



Greenhill Primary School



Ready Respectful Safe



Wisdom Justice Compassion Integrity

Handbook

2023

Updated January 2023

Education and Families



Dear Parents*

Welcome to Greenhill Primary School. This handbook is written for all parents of children at Greenhill Primary School and for those who are about to start. It contains information about the school itself and the varied aspects of primary education. We hope you will find it useful and informative.

We look forward to welcoming our new pupils and parents to our school community and can assure you that we will all do our best to make sure that you and your child will enjoy being part of our school in the years to come.

We aim to work in partnership with parents and we actively encourage you to take a positive role in the education of your child. With your support we can work together to make sure your child gets the very best primary education available. It is our aim to ensure that all children in our school get to be the very best that they can be.

Enquiries are dealt with speedily and courteously. Should you wish to speak with any member of staff please call into the school office, where every effort will be made to allow you to speak to the appropriate person. Alternatively, telephone 01236 794804 to make an appointment for a mutually suitable time.

Yours sincerely,

Stephen Whiteside

Stephen Whiteside
Head Teacher (Acting)

* The term 'parent' is used throughout to refer to parents, carers, guardians and/or the person(s) who have responsibility for care of the child.

1. Welcome

At Greenhill Primary we aim 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 rights, dignity and value of all
- ✓ Ensure pupils are allowed the right to a safe, happy and attractive place to learn.

Our School Vision is:

‘Ready. Respectful. Safe.’

We provide a secure, stimulating, rights respecting and rewarding environment where, through a balanced curriculum and caring community, each individual’s abilities, talents and skills can be developed in order to achieve their full potential in every way in a safe environment which respects all of our school community.

School Aims

In Greenhill Primary we aim to ensure that all children, staff and parents are treated equally, fairly and with dignity and respect. We aim to be Ready, Respectful and Safe.

In each area here are our aims:

- **Curriculum:** To provide a broad and balanced curriculum that matches the individual needs and experiences of each young person.
- **Attainment:** To give all pupils the opportunity to realise their full potential through the promotion and recognition of achievement and excellence.
- **Learning and Teaching:** To provide the highest quality of learning and teaching experiences, which enable children to become active participants in their learning.
- **Support for Pupils:** To provide effective and meaningful support for all children, allowing them full access to all areas of the curriculum.
- **Ethos:** To provide a welcoming, safe and caring environment in which all children, staff and parents feel valued and supported and where children’s rights are respected fully.
- **Resource Management:** To enhance learning experiences through the use of stimulating and purposeful resources.

In Greenhill Primary we develop the four capacities of a Curriculum for Excellence: - that all children have the opportunity to be

- Successful learners
- Effective contributors
- Responsible citizens
- Confident individuals

The Ten Dimensions of Excellence for this journey are: -

- ❖ Engaging young people in high quality learning activities
- ❖ Focusing on outcomes and maximising success for all learners
- ❖ Promoting well-being and respect
- ❖ Developing a culture of ambition and achievement
- ❖ Developing a common vision among young people, parents and staff
- ❖ Fostering high quality leadership at all levels
- ❖ Working in partnership with other agencies and the community
- ❖ Working together with parents to improve learning
- ❖ Reflecting on our work in school and thriving on challenge
- ❖ Valuing and empowering staff and young people.

2. School Information

Greenhill Primary School is situated in the heart of the town of Coatbridge, within walking distance of most of the town centre amenities. We are co-located in the former Coatbridge High School building with Drumpark Primary. The school has been completely refurbished to meet the needs of the curriculum in the 21st century and to cater for the needs of every individual child who attends either school. The joint location provides endless opportunities for staff and children from both schools to work in partnership together.

To ensure the safety of children walking to school, a crossing patrol has been provided at the junction of Dunbeth Avenue and Dunbeth Road and another at the junction of Russell Colt Street and Coltswood Road, as well as a patrol officer positioned on Sunnyside Road. Children who live more than a mile from the school, but within the school's catchment area, are entitled to free bus transport provided by North Lanarkshire Council. Where there has been no safe walking route established for those children who live under a mile from the school then a Privilege bus pass may be applied for.

We foster a sense of community here, which means we strive to work in partnership with the school, home, church and community. We are proud to be a Rights Respecting School at Gold award level (reaccredited in August 2021) and this ethos is embedded across the whole school. We continue our Fairtrade activities in keeping with our Fairtrade status and are currently working towards recognition with the Digital Schools Award, and the Sport Scotland award.

School Name:	Greenhill Primary School
Address:	Albert Street Coatbridge ML5 3ET
Telephone Number:	01236 794804
E-mail:	enquiries-at-greenhill@northlan.org.uk
Website:	blogs.glowscotland.org.uk/nl/greenhillprimary/
Twitter:	@GreenhillPS
Denominational Status:	Non-denominational

Co-educational Status:	The school is co-educational		
Associated Secondary School:	Coatbridge High School 17 Park Street Coatbridge ML5 3NA 01236 794848		

Planning Capacity: 287
Working Capacity: 285

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. The maximum number of children in P1 is 25, P2 and P3 is 30 and all others 33. The maximum number for any composite class is 25.

Stages Covered:	Primary 1 – 7
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Present Roll:	257
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Present Class Structure:	Primary 1 Primary 2/1 Primary 3/2 Primary 3 Primary 4 Primary 5/4 Primary 5 Primary 6 Primary 6a Primary 7 Primary 7a
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Composite Classes

Composite classes are made up of children from more than one stage, e.g. P3/4 class will consist of children from both P3 and P4. From time to time it may be necessary to form composite classes as described in the definition above.

The school policy for the criteria to be used when forming composite classes is that of 'working groups', based on literacy assessment. When forming a composite P1/2, the age of the P1 children will not be the determining factor, we take into account social observations made at pre school visits and nursery information.

Community Facilities

The school is currently used in the evenings for school based lets, community lets and the pitch is sometimes let for community sports activities. All applications for the use of the school should be directed to the Community Education Officer in Community Education, 9 Old Monkland Road, Coatbridge, who will advise on availability and charges. The school will be advised in writing of the proposed lets and will be invited to approve the lets having regard to the direction of the authority in terms of policy and charges.

Parent Council and PTA

At Greenhill Primary we have a very supportive Parent Council and a very active PTA. Contact details as follows:

- Parent Council- Chair Mrs Lorna Mitchell Twitter @GreenhillPSPC
- PTA Chair Mrs Jacqui Moonan Twitter @GreenhillPTA and Facebook Greenhill Primary School PTA and Parent Council

Written communication may be passed on via the school office also.

Transfer from Primary 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.

Coatbridge High is the Secondary School associated with Greenhill Primary School.

We have excellent liaison links with Coatbridge High school including a varied programme of transition events starting in Primary 5 when possible.

We have a very good relationship with Coatbridge High and its staff and pupils, and with our other partnership primary schools within the Coatbridge cluster. Links are strong in curricular continuity and transition procedures and these are reviewed annually to ensure the highest quality of service and smooth transition for pupils and parents.

3. Teaching Staff

Total number of Teaching Staff – 13.13FTE

Head Teacher (Acting):

Mr Stephen Whiteside

Overall responsibility for the administration, running and management of the school. To lead and manage learning and teaching, to lead and develop people, to lead change and improvement, to build community and to shape policy making.

Principal Teachers:

Mrs Louise McAllister

(Remit may vary from year to year) Teaching commitment, curricular responsibility for Primary 1-4, Literacy development from P1-7, Early, First and Second Level Pastoral link, Family Learning Coordinator, Nursery –P1 transition & various other duties.

Mr John Wisdom (Acting)

(Remit may vary from year to year) Teaching commitment, curricular responsibility for Primary 4-7, Numeracy development from P1-7, First and Second Level Pastoral link, Out of School Learning, HWB Coordinator, transition to secondary school & various other duties.

Class Teachers

This will vary from year to year depending on class composition and staffing entitlement. Permanent class teachers are:

Mrs Mhairi Morgan, Mrs Lynsay Young, Mrs Sara Crichton, Mrs Sharon Tuffley, Miss Jenna Thomson, Mr Michael Kearney, Mr John Wisdom, Mrs Rebecca Savva, Mrs Stephanie Lynn, Miss Kristin Weir.

Part of the National Agreement, “A Teaching Profession for 21st Century”, stated that the maximum class contact time for teaching staff be reduced to 22.5 hours allowing 2.5 hours non-contact time from August 2006. Release from class will be timetabled on a weekly basis and normally takes the form of a

block of time where another teacher will deliver a discrete part of the curriculum to the class in place of the class teacher.

Ancillary Staff

Clerical Staff	Janitor	Classroom Assistants	ASN Assistants
Mrs Heather Shepherd (senior clerical)	Mr Toni Smith	Mrs Lynne Kerr	Ms C Coleman Mrs N Thomson
Mrs Natalie Burns	Mrs Lyndsay Glen		Mrs L Ferguson (0.5fte)
			Mrs R Stevenson (0.5fte)
			Mrs F Hughes
			Miss A Goodluck (0.6FTE)
			Ms T McGrath (0.8FTE)

In addition we have 9 cleaners (including a cleaning supervisor), 6 catering staff (including a catering manager Mrs Alison Reynolds) and various students and volunteers throughout the school year.

4. School Administration and Arrangements

The School Day:

The school opens each day at 9.00am and closes at 3.00pm. Drop off and pick up are from the gates on Colt Terrace for Greenhill pupils. Gates open each morning at 8.45am.

Morning interval is at 10.45am until 11.00am (P1-3) & 11.00am -11.15am (P4-7)

Lunch starts at 12.45pm and finishes at 1.30pm (P1-3) & 1pm -1.45pm (P4-7)

Children who start Primary 1 attend school whole days from the first day of term. More details will be given nearer the first day of term.

We operate a Breakfast service within the school which is run by catering staff with supervision from school staff. Children should enter Breakfast Club via the main entrance on Albert Street. This service operates daily from 8.15am to 8.45am, after which the children are in the playground until the school bell at 9am. Please note there is limited supervision in the playground at this time.

Out of School Care

For further information parents should contact:

Lanarkshire Childcare Services
Central Coatbridge
Elim Family Church, King Street, Coatbridge
Tel- 01236 437662

Children are picked up from the school at 3pm then walk or are bussed to this facility with Childcare staff.

Clydesdale After School Care
Kirkwood Sports Barn, Viewfield Road, Coatbridge
Tel 01698 352270/07980686705

Children are picked up from the school office at 3pm and transported to the facility by After School staff.

5. The School Year

School holiday arrangements 2023/24

Schools return: Monday 9 January 2023

February 2023

Mid-term break: Monday 13 February 2023 and Tuesday 14 February 2023

In-service day: Wednesday 15 February 2023

April 2023

Schools close: Friday 31 March 2023 at 2.30pm

Spring holiday (Easter): Monday 3 April to Friday 14 April (inclusive)

- Good Friday: 7 April 2023
- Easter Monday: 10 April 2023

Schools return: Monday 17 April 2023

May 2023

May holiday: Monday 1 May 2023

In-service day: Tuesday 2 May 2023

May weekend: Friday 26 May 2023 to Monday 29 May 2023 (inclusive)

June 2023

School closes: Wednesday 28 June 2023 at 1pm

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)

6. Transfer/ Enrolment Arrangements

Enrolment

Children who are starting school for the first time in August 2022 are normally enrolled or registered in January 2022 via an online process. Advance notice of the actual dates will be placed in the local press and information will be available from school, local nurseries and playgroups. Notice is also given through school newsletters, Twitter and is publicised via PTA and Parent Council social media also. It is normally around the third week in January.

Parents wishing to visit the school prior to enrolment should contact the Head Teacher.

Parents who need a place for a child at any other time of the school year should contact the Head Teacher to discuss availability and to make arrangements to visit the school. Please be mindful of COVID mitigations and restrictions that are in place when seeking to visit the school.

7. Equal Opportunities and Social Inclusion

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.

Implementation of the Education and Families Equality Policy including The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

To ensure this, the school has developed a proactive programme of study which challenges all aspects of discrimination. This is done through a variety of activities which encourage discussion of relevant issues and help to foster tolerance and build positive relationships. Discrimination in any form be it action or inaction is not tolerated.

In addition to the above programme, staff ensure that all children have access to every aspect of the curriculum and that teaching programmes are planned regardless of sex, social background, religion or race.

8. 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 curriculum includes all of the experiences which are planned for children and young people through their education wherever they are being educated.

Principles

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

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. These four capacities govern the entire curriculum from age 3-18 and aim to raise the standards of achievement for all learners.

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.

To embed the principles of Curriculum for excellence, we have introduced pupil groups (Make A Difference groups (MAD)) where every child from Primary 3 to Primary 7 is involved in leading an area of school involvement. These areas so far have included Eco, Health, Fairtrade, School Magazine, Global Citizenship and Rights Respecting Schools. P1 and P2 children participate in mixed stage groups which link into the main MAD group agendas.

What are the curricular areas in Curriculum for Excellence?

There are eight curricular areas:-

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

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 two phases.

The broad Education (BGE) is from nursery to the end of Secondary School year 3. The GENERAL PHASE is from nursery to the end of Secondary School Year 3. Learning is divided into 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). 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 or later for some
Third and Fourth	S1-S3 but earlier for some
Senior Phase	S4-S6 and college or other means of study

Literacy and Language (including Modern Languages)

In Greenhill we follow North Lanarkshire Council's Active Literacy Approach. This Literacy programme uses a variety of strategies that are designed to incorporate visual, auditory and kinaesthetic (active) learning. 'Phonics', the sound of the letters, is taught alongside early reading skills such as using pictorial clues. Work is carried out within the contexts of the class or group reading lessons and throughout many other curricular areas.

From First Level onwards the focus for teaching and learning moves to more complex skills of comprehension with children again using a variety of materials to consolidate and extend their skills. We use a range of novels and commercially produced resources to develop reading and comprehension skills. Talking and listening and knowledge about language skills are linked to work in reading.

The development of writing and handwriting skills are directly taught as part of North Lanarkshire Council's Active Literacy Programme. Children are taught the skills they need in groups and targets are

set and worked towards. Talking and listening skills are developed across all other areas of the curriculum.

Primary 6 and Primary 7 follow the NLC guidance in primary French and continue this language after transfer to our associated High School. Primaries 1-5 also follow a French language programme to prepare them for more structured modern languages learning.

We are continually updating expanding our provision of library books in order to encourage an interest in reading for information and for enjoyment. A central library has been established and children are encouraged to work independently while learning basic reference skills.

Numeracy and Mathematics

Children learn basic number skills, i.e. addition, subtraction, multiplication and division, as well as developing problem-solving and practical skills and knowledge. Oral and mental maths has a significant role to play in developing mental agility and time is spent on this area of maths in each class on a daily basis. An active approach is employed in the teaching of Numeracy and Mathematics.

To assist our teaching and learning a variety of resources are used including TeeJay Maths, Maths in Action and Heinemann. Other materials available in the school include Number Connections, On the Track and various computer software programmes.

Health and Wellbeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Health and Wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

It also enables some to perform at high levels in sport or prepare for careers within health and leisure industries.

As part of the Health and Wellbeing programme staff and pupils will also explore subjects such as Personal Safety, Sexual Health and Relationships Education, Drug and Alcohol Abuse, Road Safety, Bully Proofing, Keeping Healthy, etc. This is delivered by class teachers in the main and when available specialist practitioners. All programmes are delivered in line with NLC guidance. Parents are informed when sensitive issues may be discussed in class and have the opportunity to discuss concerns with the class teacher, Principal teacher or the Head Teacher as appropriate.

We have already gained North Lanarkshire's Gold Health Promotion award for the work which we do in school and we are committed to continuing this good practice. As part of this health promotion work our pupils receive high quality health education and take part in a range of activities throughout the year including sport taster sessions, visits from our dental hygienist, a variety of after school clubs and opportunities to prepare healthy food.

Physical Education

All pupils have two hours of P.E. each week in addition to any physical activity that is planned and delivered. This provides them with opportunities to develop physical skills, encourage confidence and

co-operation with others and to foster a positive attitude to health and fitness. We aim to engage as many coaches as possible to help deliver a variety of coaching sports such as rugby, streetdance, Fun Fitness, hockey, badminton and football to name a few. Whilst we share the Gym Space with Drumpark Primary on a timetabled basis- we also have the outdoor all weather pitch facilities in use daily.

Social Studies

In Social Studies children learn about the world around them (locally and globally) and develop the understanding, skills and attitudes necessary to interpret it. Children are encouraged to make informed decisions about their own behaviour. Positive and caring attitudes are fostered using problem solving, decision making and practical action.

These areas may be studied through interdisciplinary work. When an interdisciplinary theme is planned any areas that are not part of the study are then taught as a subject discreetly. We, at times, use an Interdisciplinary day approach one day a week to help embed learning in these areas and provide depth of experiences for the children or it may be interdisciplinary weeks which help to embed learning.

Children are encouraged to learn in a variety of ways; through explanation, enquiry, activity and discussion. They also learn in a variety of settings within and beyond the classroom. Social Studies also provides a context for and brings relevance to learning across the curriculum. Children are taught how to develop enquiry skills in researching, recording, planning and evaluating.

Our programmes of study are devised to ensure balance and progression throughout the school and to ensure an appropriate balance of knowledge and understanding and enquiry skills.

Educational visits are arranged, where appropriate to support learning and teaching in Social Studies. Likewise members of the community and visiting specialists add practical and personal contributions to our many programmes of study.

Sciences

Through learning in the Sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen; they also support the development of a range of skills for life and skills for work, including literacy, Numeracy and skills in information and communication.

Technologies

The Technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities. In the wider world these skills can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.

Expressive Arts

Art and Design

Through Art and Design, children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imaginations are stimulated through various

mediums, e.g. music, poetry, the work of famous artists, etc. All children are encouraged to develop their creative talents through participating in activities, which include the use of different materials, e.g. paint, and collage work, plasticine and clay.

Drama

Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world about them. Drama extends and builds on this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, children have the opportunity to role play, improvise, and use movement and mime, use sound to express their own and others' ideas. The opportunity to develop these skills often arises through other curricular areas and in Greenhill these may often be linked to topic and language work.

Music

Our aim in music is to foster a lasting interest in and enjoyment of musical skills. In Greenhill, all children have the chance to realise their full potential, whatever their musical talents and abilities. Activities to encourage this may include listening and responding to music, making and inventing their own music by using instruments which are available in the school, and singing modern and traditional songs. P.5 pupils receive voice instruction from a specialist tutor trained in Kodaly techniques.

Dance

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work of others.

The 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.

Schools are taking a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

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 further 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 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.

Curriculum for Excellence developments are being taken forward through the priorities identified in the School Improvement Plan. (See section 10)

How will my child's learning be assessed and reported?

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.

In 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.

Each year your school will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

In Greenhill Primary School assessment is an integral part of teaching and learning, and pupils are continuously assessed in an informal way as part of the daily class routine. Children are continuously assessed in order to monitor progress and identify learning difficulties. The class teacher carries out this assessment through observation, discussion, on-going class work etc.

At other times, standardised assessments may be used to help teachers assess pupil progress and to identify any strengths and diagnose any barriers to learning.

We don't compare children against each other but rather treat each as an individual who is always gaining new achievements and attainments for themselves. Their own personal best is what we are aiming for.

We assess to find out:

- Strengths
- Weaknesses
- If our teaching is effective
- To give out accurate information to all about progress
- To track progress to make sure each pupil is progressing at the right pace.

Lesson success criteria are communicated to pupils and they are involved in the assessment of their own work through indicating whether or not they have met this criteria. Next steps are then identified by the pupil and teacher. Pupils are also involved in self and peer assessment.

A formal written report is sent out to parents once a year, towards the end of the school year. This will indicate pupil progress in all areas of the curriculum. Verbal reports are given twice a year, where we follow an appointment system for our consultation meetings; however if the allocation of time be insufficient to discuss a child's progress, arrangements can be made for another interview at a later date.

9. Additional Support Needs

Greenhill Primary School complies with 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.

In Greenhill Primary we ensure that all children are provided with a curricular experience which is appropriate to their age, stage and development. This may be achieved through class, group and individual teaching approaches enabling children to reach their full potential. However, most pupils may, at some point in their school life, experience a learning difficulty or a barrier in accessing the curriculum fully. Through ongoing formal and informal assessment class teachers will identify where a pupil requires additional support. At this point targets are set in the form of a Learning Plan, in consultation with pupils and parents. These plans are formally reviewed on a termly basis with annual reviews with parents.

Class teachers are responsible for meeting the needs of all the children in their class. Additional support may be provided by the support for learning teacher. This support may include additional tuition, advice to the class teacher, provision of appropriate materials and practical help within the classroom.

The school follows North Lanarkshire Council's Additional Support Needs Policy through the implementation of the specified staged intervention process:

Level 1 - where education staff identify that a child or young person needs support or planning which can be met within the school using classroom and whole school resources

Level 2 – Requesting support from within Education and Families (services/resources outwith school) e.g. Educational Psychologist, Community Learning and Development

Level 3 – Requesting support from another agency (Joint working with partner agency/agencies including 3rd Sector). When further planning is required to further develop the wellbeing of children and young people the Named Person may request assistance from colleagues in partner agencies.

Level 4 – Integrated and Compulsory working with other agency/agencies. Targeted intervention(s) required to promote the wellbeing of the child would be identified by relevant agencies (child's Network of Support) and included in the Child's Plan. A Lead Professional would be identified. At level 4 there would an expectation that a statutory Child's Plan with integrated assessment, integrated chronology and Lead Professional is in place.

Greenhill is able to cater for a wide range of additional support needs. The school works closely with Psychological Services and regular meetings are held with the school Educational Psychologist to discuss progress and support for pupils. Other services include N.H.S. Lanarkshire, Hearing and Visual Impairment, Bilingual Services, Speech and Language Therapy, Occupational Therapy and Social Services (including Transport and Housing).

Where a child has English as an additional language they will be supported within school and, where appropriate, by North Lanarkshire's English as Additional Language team.

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. We have procedures in place which ensure that all Looked After Children are closely monitored and supported. Within Greenhill the Head teacher takes overall responsibility for individual Looked After Children, monitoring their educational progress and overall wellbeing.

Parents and young people can request an assessment to establish whether a child or young person has additional support needs or requires a Co-ordinated Support Plan. This request should be formally made in writing to the Head teacher although the Head teacher welcomes parents with concerns to discuss these concerns with her in the first instance.

Parent and pupils are an essential part of the assessment, planning and review process and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

Planning

Getting It Right for Me plans (GIRFme) enable staff to plan effectively for children and young people with Additional Support Needs 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. Parents and young people can, if they wish, request a C.S.P. and are very much part of the process. A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

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 and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

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

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

10. Improvement Agenda

School Improvement

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupils, staff and the wider school community, and taking into consideration national and authority targets, priorities are then identified.

We are committed to improvement in the following areas: Curriculum for Excellence, Health Promotion, Promotion of Equalities, Parental Involvement, Pupil involvement and Staff Involvement.

Our identified priorities for session 2021-22 were as follows. These will be reviewed at the end of the session to set new priorities for 2022-23.

Priorities are decided on an annual basis through a school audit.

Copies of the School Improvement Plan and School Improvement Report are available on request at the school office. We issue a summary to parents on an annual basis.

New priorities for session 2022-23 will be set in May 2022 to take forward from August 2022. These will be set against the success of the 2021-22 priorities and will relate to where the school is in its three year cycle of improvement.

Session 2022-23

Cluster Priority:	Attainment in Literacy & Numeracy will show improvement through improving attendance rates between 3 and 5% across the Cluster average.
School Priority 1:	Digital Strategy Year 2 Continuing increase of home learning provision by all staff and increased engagement by pupils at home, up-skilling parents to support pupil learning via digital provision and resources provided through school. Target increased to circa 75%- pupil engagement across the school
School Priority 2:	Attainment in P4 and P7 literacy and numeracy will increase by between 5-10% by May 2022, as evidenced in P4 and P7 ACEL data. Attainment in P1 will be monitored to ensure that current level is maintained or improved across literacy and numeracy.
School Priority 3:	Continue to refresh the HWB curriculum (Year 2) including RSHP refresh (Year 1) This will allow us to continue to promote resilience and nurture principles throughout the school and will continue to build on our ethos of meeting learners needs through an appropriate and proportionate curriculum.

Key strengths of our school:

- equality and fairness, particularly in approaches to inclusion
- staff teamwork and commitment to school improvement
- strong and productive partnerships with parents/carers and the community

- pupils' achievements within and outwith the formal curriculum
- pastoral care of pupils and the positive relationships across the school
- the tailored programme of experiences featuring CfE in school

Our Areas of Good Practice are:

- the continued development of interactive teaching and learning at all stages
- the structured programme of implementation of the new curriculum
- staff commitment in providing a quality education for every pupil
- transition - joint planning and the sharing of information to ensure progression within Curriculum for Excellence

Data from the last 12 months

ACEL data in June 2022 shows the following % of pupils are achieving benchmark attainment markers thus and the comparison to data collection in June 2021:

	2021	2022
P1		
Reading	69.2	96.9
Writing	76.9	96.9
Talking and Listening	76.9	96.9
Maths and Numeracy	73.1	96.9
P4		
Reading	84.3	73.0
Writing	90.2	73.0
Talking and Listening	98.0	89.2
Maths and Numeracy	88.2	86.5
P7		
Reading	91.2	69.2
Writing	88.2	65.4
Talking and Listening	100.0	88.5
Maths and Numeracy	91.2	65.4

Children who require additional support for learning have made appropriate and proportionate progress in P1, 4 and 7.

In comparison to previous ACEL data the following observations are made:

P1 attainment is higher than last year due to more stable schooling as we return to normal following the covid-19 pandemic.

In P4 and P7, attainment has dropped in all curricular areas as the effects of the covid-19 pandemic show in pupil attainment, this is not surprising. We would expect a significant increase in this data in the coming year as we continue to build back better.

H.M.I.e.

H.M.I.e. completed an inspection of Greenhill Primary in May 2017. The inspection report was published in August 2017. Parents can access this online at <https://education.gov.scot/inspection-reports/north-lanarkshire/8502625> For further information on national priorities and developments in education please visit **Education Scotland** at www.educationscotland.gov.uk

11. Homework

Homework tasks are no longer set for completion on a weekly basis and there is no formal homework jotter. The children have set reading to complete nightly as well as spelling and basic numeracy to practise, this is detailed in the HomeLink diary. Each class also has a virtual classroom on Teams which all children can access at home. Any form of homework tasks issued should not require specific resources which would not readily be available at home. We welcome parental involvement in Home Learning and records of work completed and comments are encouraged via the HomeLink Diaries. Diaries are not routinely collected in every day so it's a good idea to say to your child to hand their diary to the teacher if there's a comment in it for the teacher, although these will be collected in at the end of the week. At certain times throughout the year, specific themed home learning tasks will be set for the children to take part in. These are to encourage enjoyment in learning at school and to reinforce concepts- they should not be time consuming or cause any pressure on parents or children at home.

12. School Ethos

Achievement for All

Achievement for All is key to our vision at Greenhill Primary. All children are encouraged to achieve at all levels and are given as many in school and out of school experiences as possible to provide a treasure trove of rich learning experiences. Out of school and wider achievements are also celebrated. In implementing the National Priority of Closing the Poverty Related Attainment Gap, we ensure all children are treated fairly and with a sense of equity that allows them to be involved in all experiences regardless of socio-economic background or circumstances. In this way we aim to remove barriers to learning and raise achievement and attainment for all our pupils.

Pupil Voice Groups

Our Pupil Voice Groups are well established. Our pupils are involved in many aspects of school life and their ideas and opinions are often sought. We run a variety of committees which promote citizenship and wider involvement. We call them our Make A Difference (MAD) groups. Pupils from P3-P7 have the opportunity to shape decision making in the school and to contribute to the wider school agenda. Pupils in P1 and P2 have the opportunity to be involved in a play- based MAD group which will explore the issues around the themes of the groups the older children are in. This offers pupils the chance to raise issues of concern and for the whole pupil population to have a voice in the running of the school.

The MAD Groups have impacted greatly in the profile and recognition of the school within the community. We are a Gold Rights Respecting School. This work on children's rights has been embedded within the school curriculum and pupils are extremely confident in their work here. We work jointly with Drumpark Primary in the promotion of rights throughout the school campus. The children also work towards accredited awards such as Eco Schools and Fairtrade status and we were awarded Silver Sport Scotland Award in session 2018-19 for commitment to physical education, physical activity and sport within the school curriculum (PEPAS) .

Our MAD (Make A Difference) Groups currently are

- Fairtrade
- Eco schools
- RESPECT

- Developing the Young Workforce
- Physical Education, Physical Activity and Sport (PEPAS)
- Digital Leaders

School Community Links

The school fosters close links with the community. The school has regular visitors from the local Community Police, Fire Service and Health Service Staff. Members of the community are often invited to the school to support work in Social Studies and programmes are further enhanced through visits through visits to community facilities e.g. Coatbridge Library, The Time Capsule etc. The school actively seeks opportunities to participate in community events. We have excellent relationships with our chaplain Revered Fiona Nicholson of new St Andrews Church. We also participate in partnership activities with local sheltered housing and nursing home facilities. We link in with Drumpark Primary as often as we can to promote links with the community.

Eco Schools

We are working towards re-accreditation of our Eco Flag and hope to have confirmed this by June 2023.

Learning Experiences Beyond School

Outdoor Activity Experiences are organised annually for our Primary 7 children. Trips normally run from Monday to Friday and are based at Strathclyde Park.

We aim to enrich the children's learning experiences through a variety of additional experiences outwith the school building. Locally, we make very good use of Summerlee Heritage Centre and all it has to offer, as well as Dunbeth Park on our doorstep. Further afield, the children are given multiple opportunities to take the learning out of school with many class outings and visits to places linked to contexts for learning in the class. These visits may also be linked to NLC facilities offers in sport and community initiatives.

We also encourage individual class and whole school visits from external agencies and organisations to enhance the curriculum and deliver fully comprehensive and equitable experiences for all our children. We are always looking out for innovative and exciting opportunities for learning to take place both in and out of school. COVID mitigations and restrictions have meant that we haven't had as many out of school experiences but we will resume these as soon as it is safe to do so.

13. Spiritual, Social, Moral and Cultural Values

Religious Education makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, attitudes and practices within our own community and beyond. Religious and Moral Education is taught in Greenhill Primary with these broad aims in mind and reflects council and national policies as set out by the Education (Scotland) Act 1980.

We have a structured programme, which is taught by class teachers and includes input from the school chaplain. Included in our R.E. programme is the study of Christianity and other world religions- these are taught and explored as a comparison, rather than in isolation. We place particular focus on other world religions of Islam and Buddhism. This encourages harmony, appreciation and consideration for the beliefs of others. While studying R.E., classes may make visits to local churches and other sacred buildings and places of significance. The children will learn about the three religions above with a view to understanding the similarities and differences in their cultural significance, values and beliefs.

Whole school assemblies take place on a weekly basis, and are conducted by pupils, staff and the school chaplain at times. These assemblies are not prominently based on religious education or observance. End of term services are held in the church and are well attended by parents. We also visit the church to participate in Christian worship occasionally outwith these times. The children participate in Messy

Church once a year which is a very successful initiative run by the minister and her team of volunteers. It explores a Christian theme through art, craft and stories. Recent themes have been around Remembrance, Easter and Christmas. It is recognised that the Education (Scotland) Act 1980 allows parents to withdraw their children from any religious instruction and observance, and parents wishing to do so should contact the Head Teacher, in writing, to allow any arrangements to be made.

Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. **Only written requests 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.

Through our curriculum children are given opportunities to become responsible citizens who have respect for others and a commitment to participate responsibly in political, economic, social and cultural life within their community. They are able to develop knowledge and understanding of the world and Scotland's place in it, understand different beliefs and cultures and make informed choices and decisions.

14. Extra Curricular Activities

After School Clubs

Greenhill Primary are proud of the After School activities which are, at present, available to the children. These include, at various times of the year, and may vary from year to year:-

Netball	Karate	Cheerleading
Football	Fundamentals	Coding
Dance	Choir	Yoga/Mindfulness

15. Freedom of Information

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.

16. Data Protection

General Data Protection Regulations (GDPR) statement for Education

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 Kildonan Street, Coatbridge ML5 3BT.

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 provide your child or young person with an appropriate education
- for teaching, enrolment and assessment 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 of attendance, absence 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 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 obligation, personal information may be shared internally between departments 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 hardcopy of this from Education and Families, Kildonan Street, Coatbridge ML5 3BT.

Your rights under GDPR

You can:

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

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

The Council's Data Protection Officer

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

Data Protection Officer (DPO)

Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to 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 other aspect of data protection law).

Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail 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).

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>

Any Concerns

If you have any concerns about the ScotXed data collections you can email

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 largeprint.

Want more information?

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

17. 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 schools 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: Mr Stephen Whiteside
Telephone Number: 01236 794804

Photographs /Video Footage

On occasion events in school may receive coverage from the local or national press resulting in photographs/video footage of children appearing in newspapers, leaflets and/or school/authority documents. At enrolment Parents will be asked for permission to allow their child's photos to be used. If circumstances change in any way during your child's school life with us, parents should write to the Head Teacher to make this known.

18. 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

Adult Protection Co-ordinator is: Mr Stephen Whiteside

Telephone number: 01236 794804

19. School Discipline Procedures

At Greenhill Primary we are a Gold Rights Respecting School. The Rights Respecting School Award (RRSA), run by Unicef, recognises a school's achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) into practice within the school and beyond. The award takes a whole school approach to child rights and human rights. Child rights education can be defined as learning **about** rights, **through** rights and **for** rights within a context of education **as** a right. At Greenhill Primary School we respect that everyone in the school has the right to be treated fairly, and to feel included in any decisions that are made that will affect everyone in our school, this includes; staff, pupils and parents.

At Greenhill Primary School good behaviour is expected from all children. Good behaviour is demonstrated throughout the school and all children are aware of this expectation. At Greenhill Primary we respect the rights of everyone in our school and strive to inform others of their rights and we expect everyone to respect the rights of each other. At Greenhill we:

- Listen
- Respect
- Communicate
- Demonstrate kindness and fairness to everyone.

Anti-bullying

'North Lanarkshire Council is committed to the belief that every child and young person has the right to grow up free from bullying. We want children and young people to live, learn, socialise and work in an inclusive community where differences between people are valued, people support one another and treat each other with respect, empathy and compassion.'

(NLC Anti-Bullying Strategy, Bullying: It's Never Acceptable 2012)

Greenhill Primary School promotes an ethos of respectful relationships and behaviour. We recognise we must support young people should instances of bullying occur. The school will work together with parents to ensure pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

We continue to prevent and address bullying behaviour using the following strategies:

- Promoting a positive ethos and creating a climate of respect for everyone's rights
- Raising awareness of rights and how to respect them
- Mental, emotional and social health and wellbeing programmes, e.g. Circle Time, Promoting Alternative Thinking Skills (PATHS), Social Stories, Restorative Practices.
- Positive behaviour strategies within the classroom and wider school.
- Repairing relationships through restorative approaches.
- Increased playground supervision, peer support and Playground Buddies.
- Personal support and additional support for those involved. Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we

can work towards creating a safer school for our children and staff.

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

The school has developed a policy on anti-bullying and Safe Play based on the Council's policy 'Bullying: It's Never Acceptable'. The recording of bullying or alleged bullying incidents are recorded electronically as part of the schools monitoring system. An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

In Greenhill we take a proactive approach to anti-bullying by implementing a whole school bullying-proofing programme. This programme takes the form of regular assemblies, planned and delivered by staff and children from a range of classes. All classes can operate a Circle Time programme, which provides an appropriate mechanism for discussion of bullying and other related incidents. Restorative approaches are used to resolve conflict and find appropriate resolutions. Children and staff follow the guidelines of RespectMe as part of core policy.

Promoting Positive Behaviour/ Celebrating Achievement

The relationship between pupils and teacher is similar to that between a child and his or her parents/carers and is built on trust and mutual consideration, understanding and tolerance on both sides. The ethos of Greenhill promotes positive behaviour and relationships, rather than punishment for misbehaviour. However, pupils should realise that rules are necessary to ensure the safety and well being of all.

The school has a policy on positive behaviour called Go For Green and Beyond and this is reviewed in line with our 3 year cycle of self evaluation. . In the event of a pupil's continual misbehaviour, parents are informed and their co-operation is sought. Where the indiscipline continues parents would be invited to the school to discuss the situation and agree the support required to improve behaviour.

Our children are very successful in the wider school community in a range of sporting and recreation activities outwith school. We encourage the children to celebrate their own and others' achievements through assemblies, class discussion and circle time. We record and celebrate achievements so that all children feel part of that wider celebration and can see that Greenhill Is Great!

Supervision in Non-Class Times

During non-class times (including times when weather is inclement) children are supervised by Support Staff and members of the Management Team.

In line with the ethos of Curriculum for Excellence and our Rights Respecting School ethos, our Primary 7 pupils are involved in mentoring younger pupils and are therefore available during non-class times in the younger primary classes. They are given instruction on their role and know which adult is the nominated supervisor for their area.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In Greenhill Primary our Classroom Assistant and ASNAs provide supervision of the playground as well as the Head teacher and the Principal Teachers when available.

Our janitors have a presence in the playground 15 minutes prior to the start of the school day, at morning intervals and at lunchtime. We ask that children arrive at school no earlier than this unless they are coming to breakfast club which opens at 8.15am. In addition to the janitors, our support staff are in the playground areas at morning and lunch breaks to ensure that playground rules are being observed at

all times and that children are playing happily and safely together. The Principal Teachers and the Head Teacher also provide a presence in the playground areas.

During inclement weather the school doors will open at 8.45 a.m. and children may go to class. However, due to staffing availability before 9am, there is limited supervision during this time, and parents are requested to arrange children's arrival as close to the bell as possible. This provision is at the discretion of the Head Teacher.

20. Home and School Links

In Greenhill Primary we take pride in the level of parental involvement throughout the school and are constantly looking for ways in which many parents can become involved in school life. We endeavour to build up a positive relationship with all our parents, who are always welcome to come to the school to discuss any matter relating to their child's welfare. If there is any problem, it is much better to come and discuss it at an early stage. As the school is a very busy place it is best to make a mutually suitable appointment so that individual attention can be given to the problem.

- The school will contact parents at an early stage if there are any problems relating to their child in school.
- Parents are encouraged to volunteer as helpers in the school, helping out with such things as play activities, trips, leisure activities and library. We are always looking for new helpers and your help would be invaluable.
- The Principal Teacher co-ordinates our Parent Helper Programme.
- Parents are kept informed about school events through regular newsletters, our twitter account and our school app.
- Parents' meetings to discuss children's progress will be held during the second and third terms, when at least two weeks' notice will be given.
- We hold open afternoons during the year on a variety of topics to keep parents up to date with educational issues.
- We have an elected Parent Council who work together to support the school.
- We have an excellent PTA who hold many fund raising events throughout the year and are a wonderful support to the school.
- We are very proud of our school and you are always welcome to come and see what we do

The children's snapshot jotters are sent home each month. This gives parents a chance to sit with the children and look at and discuss the work in the jotters. There is a response slip for parents and children to complete giving feedback on the jotters and the work within them.

Parental Involvement

The school is pleased to have the regular support and commitment of a small group of parents and volunteers who give of their own time to support the organisation of school activities. Any parent or grandparent is welcome to help on a regular basis or as a helper on school excursions. The experience proves to be valuable for pupils, parents and staff. Members of the community wishing to become included in these types of activities have to become members of the PVG Scheme (formerly Disclosure Scotland). This is to safeguard pupils and parent helpers. Please contact the school if you wish to volunteer as a Parent Helper.

Contacting the School

Parents and carers are welcome to contact the school at any time. There are several ways you can get in touch with the school:

- Contact the office to arrange an appointment with a member of staff.

- Telephone: 01236 794804

Please note that due to teaching commitments and other daily duties, it may not always be possible for parents to talk with a member of teaching staff immediately

Reporting to Parents

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings, which offer you the opportunity to discuss your child's progress and you can contact the school at anytime to discuss any matter that you wish to raise.

In order to provide parents with more information about their child's progress there will be:

- A Parents Meeting with the class teacher in November.
- A Parent's Meeting with the class teacher March/April.
- A Pupil Progress Report issued in in May/June.

We believe that the discussions between teacher and parent at the Parents Meeting will enable parents to encourage and influence their child's behaviour, attitude and performance in school. ^[11]_{SEP} Pupil reports will help you to get to know more about the Curriculum for Excellence, which each child follows and describes what has been taught and areas where you can help. ^[11]_{SEP} When parents who live apart share responsibility for a child, the parent with which the pupil resides will be sent reports, letters and appointment information. We ask that this information be shared with the other parent. If this is not possible, we will be happy to provide a second copy. This should be requested in writing to the Head Teacher.

It is also possible for parents who are separated to have individual appointments during Parent's Meetings.

Complaints Procedure

Details of the Complaints policy for Greenhill Primary School can be accessed at on our school website, www.greenhill.n-lanark.sch.uk or upon request from the school office.

Concerns about a Pupil

If a parent has a concern about their child; they should contact the Head Teacher or Principal Teacher in the first instance. All concerns will be treated seriously. We will work in partnership with parents and families to ensure a suitable outcome for all concerns.

21. Attendance at School

Section 30 of the 1980 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.

At the start of each school session parents will be asked to provide contact details including at least one emergency contact number and one mobile number (for the text messaging service). 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 morning of the first day of absence. Where a child has not registered and the school has not been informed of the absence the school will try to contact the main carer, and any other

contacts that we hold on file. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted.

Parents should inform the school by letter or telephone if their child is likely to be absent for some time, and to give the 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 should inform the school by letter of the dates before going on holiday. These absences are recorded as unauthorised.

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 would be considered an authorised absence where there has been prior agreement with the Head Teacher.

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

- 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.

Parents may request permission for a child to be absent from school to make an extended visit to relatives. For a request to be granted and the absence recorded as authorised it must be in writing and detail the destination and duration of the absence, and the provision to be made for the education of the child during the period of absence.

If there is no explanation from the parents, the absence will be recorded as unauthorised.

It should be emphasised that unexplained absences are investigated by the school and that the Education Authority has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter of the Children's Hearings, if necessary.

In Greenhill we put a great deal of emphasis on attendance at school. The school monitors closely the attendance of all pupils and informs parents (by letter) when concerns emerge. We monitor attendance monthly and will follow NLC guidance in improving attendance at school where necessary. If attendance rate is below 90% and there is no reasonable reason known to the school, we will contact parents to ask for explanation and to ensure improvement in attendance. If no improvement is made referral will be made to Reporter to the Children's Panel. In some cases Social Work department will be contacted in line with Child Protection Guidelines.

22. Clothing and Uniform

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

Clothing which is unacceptable in school under any circumstances 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,
- could be used to inflict injury to other pupils or to be used by others to do so.

Greenhill's uniform consists of a turquoise sweatshirt/cardigan, white polo shirt or white school shirt and school tie, black trousers/skirt/pinafore. Black school blazers are optional. All items of clothing including school jackets, PE t shirts and shorts, school bags and book bags are available to purchase from SCOTCREST located in Airdrie. New Primary 1 children are issued with a book bag for reading book storage and transport. This should be used from P1-P3. This will be clearly marked with your child's name on it. We prefer the children to wear black shoes rather than trainers to school. Parents are asked to ensure that their child(ren) does not wear valuable jewellery or clothing to school.

Parents in receipt of a clothing grant from the Council will be encouraged to purchase items, which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director, Education and Families. Information and application forms may be obtained from any school or 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 (with an income below £610 per month), housing benefit, council tax reduction.

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 are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery etc. are not brought to school. Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

23. Meals

Our school operates a breakfast service which starts at 8.15am each morning. Children have the choice of cereal, toast and milk or fruit juice. There is a tuck shop at Interval where children can purchase toast, drinks and snack items. For lunch, the kitchen follows the NLC menu which is available to view online at www.northlan.gov.uk. All foods are freshly prepared on the premises each day and the menu varies from day to day. Primary 1-5 children are entitled to a free school meal.

We operate a pre booking system for school meals where children choose their meals from the daily menu. They then pay for meals using cash preloaded cards topped up online by you as parents. This is also the method used at breakfast club and tuck shop.

Children who choose to bring a packed lunch to school also eat their lunch in the dining hall. The children all eat lunch in the dining hall and choose where to sit- there are no separate areas for school meals or packed lunches. The children sit in their friendship groups. The Head teacher and Principal Teachers supervise the lunch arrangements and there are Lunch Buddies from Primary 7 to help with Primary 1 at the start of the year.

We operate a pre order system in the Dinner hall where the children receive a coloured band relating to their order. Children sometimes forget or lose their money. No child will ever not be able to get a meal due to shortage or lack of appropriate payment. A child who has not paid will be issued with a slip to let you know what the cost of the meal was so it can be paid the next day.

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 assessed from North Lanarkshire's website www.northlan.gov.uk or dietician, or from North Lanarkshire's catering service. Occasionally, parents may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements. 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. Any changes to dietary requirements must be advised through a registered Dietician or Medical Practitioner to Facilities Support Services (FSS) Nutritionist. Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.

Other Information

Children of parents receiving Income Support, Universal Credit (with an income below £610 per month) Job Seeker's Allowance (income based), Employment & Support Allowance (income related) are entitled to a meal without charge. All P1-3 children are entitled to a meal without charge. Pupils in P4-7 who qualify for free school meals are entitled to free milk at lunchtimes. Milk can also be purchased.

Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Kildonan Street, Coatbridge. Parents 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 £610 per month), Housing Benefit, Council Tax Rebate.

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

25. Transport

General

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 who consider they are eligible should obtain an application form from the school or from Education and Families. 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.

Pick up points

Whilst free transport is provided by North Lanarkshire Council, 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 their child arrives at

the pick-up point in time. It is also the parent's 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.

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 policy stated above.

26. Medical and Health Care

Children are examined medically during their school life, normally in the first year of primary schooling and then at 10 – 11 years and 13 – 14 years, by staff of Lanarkshire Health Board. Parents are notified in advance and will be informed if any issues arise from the medical. Occasionally the school nurse may visit to examine whole classes for general fitness and hygiene. Dental inspections are carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose instead to attend the family dentist. Children who are thought to have sight, speech or hearing problems may be referred to the appropriate service by the Head Teacher, where any necessary tests may be carried out by qualified staff – naturally, parents are informed before any referral. Parents should always inform the school of any medical problems, which may affect their child's schooling or if their child needs regular medical treatment.

If your child requires medication to be taken during the school day the head teacher (or nominated member of staff) must be contacted prior to this as an administration of medicines form must be completed before medication is given.

On occasions it may be necessary for a child to be taken home due to ill health, etc. In all cases the school makes every effort to contact a parent in the first instance. If a parent is not available the school will make contact with the child's emergency contact for the necessary arrangements to be made. It is essential, therefore, for the school to have an **emergency contact** that can be reached by **telephone** should any child have to be taken home unexpectedly. Under no circumstances will a child be sent home/allowed to leave the school unaccompanied.

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.

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. Children and young people resident in North Lanarkshire and in hospital in Glasgow, can access education through the Hospital Education Service (H.E.S.). The service is provided by Glasgow City Council Education Department and Social Work Services. For further information, please contact your child's school.

27. Information in Emergencies

We make every effort to maintain a full educational service, but in Emergencies 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 North Lanarkshire Council's website and both the school and council Twitter pages.

28. 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 Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school.

The Parent Council

Parent Councils came into force from 1st August 2007. The Head Teacher is the professional adviser to the Parent Council. A Parent Council has been established within Greenhill. All correspondence should be addressed to the school office. The Parent Council can also be contacted via Twitter @GreenhillPSPC.

The Parent Council's rights and duties include:

- a) supporting the work of the school;
- b) representing the views of parents;
- c) consulting with parents and reporting back to the Parent Forum on matters of interest;
- d) promoting contact between the school, parents, pupils, and the wider community;
- e) fundraising; (This part has been devolved to the PTA)
- f) taking part in the selection of senior promoted staff;
- g) receiving reports from the Head Teacher and education authority; and
- h) receiving an annual budget for administration, training and other expenses
- i) improving home school partnership and facilitating parental involvement.

Members of Parent Councils, 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 current Parent Council :

Parent Members

Mrs Lorna Mitchell Chairperson

Mrs Y McFarlane, Ms C Smith, Mrs N Henderson (Vice Chairperson), Mrs L Gilkison, Mrs G Marshall, Mrs L Norton, Mrs G Wilson, Mrs J Jones, Mrs M Hamilton

Co-opted members

Mr I Martin, Mr G Marks

Staff members

Mr S Whiteside, Acting HT is the advisor to the Parent Council and the Principal Teachers both are able to attend Parent Council meetings. It is also usual for there to be staff representation on the Parent Council and currently that is Mrs M Morgan.

Our Parent Council clerk is Mrs N Burns.

The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

The Parent Council hold their A.G.M. annually. All parents are invited to attend. Officer bearers will be reselected on an annual basis at the A.G.M. The parental membership of the Parent Council, will be a minimum of three parents of children attending the school. The maximum number of parents is 22.

Any parents of a child at the school can volunteer to be a member of the Parent Council, the preferred make up being at least one parental representative from each year group. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by formal election. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub groups set up by the council.

Parent-Teacher Association

There is an active Parent-Teacher Association, which works hard organising fund raising and social events for both children and parents. In the past this association has donated funds to the school allowing it to purchase resources and materials. To encourage their invaluable work and contributions to the quality of school life, we urge all parents/carers and pupils to actively support the events organised. Newsletters to inform parents of coming events and the success of past events are sent home with pupils. Meetings are held monthly in the school.

The office bearers are:

Jacqui Moonan
Natalie Burns

Chairperson
Secretary

Ian McDonald Treasurer

29. Important Addresses

Education and Families

Civic Centre
Windmillhill Street
Motherwell
ML1 1AB

Councillors for the School

Councillor A Stubbs
Councillor W Shields
Councillor A McVey
Councillor K Larson

Contact via: Member Services
Civic Centre
MOTHERWELL
Windmill Hill Street
ML1 1AB
Tel. - 01698 302697

Chief Executive Area Office
Civic Centre
Windmill St
Motherwell
ML1 1AB

Tel- 01698 302222

Link Education and Families Manager

Jan McCrone

Contacts in relation to Support for Learning

Help and advice on any matter relating to Support for Learning can be obtained directly or through the school from The Cluster Integration and Improvement Lead- Paula McGhie

Contact- McGhiePa@northlan.gov.uk

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 1232303

Email - info@enquire.org.uk

Website for parents and practitioners - www.enquire.org.uk

Website for children and young people - www.enquire.org.uk

Resolve (Independent Adjudicator)

ScottishIndependent Advocacy Alliance

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh

EH3 6BB

enquiry@siaa.org.uk

Tel. - 0131 313 8844

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

4th Floor

20 York Street

Glasgow

G2 8GT

Tel: 0141 302 5860

www.asntscotland.gov.uk,

NHS Lanarkshire

Coatbridge Health Centre

Tel. – 01236 432200

Social Work

Tel. – 01236 622100

Community Learning & Development

Coatbridge Locality Office

9 Old Monkland Road

Coatbridge

ML5 5EA

Tel: 01236 638470

Email: CLD-Coatbridge@northlan.gov.uk

Glossary of Specialist Terms

Circle Time	A weekly time in class for staff and pupils to talk uninterrupted about matters brought up by the children or by the teacher; a time / forum used for the development of personal and social skills.
Curriculum	The range of subjects taught in every class and school, e.g. Numeracy, Literacy, Social Studies, etc.
Curriculum Continuity	This term relates to the need for schools to make sure that the courses children follow show progression and do not overlap unnecessarily.
Emergency Contact	The person(s) nominated by a child's parents/guardians to be the first to be contacted if a parent/guardian is not available.
Ethos	This term related to the specific characteristics of the school; the spirit or principles of the school.
Out of School Hours Learning	Subjects which are not taught in the formal curriculum, e.g. after school clubs.
Group Teaching	Children are normally taught and work in groups with other children – for Literacy and Numeracy these groups are normally ability groups where children of a similar ability progress at a similar rate; for most other curricular areas children are taught in mixed ability and social groups.
Transition	This term usually relates to the movement of children from nursery to primary, or primary to secondary.

32 Qualifying Statement

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

(a) before the commencement or during the course of the school year in question

(b) in relation to subsequent school years

Education Authorities are required by law 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.

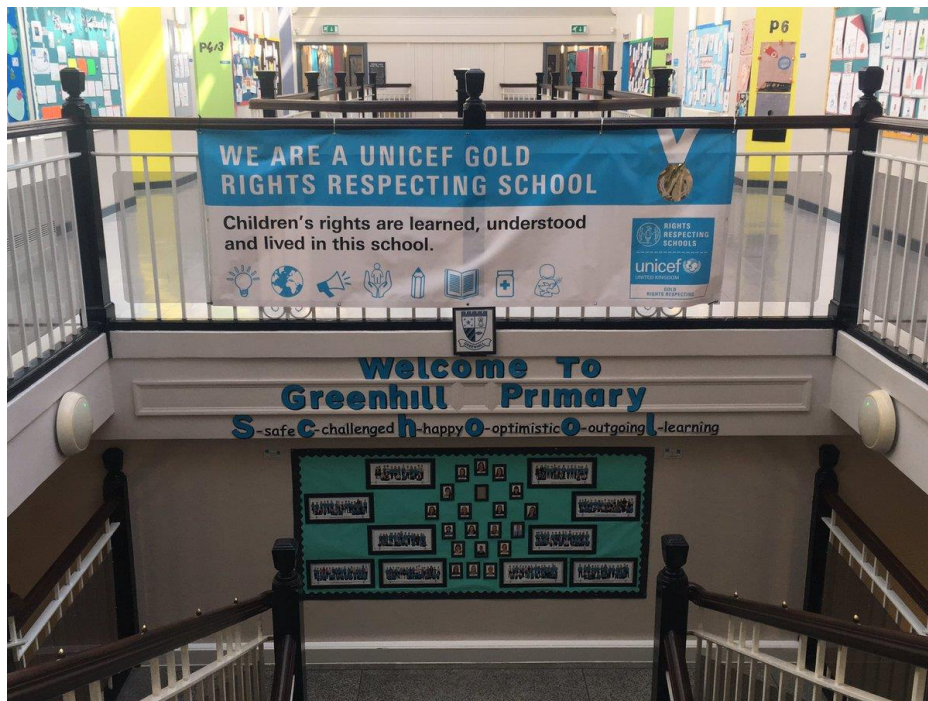
33. Health Centre Details

Airdrie Health Centre
01236 772200

Coatbridge Health Centre
01236 432200

We look forward to working in partnership with you and your children as you become part of the Greenhill Learning Community.

Ready. Respectful. Safe.



Together!

