are flexible depending on pupils’ needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

. Early level pre-school to P1

. First level to the end of P4

. Second level to the end of P7

. Third and fourth level S1 to S3

. Senior phase S4 TO S6 and other forms of study.

**What is the Broad General Education?**

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 to the Senior Phase which starts in S4.

**Curriculum Areas and subjects**

The BGE is delivered via 8 curricular areas which, in secondary school covers years S1 to S3, and may be subdivided further into individual subjects.

**Expressive Arts**

By linking their learning experiences to their imagination children learn to express themselves and appreciate the expression of others through art, craft, music, movement and drama. These subjects are taught so that children may develop skills which will increase their awareness and enhance their appreciation of the aesthetic aspects of life. It should also help them identify and eventually develop any of their own new found talents. From time to time the work is based around a theme which will utilise all aspects of life.

**Health and Well Being**

This area of the curriculum is concerned with educating our children to cope with life. It is a vital area of learning and teaching and the work we do in this area helps our pupils to deal with difficult situations, but also helps in creative, young, relaxed and confident learners. We have a comprehensive and progressive programme in place, which focuses on developing skills such as independence, self-awareness and self confidence. Much of this work is done through Circle Time and through using teaching materials from various commercial packs. Staff and pupils may also tackle subjects such as personal safety and bullying etc.

**Languages and Literacy**

Children learn to listen, speak, read and write so that they can express themselves in speech and writing with confidence, pleasure and precision. Comprehension and reference skills are developed so that they can derive enjoyment, satisfaction and information from the written word in all its forms. There is a balance of formal exercises and informal creative work to achieve these aims. The school operates the NL Policy on Active Literacy from Primary 1 – Primary 7.

**Mathematics and Numeracy**

Children learn to count and measure. They are given the opportunity to observe, to record accurately and to develop their powers of reasoning. The experiences and outcomes outlined in Curriculum for Excellence cover number, money and measure and shape, position and movement. Children also learn to handle basic mathematical symbols and operations thus obtaining good performances so that they can apply these skills and understanding in order to solve mathematical problems. To achieve this, children need a fair amount of mechanical work in order to utilise these skills in mathematical problem solving.

Our programme of work within Golfhill Primary, built around the experiences and outcomes outlined in Curriculum for Excellence, provides structure to give children a balanced, continuous programme of mathematical development. We make use of a variety of mathematical resources to support learning at all levels.

**Sciences and Technologies**

Programmes for Science and Technology are tackled in a number of ways. Some elements are approached through other topics and some are stand alone. They are taught in a variety of ways through a mixture of ICT/research, practical work and investigation.

**Religious and Moral Education**

The programme of Religious Education has been built up over the years and we are working towards full implementation of Curriculum for Excellence guidelines. We aim to give children a knowledge of the basic tenets of religion, its place in our society and in the wider world and develop pupils’ spiritual, moral, social and cultural values.

We have weekly assemblies and most of these are led by the children themselves to which parents are invited, though some are conducted by the Head Teacher or Principal Teachers. Parents 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 will be considered. Appropriate requests will be granted on not more than three occasions in any school session and the pupil noted as an authorised absentee in the register.

**Social Studies**

Social studies topics cover three areas:

* People, past events and societies
* People, place and environment
* People in society, economy and business

These topics largely have a history, geography and modern studies emphasis. They assist children in understanding society and their relationship and place within it.

Importantly, literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy

Learning is divided into levels. The levels are as follows:

**LEVEL STAGE**

Early the pre-school years and P1 or later for some

First to the end of P4 but earlier or later for some

Second to the end of P7 but earlier for later for some

Third and Fourth S1 – S3, but earlier for some

Senior Phase S4 – S6 and college or other means of study

**Assessment and Reporting**

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. Asssessment 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.

In playrooms and classrooms, staff will be using improved ways of assessing children’s learning, taking account of national and local advice and guidance. Your child’s progress will be reported to you so that you know how well your child is doing.

Our school implements Curriculum for Excellence through various cross curricular activities and through a variety of teaching programmes which involve the children in Active Literacy, Active Maths, Purposeful Play and regular use of ICT. Children are encouraged to take an active part in their own education through consultation and involvement in a number of committees and through discussion of their work and the involvement in the setting of their own person learning targets. It is through including the children in such activities that they will become confident and successful learners and responsible and effective contributors to the future community.

We regularly invite parents to take part in workshops in the school to give them an opportunity to see and experience some of the activities and areas in the curriculum which we study.

**Homework**

All teachers set homework tasks from Monday – Thursday and generally the time needed will be considered dependant on age and stage in school. Tasks may include reading, practice of number and maths work, spelling or environmental studies – the tasks will be linked to work covered in class, as reinforcement of skills learned and should be able to be completed by the child working independently. Parents are asked to sign where the work has been completed and are free to make comments. A copy of our homework policy and guide for parents is available at the school on request.

**Reporting to Parents**

Parents are encouraged to visit the school if they have any concerns about any aspect of their child’s education. In addition, the following arrangements have been made to allow consultation between teaching staff and parents on a regular and more formal basis:-

* Consultation times – November and May.
* Written Progress Report – March.

**Personal Support/ Career Planning**

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for futher learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. As part of developing skills for learning, life and work, young people will be offered careers information advice and guidence 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.

ADDITIONAL SUPPORT NEEDS

Golfhill Primary School complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the 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.

In Golfhill Primary School, we ensure that children are provided with work which is appropriate to their stage and development. This may be achieved through class, group and individual teaching approaches enabling children to reach their full potential. However, many pupils may, at some point in their school life, experience a learning difficulty or barrier of some sort.

Class Teachers are responsible for teaching all children in their class and support is provided in school by, where appropriate, Principal Teachers and Head Teacher.

Children with additional support needs are identified, their needs assessed and discussion with parents arranged, in order to plan the best way forward in supporting each child. In forming a plan, continual assessment and review is included.

The process follows guidance given by Education, Youth and Communities as outlined:

**Level 1** – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom or playroom setting.

**Level 2** – Internal support, where education staff identify that a child or young person needs support or planning from within the school or early years establishment.

**Level 3** – External support where education staff identify that the child or young person requires support or planning from beyond the school or early years establishment but within education.

**Level 4** – External support provided on a multiagency basis, where the child or young person’s needs are identified as requiring support or planning from other agencies out with education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

Through a process of staged intervention and, where appropriate in conjunction with other appropriate agencies, the school will work to support these pupils and their families within the framework of the legislation and in line with the Code of Practice. Supported by the education authority, the school will be fully involved in the transitional arrangements set out by the Scottish Executive or those pupils who previously had Record of Needs.

The aim of the Support for Learning is to ensure the delivery of a broad, balanced and differentiated curriculum designed to meet the needs of all children and enable them to work towards achieving their full potential through the setting of high realistic targets.

There is an extended Learning Support Team working in partnership with the school which will advise, help, provide resources and support school staff in providing an appropriate curriculum for each pupil. This includes Area Learning support staff. This support may take the form of direct tuition, advice to the class teacher, provision of appropriate materials and practical help within the classroom. We also have excellent relations with Social work, Speech Therapists, Psychologists and other specialised staff.

There is provision for children who have English as a second language and they will be supported in their learning by staff from ESL department.

Looked After Children, ie 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. Mrs Gallen, Head Teacher, is the designated member of staff who has responsibility for Looked After Children.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan.

Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

**Planning – Getting it Right for Me plans**

(GIRFMe) 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 multiagency 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.

**Dispute Resolution**

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

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

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

The **Additional Support Needs** **Tribunal** has been set up to hear appeals made by parents/carers 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.

MEETING PUPILS NEEDS

We aim that each pupil reaches his/her full potential. Our assessment aims to point out where pupils need more than the basic programme of work and initially the programme would be adjusted to suit their needs at whatever level. SMT play a particular part in the planning of work for children who need extra support. Where there is a need identified for more help than the school has expertise, with parental permission, we would seek the extra assistance of the Education Development Service or Psychological Service.

**Spiritual, Social, Moral and Cultural Values**

The development of children’s moral, spiritual and cultural values is based on guidelines issued by North Lanarkshire Council on Religious Education and Religious Observance.

Our school is linked with Airdrie High Church and the chaplain is keen to develop and strengthen existing links.

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 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.

HOME AND SCHOOL LINKS

At Golfhill we believe that if the links between home and school are strong then this will have a positive effect on the child’s attitude and performance at school. Therefore we try to ensure that we communicate regularly and in a variety of ways with parents.

Golfhill parents are encouraged to sign up for the Xpressions app on which they can securely connect to their own child’s profile and send and recieve correspondance with the school quickly and easily. When sending out letters or information the school will use the Xpressions app or email in the first instance. Occassionally letters may be sent home but an Xpressions message or email will be sent to ask parents to check school bags.

Urgent information is sent via text messages, eg inclement weather, school closure, unexplained absence ect.

Parents are therefore asked to provide the school with a current email address and mobile number and to update these when necessary.

Monthly newsletters are sent out to keep parents informed about school events. Information is also available on the school twitter page.

Parents may contact the school at any time with regard to any problems which may arise, and are actively encouraged by the Head Teacher to do so.

Homework is set and submitted via the Microsoft Teams app and parents can privately message their child’s teacher directly with any questions or issues through this app.

There are Parent Interview afternoons/evenings twice a year, when parents are given the opportunity to discuss their children’s progress with the class teacher. Parents, however, are very welcome to arrange a suitable meeting to discuss aspects of their child’s education which they may have concerns about or if they wish additional information.

The Management Team hold induction meetings in June with the parents of children due to begin school in August. Another meeting is held in September when the children are at school.

We have an active Parent Partnership which meets regularly and to which all parents are invited to attend.

Links between home and school are always encouraged and welcomed.

EXTRA CURRICULAR ACTIVITIES

Many varied activities are offered during the course of the school year:

* inter-school sporting events
* school lending library
* variety of excursions
* visits by Theatre Groups

We encourage out of school learning by offering a variety of after school clubs for pupils from Primary 4 – Primary 7. Examples of clubs can range from:

* Choir
* Cross Country
* Netball
* Coding Club
* Dance

DATA PROTECTION

**Freedom of Information**

The Freedom of Information (Scotland) Act 2002 came into force in 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 Co-ordinator can be contacted by telephone on 01698 302484.

**Privacy statement for enrolment of pupils in a North Lanarkshire school**

**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, Youth and Communities 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 and Families uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/ carers during registration and enrolment to provide us with their child’s name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances. We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

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

**How will we use this information?**

Your personal information will be used:

* To enrol your child or young person in nursery or school
* To provide your child or young person with an appropriate education
* For teaching, assessment and planning purposes and to monitor educational progress of children and young people
* To support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
* To provide appropriate pastoral care to support the 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: <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003>. Or, you can request a hard copy 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, you child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
* Request a correction to your information- we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
* Request the restriction of processing- this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
* Request the transfer- you can request the transfer of your information to another party.
* Deletion of your information- you have the right to ask us to delete personal information about you, your child or young person where:
  + You think that we no longer need to hold the information for the purposes for which it was originally obtained
  + You have a genuine objection to our use of personal information
  + Or, use of personal information is contrary to law or our legal obligations

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person’s head teacher or head of establishment in the first instance.

**The Council’s Data Protection Officer**

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

Data Protection Officer (DPO)

Civic Centre

Windmillhill Street

Motherwell

ML1 1AB

Or by email to: [AITeam@northlan.gov.uk](mailto:AITeam@northlan.gov.uk)

**The Information Commissioner**

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any aspect of data protection law.)

Information Commissioner’s Office

45 Melville Street

Edinburgh

EH3 7HL

Or by email to: casework@ico.org.uk

**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 Data Protection Act 1998. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act 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)).

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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:

http://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation

**Any 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, SGEP, 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**](http://www.scotxed.net)

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 Head Teacher is responsible for the school’s actions in response to Child Protection concerns.

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

Child Protection Co-ordinator is: Mrs Gail Gallen

Telephone Number: 01236 632086

In the event of Mrs Gallen’s absence, any concerns should be passed to Mrs Kirkcaldy, Principal Teacher.

ADULT PROTECTION

The Council has a 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.

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

Adult Protection Co-ordinator is: Mrs Gail Gallen

Telephone Number: 01236 632086

SCHOOL DISCIPLINE

The relationship between pupils and teachers should be roughly similar to that between a child and his/her own parents, requiring mutual trust and respect. A School Code of Conduct has been drawn up through consultation with pupils to ensure the safety and wellbeing of each child. Each child should expect courtesy and should respond similarly to peers and to grown-ups. We stress that self-discipline is an essential part of the process.

**Promoting Positive Behaviour**

Our policy has been prepared to ensure the general well-being of each pupil as he/she learns in the school community to take his/her place in society at large. It is hoped that teaching and learning will take place in a calm, happy atmosphere. Positive behaviour can only be achieved through mutual respect. Pupils must learn to respect the authority of the teacher and the teacher must respect the feelings of the child. Disruption can be caused by a few pupils who by their attitude and behaviour hinder themselves and the other children.

Most disciplinary problems are of a minor nature and are easily dealt with by the class teacher. If more serious behaviour occurs the Principal Teachers will become involved and parents informed. Ultimately the Head Teacher will take formal steps if no improvement in behaviour takes place. Anti-bullying measures are in place in line with SEED advice.

**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. During wet or severe weather, the children are supervised indoors.

**External Provider Staff**

School disciplinary policy and procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within an 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 distruptive behaviour will be managed. Any misconduct should be reported to a member of the school SMT before the close of the business day.

**A Definition of Bullying**

Persistent – intentional, behaviour which causes stress to a person emotionally, physically or mentally, where a person is made to feel insecure, threatened, inadequate or isolated. Bullying is not allowed and should be reported at once by anyone seeing it or suffering from it. Incidents of bullying will be dealt with most severely. The recording of bullying or alleged bullying incidents are recorded electronically as part of the school’s monitoring system.

Golfhill’s Bullying Code of Practice:

* Ignore them
* Walk away
* Make a joke of it
* Don’t show them you are upset
* Keep calm
* Ask for help
* Talk to someone else
* Speak up – tell an adult

Happily, disciplinary procedures involving the Principal Teachers and Head Teacher are extremely rare due to very good class discipline.

ATTENDANCE

Section 30 of the 1980 Education Act places a duty on every parent/carer 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.

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

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child. In the interests of child safety, the police will be contacted if all attempts to locate the child have been exhausted.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give their child a note on his or her return to school confirming the reason for absence.

**Family Holidays during term time**

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

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

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

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

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

**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

**Exceptional domestic circumstances**

Parents 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.

The school investigates unexplained absence and the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children’s Panel, if necessary.

COMMUNITY/SCHOOL LINKS

The school aims to be an integral part of the local community. In keeping with authority policy our accommodation is available, out with school hours, for use by members of the community. Enquiries and applications for the use of the accommodation should be made to the area community education officer whose address is listed in the directory at the back of this handbook.

We lay great emphasis on encouraging our pupils to contribute to their community and to assist in working towards making it a better place. The school has forged strong links with the local community:

**Church**

The school has established links with Airdrie High Church. The school chaplain, Rev. Dr. Ian McDonald, is a regular visitor to the school, visiting classes, attending assemblies and other school activities.

**Work Experience**

Golfhill Primary accepts pupils from Airdrie Academy and St. Margaret’s High School on work experience placements during the session.

**Nurseries**

Golfhill Primary has developed strong links with nurseries in our area, particularly prior to times of infant enrolment and induction afternoons. Children from the nurseries are invited to attend a variety of events in school throughout the year.

**Fire Service**

The local Fire Station welcomes visits from pupils as part of their Environmental Studies topic. Representatives from the Fire Station are also invited into the school to take part in our work on Fire Safety.

**Police**

The local community police visit the school during the session to talk to pupils on safety matters.

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 parents/carers, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers will be keen to support the dress code and written agreement maybe sought.

Clothing which is unacceptable in school under any circumstances includes 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 such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery
* are of flammable materials 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 injury to other pupils or to be used by others to do so.

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances is at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from First Stop Shops and can be downloaded from the Council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £660 a month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person’s discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31st March 2023.

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 wellbeing of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure.

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

Golfhill Primary School Dress Code:

* White shirt/blouse
* School tie
* Grey or black trousers/skirt
* Black blazer with Golfhill badge

or alternatively

* Gold polo shirt
* Red sweatshirt or hoodie

School uniform can be purchased from:

* Scotcrest, 62 Clark Street, Airdrie ML6 6DW.

Tel: 01236 768686.

* www.myclothing.com

SCHOOL MEALS

All P1 – P5 pupils are entitled to a free school meal.

A variety of meals and snacks are available. Vegetarian meals are also available, as are meals for children with special diets. Children bringing packed lunches from home are accommodated in the school hall. Pupils using dining facilities must not leave the school during lunch time without permission. This is for obvious safety reasons.

The school is now completely cashless and each child has their own profile and account set up to pay for, or record, their lunch. Parents/ carers are requested to create an account on Mygov.scot which would then allow them to securely put money into their child’s account to pay for lunches. The lunch orders are taken by the teacher during resgistration and each individual child’s choice is recorded and sent to the kitchen where the staff enter the choice against their profile on our system. If the child is to pay for their lunch the money is taken from their account at this point. If there are not enough funds for the lunch the kichen staff alert the office staff who send a message or call to let the parent/carer know. The children will always get their lunch, and once money is in the account the price for any unpaid lunches is taken off.

The menu is on a three-weekly rota so there are different choices each week. The menu is sent via the Xpressions app or email at the beginning of each term. A paper copy can be requested from the school office or you can visit:

www.northlanarkshire.gov.uk/schools-and-learning/school-meals/meal-menus/primary-school-menu

**The availability of special diets.**

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child’s Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child’s school or dietician, or from North Lanarkshire’s catering service.

Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child’s dietary requirements.

For information; a vegetarian meal option is offered on a dialy basis.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child’s Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service to ensure appropriate food provision. A form will still need to be signed by a medical professional including a Speech and Language Therapist.

It is important the the Head Teacher is aware of any medically prescribed diets within the school and, on occasion, parent/carers may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child’s dietry requirements must be advised through a Registered Dietician or Medical Practitioner to the Facilities Support Services (FFS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible. Special diets such as vegan and ethnic diets can also be accommodated. In this case a form b should be completed and can be signed by the parent.

All completed forms should be returned to the email [specialdiet@northlan.gov.uk](mailto:specialdiet@northlan.gov.uk).

Children of parents receiving Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

Information and application forms for free school meals may be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk) and are available in first stop shops.

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits; Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person’s discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31st March 2023.

Only children who receive a free school meal are entitled to free milk. Milk may, however, be available for purchase in the school during the lunch period.

TRANSPORT

The council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents/carers who consider they are eligible should obtain an application form from the school or from Education and Famillies. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the 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 certain 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.

Applications can be made online at the Council website www.northlan.gov.uk

**Pick up points**

While 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 the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority’s limits (see above paragraph). It is the parent’s responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent’s responsibility to ensure that their 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.

**Placing requests**

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of early entry requests if the child is offered a place in the catchment area school, transport will be provided in accordance with the council’s policy stated above.

MEDICAL AND HEALTH CARE

Medical examinations are carried out on each child during their first year of primary school and around the age of 10/11. These examinations are carried out by nurses from Lanarkshire Health Board. Parents will be notified in advance regarding an appointment. Parents may, if they wish, refer their child at other times to the Clinical Medical Officer for examination or advice.

Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose to go instead to the family dentist. The school actively participates in the tooth brushing programme monitored by dental nurses.

Children suspected of having hearing or visual defects may be referred to the health service by class teachers, having first discussed the matter with parents. The Health Service visits regularly throughout the course of the year.

On a day to day basis in school any child sustaining a minor injury would be treated by Mrs Bryce, Mrs Attwood or Mr Jordan who is the school’s qualified First Aider. If a child becomes ill or has an accident requiring medical treatment, every effort is made to contact parents. If this is not possible the child will be taken to the family doctor or to the casualty department of Monklands Hospital and will remain in our care until handed over to a parent or other responsible close relative.

Children are never sent home unaccompanied due to illness. Parents, or a named emergency contact is called and they are asked to collect the child. Where this is not possible, then the child can be made comfortable until the parent/ carer arrives.

If your child has to take any kind of medicine during the school day and you are not able to attend school yourself to administer it, you are asked to inform the school office. They will give you a form to complete which will give details of the medicine and how often it is to be given. It is very important you check on a regular basis that your child’s medication (e.g. inhaler) is still in date and replace when necessary.

Please do not ever send medication into school with your child. An adult must always hand the appropriate medication into school, sign the administration form and collect any unused medication when it is no longer required. Medication will never be sent home with a child.

In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment.

Children and young people resident in North Lanarkshire, and in hospital in Glasgow, may access education through the Hospital Education Service (HES).

The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

**Information in Emergencies**

We make every effort to maintain a full educational service, but in emergencies, 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 and the North Lanarkshire Council’s website and Twitter.

THE PARENT FORUM

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

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

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

PARENT PARTNERSHIP

The Parent Partnership’s rights and duties include:

1. supporting the work of the school
2. representing the views of parents /carers
3. consulting with parents/carers and reporting back to the Parent Forum on matters of interest
4. promoting contact between the school, parents/carers, pupils and the wider community;
5. fundraising
6. taking part in the selection of senior promoted staff
7. receiving reports from the head teacher and education authority
8. receiving an annual budget for administration, training and other expenses
9. improving home school partnership and facilitating parental involvement.

Members of the Parent Partnership, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents 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.

The objectives of the Golfhill Primary School Parent Partnership are:

* to work in partnership with the school to create a welcoming environment which is inclusive for all parents
* to promote partnership between the school, its pupils and all its parents
* to develop and engage in activities which support the education and welfare of the pupils attending Golfhill Primary School
* to identify and represent the views of parents on all matters affecting the education and welfare of the pupils

The membership of the Parent Partnership will be:

* a minimum of four parents of children attending the school
* the maximum size will be fifteen parents of children attending the school

The membership of Golfhill Primary Parent Council as at December 2021 is as follows:

Kirsty Mackenzie-Hirst (Chair)

Donna Ferraioli (Treasurer)

Lindsay Attwood (Secretary)

Alison Sneddon

Loraine Hegarty

Sheryl McRobert

Siobhan Starbuck

Kerryann Phillips

Co-opted member – Rev. Ian McDonald

Head Teacher, Professional Advisor- Gail Gallen

Clerk- Vacancy

Class Teacher on a rota basis

These meetings operate on an open door policy and any parent who wishes is welcome to attend.

The Head Teacher has a right and duty to attend all meetings of the Parent Partnership.

TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL

Pupils normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Children from this school normally transfer to:

Airdrie Academy

South Commonhead Avenue

Airdrie

ML6 6NX

Tel: 01236 632161

Head Teacher: Martin Anderson

USEFUL NAMES AND ADDRESSES

Education and Families North Lanarkshire Councillors

Civic Centre

Motherwell Mr Alan Beveridge

ML1 1AB Members Services

Tel: 01236 812222 Civic Centre

Motherwell

ML1 1TW

Chief Executive Area Office Tel: 01698 302697

Willowbank House

37 Alexander Street Miss Sophia Coyle

Airdrie Members Services

Tel: 01236 763322 Civic Centre

Motherwell

Airdrie Community CLD Locality Office ML1 1TW

Chapelside Community Centre Tel: 01698 302697

Waddell Street

Airdrie ML6 6DL Mr David Cullen

Tel: 01236 638538 Members Services

Civic Centre

Continuous Improvement Officers: Motherwell

Mrs Bernadette Hunter ML1 1TW

Tel: 01698 302697

Mr Tommy Morgan

Members Services

Civic Centre

Motherwell

ML1 1TW

Tel: 01698 302697

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.

0345 123 2303

Enquire

Children In Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

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

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

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

**Children In Scotland- Resolve Mediation**

0131 313 8844

Email: resolve@childreninscotland.org.uk

**Independent Adjudication**

Scottish Government

Directorate for Learning

Support and Wellbeing Unit

Area 2C North

Victoria Quay

Edinburgh

EH6 6QQ

**Reference to Additional Support Needs Tribunal (Scotland)**

ASNTS

Health and Educational Chamber

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

Helpline: 0141 302 5860

www.asntscotland.gov.uk

**Airdrie Community Health Centre**

88 Graham Street

Airdrie

ML6 6DB

01236 772200

**Airdrie Social Work Office**

Coats House

Gartlea Road

Airdrie

ML6 9JA

01236 757000

**Community Learning & Development Locality Offices**

**Airdrie CLD Locality Office**

Chapelside Community Centre

Waddell Street

Airdrie

ML6 6DL

Tel: 01236 638538

Email: CLD-Airdrie@northlan.gov.uk

QUALIFYING STATEMENT

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt within the document:

1. before the commencement or during the course of the school year in question
2. in relation to subsequent school years

Education Authorities are required by law to issue a copy of the school handbook to certain parents/carers in December each year. It details the current policies and practices of both the council and the school.

**Provision of Scottish Statistical Information**

All government produced statistics relating to schools can be found here:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education>

That includes, among other things:

* Teacher judgement
* Leaver destination
* School profile statistics (rolls etc.)
* Attendance/ Exclusions