



Townhill Primary School **Handbook January 2026**



**School Motto: Together we Promote Success for all as
EVERY child matters and every moment counts.**



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

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

Responsible Respectful Ambitious Independent Resilient



Welcome

Townhill Primary School
Melfort Road
HAMILTON
ML3 9UR

Phone: 01698 284776
Fax: 01698 458978

Email – headteacher@townhill-pri.s-lanark.sch.uk

Dear Parents/Carers

A very warm welcome to Townhill Primary! I hope that you will find our School Handbook interesting and informative - and enjoyable to read!

At Townhill, we want the very best for our pupils! We promote positive relationships with our parents and the wider school community. I do hope that you will find us to be an open and approachable team.

All members of our staff team have high expectations of our pupils - in attitude, application and behaviour. We work hard to achieve this, and it is very important for us to be able to work in partnership with our families. Please be assured that no worry concerning your child is too small or unimportant to share with us; please contact us at anytime!

We hope the following pages will give you a flavour of our school. Should any questions remain unanswered, we will be only too happy to help. The handbook is updated annually by the end of January.

Please follow the link below to our Thinglink. This will give you more information about our school.

<https://www.thinglink.com/scene/1551207947940397057>

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

Yours sincerely,

Ally McGovern

Ally McGovern
Head Teacher



**National Nurturing
School Award
2025**



We are a **Reading School**



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1) Introduction

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

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

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families, and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people. This is available at [Education Resources Plan 2025/26 Education and learning - South Lanarkshire Council](https://www.southlanarkshire.gov.uk/education-and-learning/education-resources-plan-2025-26)

2) About our school

Townhill Primary School is a non-denominational school, in which education is provided for both male and female pupils.

Address : Townhill Primary School
Melfort Road
Hamilton
ML3 9UR



Phone : Hamilton (01698) 284776

e-mail: office@townhill-pri.s-lanark.sch.uk

Blog : <https://blogs.glowscotland.org.uk/sl/townhillps/>

Twitter: @townhillps

Present Roll : 299

Stages Covered : Primary 1 to Primary 7

School hours

Room 1-14 (P1-7)	<u>8.55 am start</u>
Interval	10.40 am - 10.55 am
Lunch	12.25 pm – 1.15 pm
	<u>3.00 pm finish</u>

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Teaching staff 2024-2025



Senior Leadership Team:

Head Teacher	Mrs Allyson McGovern (Pastoral responsibility for Room 10 - Room 11)
Depute Head Teacher	Mrs Lorna Love (Pastoral responsibility for Room 1- Room 4)
Depute Head Teacher of Equity	Miss Jennifer Neilly (Pastoral responsibility for Room 6 – Room 9)
Principal Teacher (Acting)	Miss Shelley Harvey (Pastoral responsibility for Room 13 – Room 14)
Primary 1 (Room 1)	Miss Kayliegh McIntosh
Primary 1/2 (Room 2)	Mrs Fiona Cook
Primary 2 (Room 3)	Mrs Gemma Fagan, Mrs Gemma Crawford(Wed)
Primary 2 (Room 4)	Mrs Janis Miller (Mon-Wed), Mrs Gemma Crawford (Thur-Fri)
Primary 3 (Room 6)	Miss Kelsea Macdonald
Primary 3 (Room 7)	Mrs Gail Guthrie
Primary 4 (Room 8)	Miss Eve Morriss (Newly Qualified Teacher)
Primary 4/5 (Room 9)	Mrs Laura Valentine
Primary 5 (Room 10)	Mrs Catherine Culbertson
Primary 6 (Room 11)	Mrs Kim McCluskie
Primary 7 (Room 13)	Mr Liam Garrett
Primary 7 (Room 14)	Miss Shelley Harvey

Additional members of teaching staff:

Mrs Maureen Henry (Mon-Fri)
Mrs Natasha White (Thur)

Support Staff - Clerical	Mrs Fiona Lawlor- Team Leader Mrs Claire Salem (Mon, Tue, Thur, Fri)
Support Staff - Classroom	Mrs Lesley-Ann Spence Mrs Nicole Stirling (wed/Thur) Mrs Jessie Sempie Miss Lucy Elliott
Janitor	Mr John Simm
Educational Psychologist	Mr Kelton Green
Specialist Support Teacher	Mrs Kirsty Stewart
Music Tutors	Ms Louise Caldwell (Brass)
Catering Supervisor	Mrs Dot Holler
Catering Assistants	Mrs Jackie Ms Jo-Ann Syme Mrs Anne Sullivan
Cleaning Supervisor	Ms Maggie Jamieson
Cleaning Assistants	Ms Jo-Ann Syme Mrs Anne Sullivan Mrs Julie Taggart

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3) Attendance at School

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school.

For your convenience, school holiday dates and in-service dates can be found on the council's website: www.southlanarkshire.gov.uk.

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories - authorised and unauthorised absence.

In cases where your child is unable to attend parents/carers are asked to: -

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, telling of the reason for absence.
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes.

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 7).

Family Holidays During Term Time

Family holidays taken during school term time will be recorded as unauthorised absences in line with Scottish Government and South Lanarkshire Council policy. The school is not required to provide work during this period, and parents are asked to avoid arranging holidays that disrupt their child's learning.

The safety and well-being of our children is everyone's prime concern. By working together and sharing absence information we can minimise risk and keep our children safe. Our Learning Community poster on 'Attendance at School' is attached as Appendix B.

Information on emergencies

Emergency Information

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

Severe Weather Protocol

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

Communication

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

Things we need you to do:

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

4) Parental Involvement (Pta's, Parent Forums, Parent Councils)

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."

Jane D. Hull.

Parents and carers play a vital role in their child's learning. Research shows that when families are involved, children do better at school and beyond. South Lanarkshire Council values parents as partners and works closely with schools to make this happen.

Why Parental Involvement Matters

- Strong partnerships help schools understand children's needs and help parents feel informed and supported.
- Parents can reinforce learning at home, making schoolwork more meaningful and connected to everyday life
- Parental involvement can help children develop a love of learning and resilience when facing challenges
- When parents work with school and take an interest in learning, children often achieve more academically and feel more confident.

Our Commitment

We want parents and carers to:

- Feel welcome and involved in school life.
- Be well informed about their child's learning.
- Have opportunities to support learning at home.
- Share views and take part in discussions about education.

Parent Forum and Parent Council

- Every parent with a child at school is part of the Parent Forum.
- Each school has a Parent Council, a formal group that represents parents' views and works with the school to improve learning and experiences.

Connect – Supporting Parent Councils

All Parent Councils in South Lanarkshire are members of Connect, Scotland's national organisation for parent groups. Connect offers:

- Free training and advice for Parent Councils.
- Resources and guides to help parents support learning.
- Insurance cover for Parent Council activities. Find out more at <https://www.connect.scot>.

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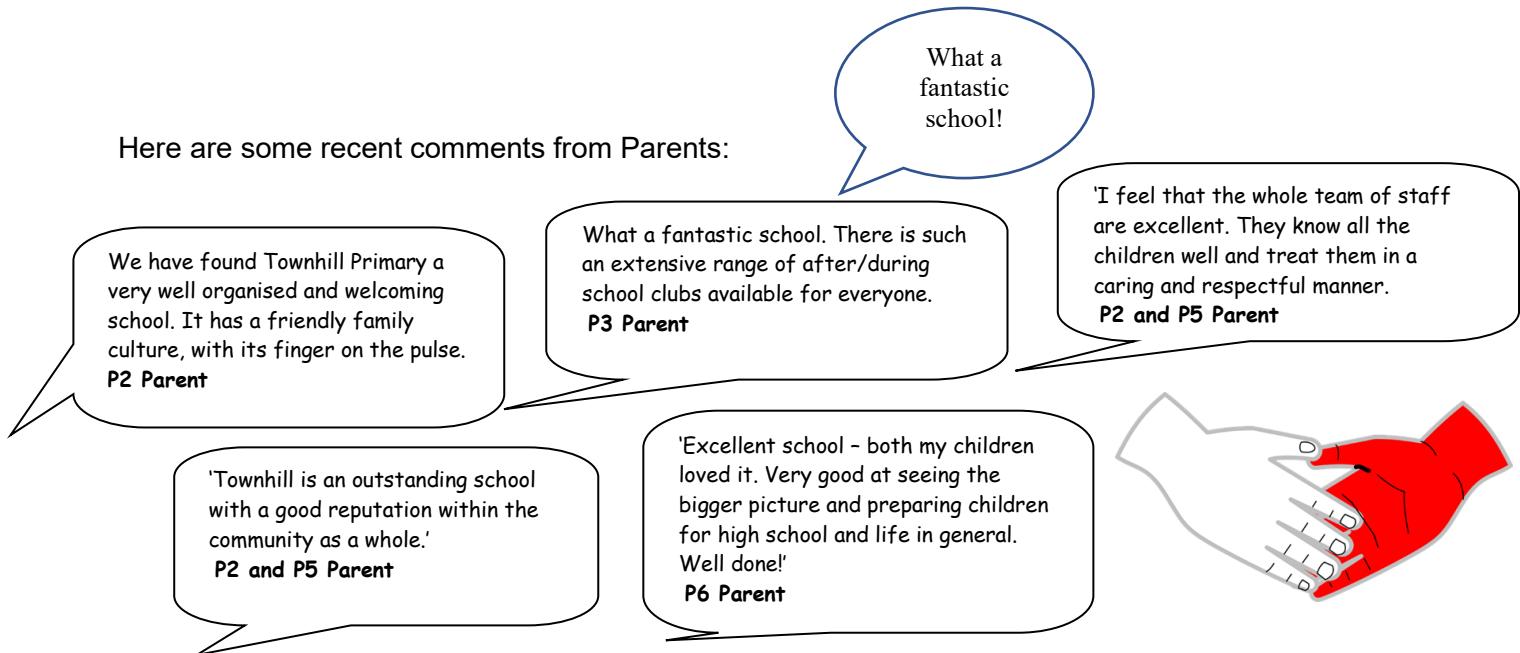
Other Helpful Resources

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](https://parentzone.scotland.gov.uk/)
- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.npfs.org.uk>.

Getting Involved

Interested in joining the Parent Council or helping in school? Contact our school office or email our Chairperson on chairoftownhillptt@gmail.com

We value parental feedback and regularly ask for opinions and thoughts from our Parent Forum.



Parent Groups

Our Townhill Parent and Teacher Team is up and running with the following parents taking on lead roles:

- Chairperson: Mrs Gillian Russell
- Vice Chairperson: Mrs Lyndsay Chatham
- Treasurer: Mrs Arianne Hughes

The purpose of the TPTT is to maintain and enhance links between the school, parents, carers and the wider community. This group will represent the parents of the school and will be consulted on matters such as curriculum development, establishment planning, policy development, and budget as well as council and government initiatives.

The TPTT work closely with the head teacher and all staff to ensure that the voice of parents and carers continues to influence the important partnership between school and home.

Parents are encouraged to take an active role in the development of the School Travel Plan, the Anti Bullying Policy and other policies that have an impact on our children and their school lives. They have been effective in dealing with issues as diverse as dangerous parking around Townhill to P7 Transition to their chosen high school in previous years. In the past the previous Parent Council group worked in partnership with the Pupil Council to create a Parents Skills Directory to encourage parental engagement in our children's learning, by sharing any interesting skills and/or talents.

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Even during school closure and with current restrictions in place our Parent and Teacher Team continue to be very active within Townhill and this encourages and enhances the relationship between both parents/carers and staff, providing various opportunities for us to work together in organising events and sponsored fundraising activities. These events are both enjoyable and entertaining for our children and are very successful in terms of raising funds for our school. These funds are used by the school to enhance many aspects of our children's experiences in school and is always very much appreciated.

We openly welcome new parents/carers to join us and although you may not be able to attend meetings if you can help in any aspect of the activities we would love to hear from you.

Contacts

Mrs Gillian Russell: chairoftownhillpft@gmail.com

5) School Ethos

“A school’s success is dependent on the quality of a school’s leadership and the school culture and ethos.”

MacBeath et al, 2007, p.7

Our school vision:

Our school vision embodies partnership working and the desire to build ambition and motivation in all of our young people. We believe through genuine partnership working with our parents and carers we will nurture the development of our values in children, staff and parents/carers.

“**Together** at Townhill we **nurture**, **encourage** and **inspire** the development of **skills** for lifelong learning and **success**. We embrace **equality** and **diversity** to promote a **happy** and **healthy** life.”

Our school Values:

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Our School Motto:

Together we **P**romote **S**uccess for all as EVERY child matters and every moment counts.

To help achieve our vision we do not confine our activities to the classroom, but provide opportunities for a wide variety of experiences, including outdoor learning, sport, music, art and community involvement. The teacher's role is to provide experiences and facilitate opportunities through which our pupils will learn.

We work to build pupils' self-esteem and self-worth and to show that the whole school community celebrates their efforts and their special occasions.

A Special Achievements Wall displays individual, group and school achievements and activities. A display shows 'Stars of the Week' following public recognition at assemblies and all classes have a Sharing Achievement time within their class timetable.

We work with colleagues in other sectors sharing information to plan a child's 'learning journey' from 3-18 so that each individual continues to work at an appropriate pace and experience challenge they can thrive on.

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In June 2021 we were awarded our first National Nurturing School Award by Nurture UK. Through the assessment process it was recognised that as a school we “prioritise relationships” and “are so helpful and welcoming, looking after families, not just individuals”. This prestigious award allowed us to showcase how nurturing approaches are embedded within our school ethos and practice and how we know and value our pupils as individuals. In February 2025 we were reaccredited as a National Nurturing school showing we continue to prioritise health and wellbeing for all ensuring school is a safe and protective place for everyone.

The staff within Townhill PS are a team, working tirelessly together to ensure the best possible outcomes for all pupils.

We have a shared understanding of and the approach to routines, expectations and support- we are a strong team.
School Support Assistant.

We **all** help create a safe learning environment for all of our pupils regardless of their abilities, health needs, support needs.
Class Teacher

There is such a warm and inclusive ethos in the school you feel as soon as you enter the building. I always feel welcomed and involved.
Partner Agency



National Nurturing School Award 2025

Attachment Informed Practice

Townhill PS are also a fully accredited attachment school and have achieved all 6 attachment informed practice pledges via South Lanarkshire council. All staff are trained in using ‘Emotion Coaching’ and are highly attuned in supporting pupils through big emotions. We use our ‘Pledge Pals’ to discuss and embed our pledges across the school.



Making Rights Real

In Townhill Primary we are working on **Making Rights Real**.

Our pupils are involved in a range of learning experiences designed to help them grow into confident, caring and responsible young citizens, both in school and within the wider community. By learning about their rights, our pupils also learn about the importance of respecting the rights of others.

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Through the creation of our school, playground, lunch hall and classroom charters, pupils are encouraged to reflect on how their behaviour and actions affect those around them. This allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school. Our Calendar of Rights provides a monthly focus on a particular aspect of rights education both in class and during our virtual assemblies.

This session we will continue to work towards achieving South Lanarkshire Council's Rights Made Real accreditation.

Pupil Voice

We value the opinions of our children and **all** children in the school benefit from being in a Pupil Group – There are a variety of groups on offer for P1-3 and then P4-7. These include Pupil Council, Eco Group, Health Group, Fairtrade Group, Rights Ambassadors, Reading Champions, Digital Leaders, Resource Rangers, Junior Road Safety Officers, Equity and Fundraising. These groups meet 6-8 times over the course of the year and their views and activities have had a positive effect on the school and wider community. This session all Pupil Groups created an action plan for their development work.

Read some of the comments from members of our previous pupil groups!

In the eco group we encourage others to look after the environment. We try our best not to litter and teach others to do the same. The job is special to us and we enjoy it very much. Both of us want a healthy environment and a clean school. The group aims to change the school and the area around it too. Let's go Eco!

We are the Primary 7 Health and Sport Group Leaders. Our job is to make sure the school is a healthy place to be and we also organise healthy activities for everyone. We are responsible for running Fruity Friday, Health Day and Sports Day. We listen to everyone's opinions and try our best to make our school a healthier place! We are looking forward to the challenges and partnership.

HEALTH AND SPORT GROUP

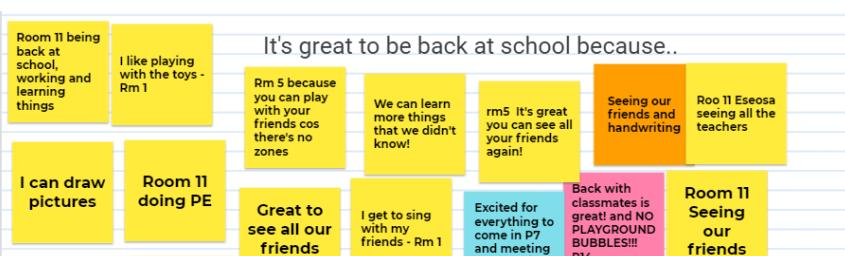
As your Fairtrade representatives we will be encouraging you to eat more foods from companies that grow fruit and food in a healthy and sustainable way. This ensures that farmers are paid fairer wages and treated in a more respectful way. We will attend meetings on your behalf and take your ideas to the group. We look forward to organising this year's Fair Trade Fortnight.

In the pupil council we make sure everyone's ideas get heard and we help to make our school a better place to learn. We listen to pupils' ideas and try to make them happen with the help of staff, teachers, PTA and other pupil groups. We love hearing everybody's ideas to make the school better and we are really excited to work with all other members of the pupil council to help out more.

PUPIL COUNCIL

We continue to seek the views of our pupils on school improvement priorities and use our Plan on a Page School Improvement plan to guide evaluative discussions. We have also used Google Jam Boards and similar programmes at assembly to ensure Pupil Voice is regular and meaningful.

Respon



Resilient



 Townhill Primary School School Improvement Plan 2025/26				
Our Priorities for 2025-2026	Priority 1: Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	Priority 2: Empower learners to shape and influence actions on sustainability and climate change	Priority 3: Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	Priority 4: Ensure inclusion, equity and equality are at the heart of what we do
What do we want to achieve? (Outcomes)	<p>To train all staff on SLC's VCPA (visual, concrete, pictorial, abstract) approaches to Numeracy and Mathematics.</p> <p>To embed concept teaching and fluid groupings in numeracy throughout the school.</p> <p>To embed the use of Numicon resources across all aspects of Numeracy and Mathematics to support teaching and learning.</p>	<p>To develop a school calendar including Learning for Sustainability events taking place over the course of the session.</p> <p>To further develop the use of outdoor learning across the school in order to positively impact on the wellbeing of all, children's engagement and enthusiasm for learning across the curriculum.</p> <p>All classes will engage in practical-based STEM activities in the Science Lab led by Maureen Henry (CCC teacher) via participating in the SSERC programme, 'Developing a sustainable approach to STEM'.</p> <p>To actively engage in internal, collegiate and self-directed CLPL in Science and STEM across early, first and second level.</p>	<p>Through in-house collegiate led training all staff will have CLPL opportunities to power up their pedagogy to increase knowledge and understanding of:</p> <ul style="list-style-type: none"> • Learning intentions and success criteria • Effective questioning • Effective feedback • Effective differentiation • Metacognition • Creativity <p>All staff will have the opportunity to engage in professional dialogue in review and evaluation of pedagogical changes.</p>	<p>To further develop a consistent Learning Community approach to the teaching and learning of equalities and diversity.</p> <p>To continue to increase staff, pupil and parent knowledge and understanding of equalities and diversity.</p> <p>To maintain and implement an Equalities and Diversity Calendar with events to celebrate equalities and diversity across the school.</p> <p>To continue to link SLC skills framework to equalities and diversity as part of Learning Community moderation with a focus in RME or IDL.</p>

How will we know? (Measures)	<p>By June 2026, all classes/stages will have fully adopted a concept teaching/fluid groupings approach to Numeracy and Mathematics.</p> <p>By June 2026, all classes/stages will consistently be using Number Talks and VCPA pedagogy to underpin learning and teaching in Numeracy and Mathematics.</p> <p>By June 2026, all classes will consistently use Numicon resources across all aspects of Numeracy and Mathematics to support learning and teaching</p>	<p>By August 2025, the school calendar will be populated to include Learning for Sustainability Events taking place over the course of the session.</p> <p>By June 2026, a Learning for Sustainability topic will have been completed for each class linked to Global goals and will form part of IDL planning.</p> <p>Staff will identify an aspect of an IDL topic where STEM can be included and explored.</p>	<p>By June 2026, all staff will have been given the opportunity to power up their pedagogy through the above outlined collegiate sessions and the opportunity to engage in professional dialogue to review and evaluate pedagogical changes.</p>	<p>By June 2026, there will be a consistent Learning Community approach to the teaching and learning of equalities and diversity.</p> <p>By June 2026, all staff, pupils and parents will have an increased knowledge and understanding of equalities and diversity.</p> <p>By June 2026, an Equalities and Diversity Calendar will have been implemented celebrating equalities and diversity across the school through identified events and themed weeks.</p> <p>By April 2026 staff will have the opportunity to link SLC skills framework to equalities and diversity as part of Learning Community moderation with a focus in RME or IDL.</p>
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Townhill Primary School: Where Every child matters, and EVERY moment counts.

Responsible ● Respectful ● Ambitious ● Independent ● Resilient



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Our school have a 'house' system. This allows the children to belong to a smaller group than the school as a whole and motivates our children and increases teamwork, leadership and responsibility within the school.

• CLYDE	Red
• CAMPBELL	Blue
• CAMPSIE	Green
• CADZOW	Yellow

This session we held a whole school competition to rename our houses in order to honour our late janitor, Mr Campbell. Our families and staff settled on the names above and we feel they represent famous Scottish landmarks/clans. Our Primary 7 pupils are given the opportunity to stand for election as House Captains each year and this session we introduced Vice Captains.

House points are awarded for a range of reasons throughout the session for things such as taking care of our school, demonstrating kindness, respect and following our Nurture principles. Points are counted and updated on a Friday by the House Captains and the winning house per term will have a Reward Afternoon and the winning house overall will be presented with the house trophy at the end of the year. It is very exciting! House events also take place throughout the year.

School and community links

We actively foster links with individuals and agencies in the community.

These include Road Safety, Health Agencies, Blantyre Credit Union, Hillhouse Community Police and local businesses. Contact with other members of the community is also developed and the school has strong links with Hillhouse Church, Wellhall Care Home, Miller Park Sheltered Housing and Hamilton Foodbank.

To enhance the ongoing work of classes every opportunity is used to involve members of the community, and for visiting places of interest.

The school uses the local museums, country parks and visitor centres. Experts in a variety of fields also visit the children in school and provide a valuable service in this way.

Fund-raising for various charities, is encouraged and parents, staff and pupils are always extremely generous and supportive of our ventures each year.



Learning Community

Townhill is part of the Calderside Learning Community. A learning community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and schools and bases which provide additional learning services. It is about working together to plan better outcomes for children and young people.

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible. Over the last few sessions Townhill PS have worked closely with Neilsland PS and David Livingstone PS allowing all staff to work together at each stage of the primary school.

All the establishments and services in a learning community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

Each Learning Community is managed by a Head of Education (Area). The Head of Education for the area is **Lynn Sherry**. Each school also has a Quality Improvement Officer who is based at

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South Lanarkshire Headquarters in Hamilton. The Quality Improvement Officer for Calderside Learning Community is Mrs Fiona Leggate.

6) The Curriculum

Curriculum for Excellence is the name given to the new curriculum in Scotland for all children and young people aged 3-18. It is a forward looking, coherent, more flexible and enriched curriculum that provides young people with opportunities to engage with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of these skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our School will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy and other skills whilst they attend our school.

The curricular areas are as follows:

- Expressive Arts
- Language and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious and Moral Education
- Science
- Social Studies
- Technologies



Information on what your child is learning will be provided to you throughout the year.

If you want to know more about Curriculum for Excellence, please visit [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot)

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

<u>Level</u>	<u>Stage</u>
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

Expressive Arts

The four subject areas of Curriculum for Excellence Expressive Arts are: Drama, Music, Dance and Art and Design.

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Although some aspects are taught discreetly, these subjects often lead themselves to inclusion within class interdisciplinary work.

Music

The school aims to ensure that all children have the opportunity to create, perform and respond positively to music. Every effort is made to integrate music with other areas of the curriculum such as social studies, poetry, drama etc. and to ensure that children enjoy and appreciate music.

Various resources are used throughout the school, including Sounds of Music, Jolly Music, Folens music, teachers' own resources and a resource for P6 and P7 developed by Townhill and Calderside Academy teaching staff. Instrumental tuition is available at varying stages and comprises percussion (tuned and untuned) and recorders. Woodwind and/or brass tuition is usually offered by a visiting instrumental instructor. There is also a school choir which takes pupils from Primary 5 upwards.



Art and design

Regular and frequent work in art and design is essential in our curriculum and as well as set lessons teaching techniques and skills, opportunities for art and design in association with other aspects of the curriculum are encouraged. A variety of media is available to stimulate interest and awareness and for development of certain techniques and skills. In all areas of the school, finished work is displayed both within and outwith the classroom areas.

As with music, every effort is made to link art and design work into an interdisciplinary context. This makes the tasks more relevant and meaningful.



Drama

Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world around them. Drama offers pupils opportunities to explore human behaviour by creating roles and relationships in a variety of different contexts and settings. Many of the contexts for drama activities will relate to other areas of the curriculum, especially language, and excellent opportunities for collaborative group work based on pupil interaction are provided. A stimulating programme of study created by the teaching staff is now in use throughout the school. Once again, every effort is made to relate dramatic contexts with ongoing class topic work.



Opportunities for classes to experience live theatre include visits from theatre groups, Scottish Opera and outings to theatrical performances.

Languages and Literacy

In teaching the child to use language more effectively in a wider range of contexts, the teaching staff in Townhill not only see the child's language competence growing but also see the child growing through his/her language.

The atmosphere of our school is such that children are encouraged to talk and write freely and are given a wide variety of stimuli to enable them to do so. In addition, we provide a large range of reading materials to encourage children to want to read. Many of the language experiences and skills arise within cross-curricular work and are, therefore, developed and consolidated through curricular areas such as social studies, expressive arts, mathematics, science, etc. While these subjects are important in themselves, the language they stimulate is also vitally important.

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We provide a learning programme covering the three lines of development – listening/talking, writing and reading. Alongside these we develop the necessary skills of spelling, punctuation, language structure and handwriting, each at a level appropriate to the child's developmental needs.

In line with the Scottish Government's Languages 1 + 2 Strategy, French is taught in Townhill from Primary 1. Pupils in P5-7 will begin to learn BSL.

Health and Wellbeing

The purpose of the Health and Wellbeing curriculum is to give children the opportunity to develop



the knowledge, understanding and skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing. It is the responsibility of every teacher to contribute to learning and development in this area. Physical Education is included in this area of the curriculum. We teach all children the value of participation in a range of sporting and physical activities and believe that this is an important part of children's learning and development. Each class has

two hours of PE each week. This includes an outdoor PE slot which develops skills including team building and orienteering. Swimming is also part of the curriculum and is delivered to each Primary 7 class at the local leisure centre. Townhill was presented with a **Gold Sportscotland Award** in November 2017 and we are applying to have this renewed in recognition of the wonderful sporting activity that goes on at Townhill.

Our school HWb programme is made up of many different resources and this session we have committed to using Emotion Works at all stages. This programme offers many opportunities for our children to become emotionally literate. Lessons and activities focus on the use of cogs and wheels which fit together and support children to recognise their own emotions, emotion triggers and identify coping mechanisms.

Other areas of Health and Wellbeing are food and nutrition, healthy living, road safety and many other health related themes. Our programme also includes sexual health and relationships education.

A wide variety of extra-curricular activities are offered each session, and we try hard to offer every child from Primary 1 to Primary 7 the opportunity to attend at least one activity over the course of the session. This year we have committed to funding almost all school-based clubs ensuring the cost of the school day is minimal if not zero for all families.

Mathematics and Numeracy

Our mathematical and numeracy programme is based upon the CfE experiences and outcomes and all staff use benchmarks to ensure the progressive development of skills and confidence in working with and understanding mathematical concepts, not only in textbooks but within real life contexts.



Many other resources, materials and teaching/learning methods are used to achieve these aims including practical experiences, problem solving activities and relevant mathematical/numeracy activities within interdisciplinary topics. All classes use "concept teaching" and 'fluid groupings' approaches which allow pupils a choice in the difficulty of their follow-on task related to the direct teaching. This fluid approach allows children to challenge themselves with areas they find easier and support their own learning with trickier concepts.

Sciences

Through learning in the sciences, children develop their interest in, and understanding of the living, material and physical world. They engage in a wide range of collaborative investigative tasks,

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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 key concepts of the living, material and physical world are organised into five themes:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science



We follow a 3 year rolling programme for Science ensuring coverage across all levels and classes. To continue to raise awareness, spark enthusiasm and encourage interest in Science, Engineering and Technology, Townhill regularly takes part in National Science and Engineering Week.

Science and STEM is taught via non-class contact time by either Mrs Henry (R3-R14), Mrs Crawford and Mrs Stewart R1-R2). Most children access the STEM lab for these lessons which is a room dedicated to science, technologies, engineering and maths.

Social Studies

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

Social Studies are structured under three main organisers:

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



Our Social Studies programme has been developed to reflect Curriculum for Excellence experiences and outcomes. The programme is mostly delivered through interdisciplinary topics, allowing the children to make relevant and meaningful connections across curricular areas and providing them with deeper, more enjoyable and active experiences.

The children as they participate in the programme will:

- develop their understanding of the history, heritage and culture of Scotland
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop an understanding of the principles of democracy and citizenship
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes

Technologies

We work hard to keep pace with new developments in technology so that our pupils will have the skills needed to succeed in modern society.

Information and Communication Technology (ICT) is used across the curriculum. Our network allows all pupils access to the internet and the security filter means that pupils can access only suitable material. All pupils / families are asked to sign an Internet Access Agreement. Other technology work is done in the context of themed projects or stand-alone units focusing on a particular aspect of design or uses of technology in society. All classrooms have interactive whiteboards, and we have wireless access throughout the building.



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Following school closure and remote learning our use of ICT and online programmes has greatly increased meaning children's own skill set is increasing with technological advancements. Homework/class learning is shared online via Google Classrooms and alongside face-to-face assemblies we continue to hold virtual live assemblies, particularly when we focus on gathering Pupil Voice as this allows all classes to share their thoughts and see what other classes discuss. We are in the process of applying for the Digital Schools Award as we showcase the amazing range of digital learning taking place. We are also very fortunate to have 2 chromebook trolleys ensuring all classes have ICT access everyday.

Internet and Other Electronic Communication

The children benefit greatly from access to the internet which enhances learning and teaching by providing the children with the opportunity to retrieve information from the many educational websites available. Many precautions are in place to prevent the pupils from accessing inappropriate material, including the use of a Google Programme called 'Interland' which teaches children about being safe online. Each class also undertakes specific CEOP training and each year we endeavour to bring in the Community Police to highlight the importance of safe use of the internet.



Religious and Moral Education

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education promotes responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about the beliefs, values, practices and traditions of Christianity and other world religions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation.
- make a positive difference to the world by putting beliefs and values into action



Religious and moral education is therefore an essential part of every child's educational experience.

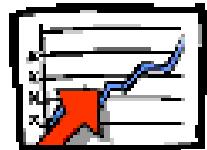
Spiritual, social, moral and cultural values (religious observance)

Under the terms of the Education (Scotland) Act 1980, parents / carers have the right to ask for their children to be withdrawn from religious observance and / or religious and moral education. If you have any concern about religious observance, please contact me to discuss your concerns. If a child is withdrawn, we will make suitable arrangements, in consultation with parents/carers, for them to participate in a worthwhile activity. Parents may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

School Chaplain

Our chaplain is Rev Christopher Rankine, minister at Hillhouse Parish Church. Christopher usually leads a few assemblies in school throughout the year for all pupils and P4-7 would visit the church at Christmas and Easter for religious services. This session Christopher will be back in school supporting us with religious observance and we are very much looking forward to seeing him. Should you wish any more information, please contact me at school.

7) Assessment and tracking progress



Assessment both formative and summative is an essential part of teaching and learning at every stage of Townhill Primary School.

Assessment reflects on-going work – by observation and interaction with pupils, by sharing criteria with children, by giving constructive feedback, by well-structured questioning, by peer assessment and by setting assessment tasks. Records of summative assessments are kept, both for teaching purposes and to keep parents up to date with their child's progress.

All class teachers engage in regular professional dialogue with the head teacher and depute head teacher to track pupils' progress across the curriculum.

Future learning is then planned based on the results of these assessments and conversations.

Children are also involved in their own target setting. These are reviewed and new targets set in discussion with their class teachers. Children also engage in self and peer assessment across a variety of curricular areas. In order to be able to do this effectively, staff ensure that children are made aware of the learning intentions and success criteria at the start of each lesson.

We want to share with you on how your child's learning is progressing. We do this through formal and informal channels. We have twice yearly parent/teacher consultations and yearly written reports. We also share, when appropriate, a positive phone call home to ensure smaller successes/improvements can be celebrated. Class teachers will also post photographs and work on Goggle Classroom to be shared at home. We also have a 'Snapshot' event in February to share aspects of Numeracy, Literacy and Writing. This allows a guided discussion at home on aspects of the child's learning. Our most recent Snapshot had a return of 96%, and of that 98% with a parental comment on the learning within the jotter.



8) Reporting

In Townhill we recognise that good teamwork among parents, children and schools is the key to a successful education for your child.

Reporting is ongoing and comprises of a range of activities which can include children presenting their learning, Newsletters, Snapshot and ongoing discussions.

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 how your child is doing in school and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

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

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

9)Enrolment and Transitions

Enrolment – how to register your child for school.

To register your child for school you should complete our online registration form. This can be done using the South Lanarkshire website.

www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school

If you have any difficulty in identifying your catchment school, please email
Edsuppserv.helpline@southlanarkshire.gov.uk

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, council tax statement, housing rent card, child benefit documentation.

Proof of where the child lives may also be needed.

If your child is due to start school in August 2026, you can enrol online from Monday 5 January 2026. Your catchment school will contact you between Monday 12 and Friday 16 January 2026 to confirm your enrolment.

If your child attends the nursery of your catchment school, please do not assume that they will automatically be transferred. You must register them as normal at the school that is in the catchment area for your home address

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish to make a placing request. An online placing request form should then be completed. This is SLC website – www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone **0303 123 1023**.

Change of School/Placing Request

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another

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school, then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

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

Transition from primary to secondary school

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

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

10) Support for Pupils

Getting It Right For Every Child

Getting It Right For Every Child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

More information can be found on:

www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

We are committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those identified as having additional support needs, have a common entitlement to both a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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We are committed to inclusion and believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

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

Enquire – the Scottish advice service for additional support for learning

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

Phone Helpline: 0345 123 2303

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



Email Enquiry service: info@enquire.org.uk

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

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

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

Working in partnership with parents / carers

We value the vital role that parents/carers play in a child's education and seek to work in partnership with them in order to ensure that all children have the opportunity to maximise their potential.

If your child needs extra help or support in school they can be described as having additional support needs. Children may need additional support for a short time, or a longer period and for a variety of reasons.

Should your child require additional support for a particular aspect of their learning, a meeting will be arranged with their class teacher and/or a member of the Senior Management Team to discuss our plans. This may involve some input from our visiting Specialist Support Teacher and/or an external agency such as Psychological Services, Speech and Language Therapy, Occupational Therapy or a visiting Visual/Hearing Impairment member of staff.

If your child requires an individual programme for Literacy, Numeracy or Health and Wellbeing, an Additional Support Plan (ASP) will be established. Within this, specific targets will be set for your child. These targets will be broken down into small, attainable steps so as to enable your child to achieve success. Both parents/carers and the child will be consulted in the planning and review of

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any ASPs. Ideas and materials for supporting learning at home will also be discussed at these meetings.

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

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

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

What does it set out to do?

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

How can I find out more?

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

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



Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)

PPRUDB is South Lanarkshire's framework for understanding and managing behaviour in schools. It emphasises that all behaviour is a form of communication, often indicating unmet needs, and stresses the importance of building positive relationships as a fundamental skill for teachers and a preventive approach to distressed behaviour. The guidance aligns with key Scottish Government policies and legislation and supports the development of safe, inclusive, and nurturing school environments.

Children and young people who feel safe, healthy, respected, and included are more likely to develop self-confidence and resilience. South Lanarkshire Council's attachment-informed, trauma-sensitive approach, aims to create a secure base and safe haven to reduce the impact of adverse childhood experiences. School staff recognise that distressed behaviour can stem from disrupted attachment, anxiety, and other complex needs, including neurodevelopmental conditions and limited communication skills.

When incidents of distressed behaviour arise in schools, staff will use a range of strategies to de-escalate situations and prevent re-occurrence. Strategies include structuring the environment with consistent routines and quiet areas, adapting communication to accommodate speech and sensory needs, and building positive relationships based on shared values. Setting clear limits with dignity, active listening, and inclusive teaching practices support behaviour management. Planning for transitions and using support plans like Additional Support Plans (ASPs) and Behaviour Assessment and Support Plans (BASPs) assist in addressing individual needs.

Each educational establishment should use the PPRUDB framework to develop and implement a relationships and behaviour policy through consultation with staff, pupils, and parents, reviewing it every three years.

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11) School Improvement

Each year we produce a School Improvement Plan which identifies what we plan to do to improve our school over the next 12 months. Some of our improvement priorities may be in response to government guidance, whilst others will be more personally related to the needs of our own school. Staff, children and parents/carers are consulted on the contents of our Improvement Plan and we issue a summary of its contents to parents/carers at the start of each new session. This year, we have produced a School Recovery Plan to take account of the school's needs post-lockdown. A full copy of our Recovery Plan is available for any parent/carer who wishes to read this document and it is also placed on our school website.

We provide regular updates on our improvement priorities through items in the school newsletter and the Head Teacher also presents a report at Parent Council meetings.

At the end of each year we review our Improvement Plan to identify the impact that the progress we have made has had on learners. Below is a summary of our strategic 3 year cycle of improvement priorities over the past 3 years, a full overview of our achievements can be found in our Standards and Quality reports on our school blog. We are currently in Year 2 of our cycle.

Strategic Priority	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027
1.	Raise attainment in Numeracy and Mathematics through 'Fluid Groupings' application and a focus on 'Concept teaching at all stages across the school.	Raise attainment in Numeracy and Mathematics through implementation of 'Fluid Groupings' application and 'Concept teaching at all stages across the school. Application of SLC VCPA approaches at all stages.	Raise attainment in Numeracy and Mathematics through embedding 'Fluid Groupings' application and 'Concept teaching at all stages across the school.
2.	Develop Sustainability knowledge and understanding across all stages of the school via a class eco/global goals study. Develop outdoor learning opportunities across the school. Develop pedagogical and assessment skills through practical-based STEM activities.	Apply Sustainability knowledge and understanding consistently across all stages of the school via class eco/global goals study. Application of outdoor learning opportunities across the school in all classes in various curricular areas using new playground equipment and via planned OPOL sessions. Continue to develop pedagogical and assessment skills through practical-based STEM activities in collegiate time building teacher confidence and competence to use STEM as a context for learning.	Embed Sustainability knowledge and understanding across all stages of the school via class eco/global goals study. Embed outdoor learning opportunities across the school in all classes in various curricular. Build a STEM network within the Learning Community to share and evaluate pedagogical and assessment skills through practical-based STEM activities further building teacher confidence and competence to use STEM as a context for learning.
3.	To ensure attachment informed practice is embedded alongside Nurturing approaches across all stages of the school to positively impact ethos and attainment.	To continue to raise attainment in Literacy and Numeracy through a focus on pedagogy ranging from questioning, to feedback to metacognition building teacher confidence and efficacy in adopting excellent practice.	



4.	Develop knowledge and understanding of equalities and diversity across the school with a clear focus on skills development via diverse literature. (Learning community focus)	Further develop equalities and diversity across the school focusing on skills development alongside Social Studies/RME curriculum.	Decolonise the curriculum in line with SLC guidance.
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The use of funding to support pupil equity

As a school, we receive money from the Scottish Government in relation to the number of children who receive free school meals. This money is known as 'Pupil Equity Funding' (PEF) and this financial year we were allocated £45,325.

As part of participatory budgeting, we allow stakeholders to take responsibility for deciding how 5% of our PEF money (£2,266) will be used. Following an extensive consultation exercise, it was agreed that this would be spent on funding external coaches to deliver extra-curricular clubs, support the development of Outdoor learning including equipment and clothing and also to have a fund available to support growing travel costs for class trips.





12) School Policies and Practical Information

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020.

All primary schools run a Breakfast service from 8.15am to 8.45am with pupils being offered a selection of toast, cereal or fruit along with a cup of milk.

For their lunch each day pupils have the option to choose from two hot meal options (one being vegetarian option) plus a sandwich selection everyday. These are all served with vegetables or side salad. All **meals** also come with fresh chilled drinking water, vegetable choice, salad selection, seasonal fruit and depending on the day - soup or a dessert.

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

Pupils in:

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

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

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

Special diets

If your child within Nursery, Primary or Secondary requires a special diet for medical reasons please speak to the school/nursery office who will provide the request form for you to complete. In addition, if you have a cultural diet request for your child please speak to the school/nursery office who will provide you with a request form.

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Scottish Child Payment (P6 and P7 pupils)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (and your earned income is less than £850 as assessed by the Department for Work and Pensions in the assessment period immediately preceding the application for free school meals)

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P6 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place to ensure anonymity is protected of children who receive free meals, and we encourage all children to remain in school at lunch time.

Further information can be found at [Free school meals - South Lanarkshire Council](#) or by accessing the QR below -



South Lanarkshire Council also offers a free Breakfast service. This service runs from 8.15am to 8.45am each school day.



School Uniform

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of a school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

We have a 'Rake and Take' rail in the bubble at the school entrance which is full of gently used and new school uniform items. This rail is added to regularly and all parents/carers are encouraged to come and take what they need.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

Townhill Primary Uniform:



- **White Shirt/Polo Shirt (school badge optional)**
- **Navy Sweatshirt (school badge optional)**
- **Navy or Grey Trousers/Navy or Grey Skirt**
- **Navy Blazer/Fleece Jacket**

We encourage pupils to wear full school uniform, white shirt and school tie with navy trousers/skirt.

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Our school uniform supplier:- Scotcrest, 41 Quarry Street, Hamilton.

To protect our carpeted area in the school we request that all pupils wear gym shoes inside the school building.
Please label all children's clothing clearly.

Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

Policy Adherence

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

Mobile Device Policy

Our school follows South Lanarkshire Council guidance on mobile device use, which is rooted in Scottish Government policy. Mobile technology can support learning and communication, but it can also disrupt lessons and affect wellbeing if misused. To maintain a safe, respectful, and inclusive learning environment, pupils are expected to use mobile devices responsibly and in line with school rules.

At Townhill PS mobile devices **should not be used during class and should be switched off and remain in the safety of school bags until children have left the school estate the end of the day.**

The policy has been developed in consultation with our Learning Community schools, pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately.

Support for parent/carers

Clothing grant

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

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

Or via this link [Clothing grants - South Lanarkshire Council](http://www.southlanarkshire.gov.uk)

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Should you require further information or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).



Transport

School transport

South Lanarkshire Council's mainstream school transport policy provides transport for primary school pupils who live one mile or more from their catchment primary school by the shortest safe walking route.

More details on school transport can be found at the following link including the online application form:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

If you consider your child to be eligible you should complete the online application form. Forms should be submitted before the end of March for those pupils starting school in August to enable the appropriate arrangements to be made.

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities.

A new application must be made each year.

More details on Privilege school transport may be found here:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school

Pick-up Points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in, and alighting from, the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

Mainstream School Transport contact details:

e-mail: school_transport@southlanarkshire.gov.uk

tel: 0303 123 1023

Insurance for Schools – pupils' personal effects

Insurance for Pupils' Personal Effects

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South Lanarkshire Council has noted an increase in claims for loss or damage to pupils' clothing and personal effects. Please be aware of the Council's insurance policy regarding pupils' personal items:

Insurance for Pupils' Personal Belongings

Personal Items

- The Council cannot accept responsibility for the loss or theft of personal belongings, including mobile phones, tablets, or other valuables. These are brought to school at the pupil's and parents' own risk.
- To reduce the chance of loss, please avoid sending expensive or unnecessary items to school.
- School staff are not permitted to look after pupils' personal belongings.
- This policy also applies to musical instruments and equipment used for school activities. If these items are left at school, it is at the pupil's and parents' own risk.
- For valuable items such as musical instruments, parents should make sure they are covered by their own household insurance.

Clothing

- The Council will only consider claims for damage to pupils' clothing if the damage was caused by negligence on the part of the Council or its employees.
- Claims for any other reason cannot be accepted by the Council's insurers.

Family Holidays during Term Time

Every effort should be made to ensure that your child attends school during term time. Please contact the school should your child be unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with the Scottish Government advice this will be classified as unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when, for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from the parents will mean the absence will be recorded as unauthorised.

In our approach to raising achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holidays dates and in-service dates are available from the website www.southlanarkshire.gov.uk



Promoting Positive Behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in

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working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

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

Positive Behaviour is actively promoted in Townhill Primary School. We do this in class, through our Health and Wellbeing Programme, House system, circle time, point charts, regular use of stickers and stampers, class jobs etc and through assemblies via talks and Star of the Week awards.

The school's promoting positive behaviour strategy centres around the UN Convention on the Rights of the Child. At the start of the session each class creates their own Class Charter, which is agreed by both staff and pupils. The charters contain the rights to which all pupils are entitled and also detail the responsibilities of pupils and adults within the classroom. Pupils are encouraged to reflect on how their behaviour and actions affect the rights of those around them. By doing so positive behaviours are encouraged.

The whole school also adheres to playground and lunch hall charters, which ensure that all are clear on the expectations for behaviour in all areas of the school. The charters aim to foster an ethos of respect and responsibility and create a safe and happy learning environment for all.

To support our charter system in promoting positive behaviour, we ask for consistency across the school to:

1. Follow instructions.
2. Work hard and always try your best.
3. Keep hands, feet and unkind words and actions to yourself.
4. Listen to the person who is meant to be talking.
5. Take care of your own, others and school property.

In addition, every week class teachers nominate children to be presented with a Star of the Week Award. These awards are in line with the four capacities of Curriculum for Excellence and are presented to children who have worked hard to be Successful Learners, Confident Individuals, Effective Contributors or Responsible Citizens. Award winning achievements are displayed in school and highlighted in our school newsletter.

House Points are also awarded to children who demonstrate our school values.

Child Protection

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

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

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

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

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

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

For more information, or if you have a concern of a Child Protection nature, please contact Mrs McGovern, Head Teacher.

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

Our Commitment to Children's Rights

In line with the United Nations Convention on the Rights of the Child (UNCRC), our school is committed to respecting and promoting every child's rights. We believe that children have the right to express their views on matters that affect them, and we will actively listen and take these views into account when making decisions.

To achieve this, we will:

- Create opportunities for pupils to share their opinions through class discussions, pupil councils, and consultation activities.
- Ensure that decisions about school policies and practices consider the voice of the child.
- Promote an inclusive, rights-respecting environment where every child feels valued and heard.

This approach supports our aim to empower learners, strengthen partnerships with families, and uphold equality and participation for all.

Keeping safe online

The Council has produced an information leaflet – 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices. Copies are available from the school or the web: www.southlanarkshire.gov.uk



Playground Supervision

Townhill Primary places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times.

The playground is also supervised from 8.40am until 9.05am by our school support assistants.

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When the weather is particularly bad in the morning before school, we would encourage parents/carers to bring their children to school **as close to their start time as possible** and to dress their children appropriately in a warm waterproof jacket, preferably with a hood and sensible footwear.

In very poor weather, we endeavour, dependent on supervision, to ring the wet weather bells at 8.45am and allow the children in to the school building. This is dependent on staffing levels to ensure a safe entry.

We keep the children inside at interval and lunchtime when it is particularly wet, very windy or when the playground may be slippy.



Information on Emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text (where appropriate), letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. We will also endeavour to update our school website, www.townhill-pri.s-lanark.sch.uk, as soon as possible. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to mobile/home telephone numbers and changes of address.

If for any reason you are unsure if the school is open, visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk

General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information please contact the school.

Privacy Notice

Introduction

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In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

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

Using your personal information

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

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

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

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

Information we collect at other times

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

- If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.
- If you make a request for additional support such as an educational psychologist or other support for learning we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.
- If there are concerns about your child's wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

- exam results and assessment information;
- information about health, wellbeing or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners;

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- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners ;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning;
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of;
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland Act 1978);
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities;
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website: (https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005 and gives a person the right to request information held by Scottish public authorities.

The act refers to information held in a 'recordable' format and relates to information held within documents, not the documents themselves.

Parents wishing to make a request for information under the terms of the Freedom of Information (Scotland) Act 2002 should submit their request in writing to:

Freedom of Information Officer
 Education Resources
 South Lanarkshire Council
 Council Offices, Almada Street,
 Hamilton, ML3 0AA

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Or email: foi.request@southlanarkshire.gov.uk

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request it section) (www.southlanarkshire.gov.uk)

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Appendix A

For a comprehensive list of useful information, please visit the Council's website:

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

Additional Information

- **Education Scotland's Communication Toolkit:** A resource for engaging with parents.
- **The Scottish Government Guide Principles of Inclusive Communications:** Offers information on communications and a self-assessment tool for public authorities.
- **Choosing a School: A Guide for Parents:** Provides information on choosing a school and the placing request system.
- **A Guide for Parents About School Attendance:** Explains parental responsibilities regarding children's attendance at school.

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils, and others.

Parentzone provide information and resource for parents and Parent Councils

National Parent Forum for Scotland; www.npfs.org.uk

Appendix B



CALDERSTONE LEARNING COMMUNITY ATTENDS!

Improving school attendance is a key priority for South Lanarkshire Council. In the Calderstones Learning Community, excellent attendance and punctuality is essential for your child to succeed and to develop socially and emotionally.

When children are in school every day they...

- Achieve
- Learn new skills
- Develop self-esteem
- Feel a sense of belonging
- Make friends



100% Perfect

You haven't missed a day.

98% Excellent

This is about 4 days off per year.

96% Very good

This is about 7 days off per year.

95% Nearly there

This is about 2 weeks off.

93% Keep an eye

This is about 3 weeks off.

90% A lot of school missed

This is one month a year or 4 weeks.

85% Concerning!

This is 2 months or 8 weeks in one year - missing large sections of learning. This creates room for gaps and risk of underachievement.

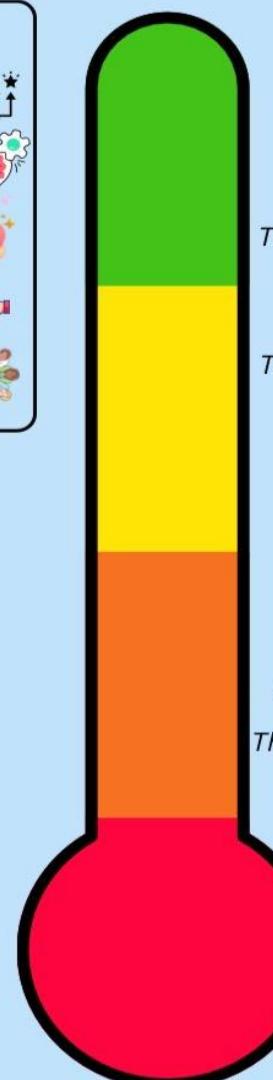


Be an Attendance Hero!

H ere
E very day
R eady to learn
O n time



Children who have an average of 90% attendance every year will have lost the equivalent of 1 year of schooling by the time they are in S3.



UNCRC

Article 28

I have the right to an education.



SCAN ME



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School holiday Dates Session 2025-2026

Break	Holiday dates		
First Term	Teachers In-service	Tuesday	12 August 2025
	In-service day	Wednesday	13 August 2025
	Pupils return	Thursday	14 August 2025
September Weekend	Closed on Re-open	Friday Tuesday	26 September 2025 30 September 2025
October Break	Closed on Re-open	Monday Monday	13 October 2025 20 October 2025
	In-service day	Monday	10 November 2025
Christmas	Closed on Re-open	Monday Monday	22 December 2025 5 January 2026
Second Term			
February break	Closed on	Monday & Tuesday	16 February 2026 17 February 2026
	In-service day	Wednesday	189 February 2026
Spring break/Easter	Closed on Re-open	Friday Monday	3 April 2026 20 April 2026
Third Term			
	In-service day	Thursday	7 May 2026
Local Holiday	Closed	Monday	4 May 2026
Local Holiday	Closed on Re-open	Friday Tuesday	22 May 2026 26 May 2026
Summer break	Close on	Thursday	25 June 2026

School holiday Dates Session 2026-2027

Break	Holiday dates		
First Term	Teachers In-service	Tuesday	11 August 2026
	In-service day	Wednesday	12 August 2026
	Pupils return	Thursday	13 August 2025
September Weekend	Closed on Re-open	Friday Tuesday	25 September 2026 28 September 2026
October Break	Closed on Re-open	Monday Monday	12 October 2026 19 October 2026
	In-service day	Monday	9 November 2026
Christmas	Closed on Re-open	Wednesday Wednesday	23 December 2026 6 January 2027
Second Term			
February break	Closed on	Monday & Tuesday	15 February 2027 16 February 2027
	In-service day	Wednesday	17 February 2027
Easter Weekend	Closed on Re-open	Friday Monday	26 March 2027 29 March 2027
Spring break/Easter	Closed on Re-open	Monday Monday	5 April 2027 19 April 2027
Third Term			
	In-service day	Thursday	6 May 2026
Local Holiday	Closed	Monday	3 May 2027
Local Holiday	Closed on Re-open	Friday Tuesday	28 May 2027 1 June 2027
Summer break	Close on	Friday	25 June 2027



A little look around Townhill!



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