

# Baljaffray Primary School and Early Years Centre Handbook 2021-2022



Baljaffray Primary School  
Grampian Way,  
Bearsden,  
Glasgow G61 4RA

Tel No: 0141 955 2241  
Email: [office@baljaffray.e-dunbarton.sch.uk](mailto:office@baljaffray.e-dunbarton.sch.uk)  
Website: [www.baljaffray.e-dunbarton.sch.uk](http://www.baljaffray.e-dunbarton.sch.uk)

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dunbarton.sch.uk](mailto:office@baljaffray.e-dunbarton.sch.uk)

Dear Parents/Carers

Welcome to Baljaffray Primary. I hope that you will enjoy reading our handbook and find it interesting and helpful.

Within our school we have created a safe, happy and caring environment for children, parents/carers and staff. We aim to provide a broad and balanced curriculum. Pupils are helped to become responsible citizens, confident individuals, successful learners and effective contributors. Great importance is attached to good manners, self-discipline and developing positive attitudes. Our pupils are encouraged and supported to reach their full potential based on our school vision: Be the best you can!

We believe that education involves a close partnership between the home and school and take great care to encourage this bond. We strive to work closely with parents and carers to ensure our pupils become confident, independent learners who are creative, healthy and have a 'can-do' attitude to life. We have an extremely hard-working and active PTA who organise a wide range of fundraising events throughout the year and a very committed Parent Council.

Pupil voice is very strong in the school and is encouraged and developed through a range of opportunities such as Playground Buddies, Peer Mediators, Captains and Junior Captains, Reading Ambassadors, Digital Ambassadors and many more.

We hope that you will enjoy getting to know us better and look forward to having you and your family join us at Baljaffray. If you would like more information about the school, please do not hesitate to contact us.

Yours sincerely

*Lesley Rodden*

Lesley Rodden  
Head Teacher



## Education in East Dunbartonshire

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

"Working together to achieve the best with the people of East Dunbartonshire"

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership; and
- Our Employees.

## Baljaffray Primary School Aims

1. To promote our shared vision and values and establish a culture where members of our school community at all levels are empowered to do 'the right thing, not the easy thing'.
2. To provide a nurturing environment inside and outside where learners are able to 'be the best they can' in their learning whilst developing their social skills so they grow into respectful and responsible citizens, ready for life and work.
3. To promote positive attitudes in our school community with an emphasis on respect for oneself, others and the environment, resilience, compassion and kindness enabling learners to become good citizens in their own community and in a national and global context.

## Baljaffray Values

Baljaffray Values were devised in consultation with our pupils, parents/carers and staff. The Baljaffray Values underpin our school ethos and philosophy.

With **EFFORT** we can:



**Respectful**



**Kind**



**Honest**



**Resilient**

At Baljaffray Primary School, rather than school rules we have a code of conduct that prompts all that we say and do:

**Ready, Respectful and Safe**

## Baljaffray Charter

The Baljaffray School Charter combines our vision, values and approaches. It is displayed in all classrooms to ensure that all pupils and staff are familiar with and follow 'The Baljaffray Way'.



# The Baljaffray Way

## Be the best you can!

### Our Values

- **Respect**
- **Resilience**
- **Honesty**
- **Kindness**
- **Effort**

### Code of Conduct

- **Ready**
- **Respectful**
- **Safe**

### Adults at Baljaffray Primary

- Meet and greet all children.
- Are calm and consistent with high expectations for all.

### Restorative Questions

- What has happened?
- What were you thinking about at the time?
- Who has been affected by your actions?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

### Stepped Sanctions

1. Reminder
2. Warning
3. Last Chance
4. Time Out
5. Repair

## School Information

Baljaffray Primary School and Early Years Centre are located at Grampian Way, Bearsden, Glasgow G61 4RA, telephone 0141-955-2241. The school stands on a beautiful open site on the outskirts of Glasgow and to the north of Bearsden. There are views of the Renfrewshire Hills to the south west and of the Campsie Hills to the north east. The school is a semi open plan building, providing splendid facilities for the pupils throughout their school years.

Baljaffray Primary is a co-educational, non-denominational primary school.

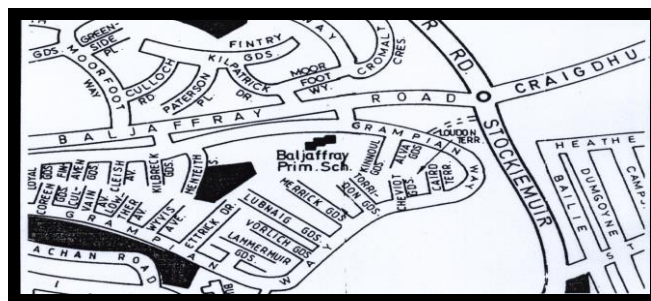
Baljaffray Primary's catchment area zone includes Bonnaughton and North and South Baljaffray. The boundaries of this zone are Stockiemuir Road (the A809) to the east: Duntocher Road (the A810) to the south: and the limits of the housing areas to the north and west.

Address: Grampian Way, Bearsden, Glasgow G61 4RA

Tel No: 0141 955 2241

Email: [office@baljaffray.e-dunbarton.sch.uk](mailto:office@baljaffray.e-dunbarton.sch.uk)

Website: [www.baljaffray.e-dunbarton.sch.uk](http://www.baljaffray.e-dunbarton.sch.uk)



## School Roll

The planning and working capacity of the school may vary, dependent on the number of pupils at each stage and the way the classes are organised. The present roll is 300 pupils but the school can accommodate up to 430 pupils. Parents/carers should note the working capacity of the school may vary, dependent upon the number of pupils at each stage and the way in which the classes are organised.

Primary 1 classes have a maximum of 25 pupils, primaries 2 to 3 have up to 30 pupils per class. From Primaries 4 to 7, the maximum class size is 33 pupils.



The upper limit for a composite class is 25 pupils; this is a class which is composed of children from more than one stage.

All pupils within the catchment area live within 1 mile of the school.

Baljaffray is a non-denominational, co-educational school.

## **School Hours**

9.00 am	School begins for primaries 1 - 7
10.30 am - 10.45 am	Morning break
12.15 pm - 1.00 pm	Lunch break
3.00 pm	School closes

After each holiday, school begins, as usual, at 9.00 am

At the beginning of the Christmas and Easter holidays, school closes at 2.30 pm

For the start of the summer holiday, school closes at 1.00 pm.

Inclement weather: In extreme weather conditions the children remain in class, supervised by Primary 7 monitors and classroom assistants.

During the period of time when we have measures in place as part of the Covid risk assessment, the school is split over two intervals. P1, P3, P3/4 and P6 have a morning interval 10.30-10.45, P2, P4, P5 and P7 have an interval at 10.50-11.05. Similarly, we have two lunch sittings. P1, P3, P3/4 and P6 have lunch 12.10-12.55. P2, P4, P5 and P7 have lunch 12.35-1.20.

For morning interval and lunchtimes our playground is zoned to ensure each class bubble does not mix with another. This is part of the rigorous risk assessment within the school.

## Baljaffray Early Years Centre Information

Name of Centre: Baljaffray Early Years Centre  
Address: Grampian Way,  
Bearsden  
Glasgow G61 4RA

Telephone: 0141 943 1738

In our Childcare Centre we are able to accommodate 56 children in the morning and 56 in the afternoon. All children in our Childcare Centre are aged 3 to 5 years, with priority given to children in their pre-school year.



## Baljaffray Early Years Centre Hours

We have two sessions daily:

**Morning Teaching Session:** 8.40 am - 11.50 am

If your child attends the morning session, it is best to have him/her in the nursery by 8.45 am and ensure that he/she is collected between 11.45 am and 11.50 am.

**Afternoon Teaching Session:** 12.50 pm - 4.00 pm

If your child attends the afternoon session, it is best to have him/her in the nursery by 12.50 pm and ensure that he/she is collected between 3.55 pm and 4.00 pm.

Extended day care is available from 8.00 am until 6.00 pm.

## **Staff List**

The number of teachers is adjusted each session according to the size of the school roll. The school is staffed by a Head Teacher, 1 Depute Head Teacher, 1 Principal Teacher, 11 full time class teachers, 3 part time class teachers and 2 probationers. The school also has part-time specialists for music and PE.

Mrs Lesley Rodden	Head Teacher
Mrs Elaine Paterson	Depute Head Teacher
Miss Lynn Parker	Principal Teacher

## **Teaching Staff**

Miss Diane Allan	P1a
Mrs Nicola Maclean	P1b
Mrs Kirsten Cannon/Mrs Louise Smith	P2a
Mrs Lesley Flynn/Mrs Tracey Young	P2b
Mr Stuart Baines	P3
Mr Barry Fitzsimmons	P3/4
Mrs Emmaline Ferris	P4
Miss Chloe Devlin/Mrs Margaret Doherty	P5
Mrs Carole Anne Jenkins	P6a
Miss Emma Nicholson	P6b
Mrs Rebecca Lowdon	P7a
Miss Pamela Ball	P7b
Mrs Heather Vassie	Support Teacher
Mrs Jillian Hetherington	NCCT
Miss Kara Stevenson	NCCT

## **Visiting Staff**

Mrs Yvonne Bryson	Violin	Tuesday pm
Miss Anne Barrett	P.E.	Tuesday all day & Thursday pm
Mr Stuart Carson	Woodwind	Thursday am

## **Office Staff**

Mrs Eleanor McArthur	Office Manager
Mrs Kathleen Smith	Clerical Assistant
Mrs Linda Conway	Clerical Assistant

## **Support Staff**

Mrs Mandy Findlay	Classroom Assistant
Mrs Anne Shirlaw	Classroom Assistant
Mrs Andrea Glendinning	Classroom Assistant
Mr Kevin Kelly	Classroom Assistant
Mrs Alison Kerr	Support for Learning Assistant
Mrs Helen Conlon	Support for Learning Assistant
Mrs Laura Traynor	Support for Learning Assistant
Mr Allastair Jennings	Janitorial Assistant
Mrs Fiona Parkinson	Team Leader (Kitchen)
Mrs Margaret Elliot	Facilities assistant
Mrs Margaret McMahon	Facilities assistant
Mrs Jennifer Ramsay	Facilities assistant

## Holidays for Session 2021 -2022

In Service Days	Tuesday 10 August 2021 Wednesday 11 August 2021
Pupils return	Thursday 12 August 2021
September Weekend	Friday 24 September 2021 Monday 27 September 2021 (both dates inclusive)
In Service Day	Friday 8 October 2021
Mid Term	Monday 11 October 2021 to Friday 15 October 2021 (both dates inclusive)
Christmas/New Year	Thursday 23 December 2021 to Tuesday 4 January 2022 (both dates inclusive)
Mid Term	Monday 7 February 2022 to Tuesday 8 February 2022 (both dates inclusive)
In Service Day	Wednesday 9 February 2022
Easter Holidays	Monday 4 April 2022 to Monday 18 April 2022 (both dates inclusive)
May Day	Monday 2 May 2022
In Service Day	Thursday 5 May 2022 (Election Day)
May Weekend	Friday 27 May 2022 to Monday 30 May 2022 (both dates inclusive)
Summer Closure	Wednesday 22 June 2022

For the start of the October holiday, school closes at 3.00 pm

For the start of the Christmas and Easter holidays, school closes at 2.30 pm

For the start of the summer holiday, school closes at 1.00 pm

## **Attendance at School**

Good attendance at school is vital for successful learning. Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised; i.e. approved by the Authority, or unauthorised, i.e. unexplained by the parent/carer (truancy) or temporarily excluded from the school.

### **Un-notified Absence Policy**

It is East Dunbartonshire Council's policy that parents/carers should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents/carers to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents/carers should notify the school before registration begins.

If parents/carers do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents/carers should also give their child a note on his/her return to school confirming the reason for absence.

### **Family Holidays**

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday.

Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged that the

holiday is important to the well-being and cohesion of the family, following serious or terminal illness, bereavement or traumatic events.

Parents/carers may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents/carers the absence is unauthorised.

It should be emphasised that the school attendance officer investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the reporter of the children's hearing, if necessary.

### **Information Regarding Exceptional Closures**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failure or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using texts, emails and the PTA Facebook pages. There will also be updates on the school website: [www.baljaffray.e-dunbarton.sch.uk](http://www.baljaffray.e-dunbarton.sch.uk)



### **Parental Communication with School in Case of Emergency**

It is important that parents/carers keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Where possible you should telephone before 2.30 pm if there are any changes to childcare arrangements.

## Comments, Compliments and Complaints Procedure

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents/carers and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 - Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 - Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.



## Section 2: Parental Engagement and Involvement

### Home and School Links



All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents/carers are involved children do better in school.

Co-operation and encouragement from parents/carers is greatly appreciated and undoubtedly works to the advantage of all pupils. At Baljaffray Primary we provide many opportunities for parents/carers and carers to become involved in school life.

### Supporting Learning at Home

There are many ways parents/carers and carers can support learning at home. Reading homework is issued from P1- P7. We also encourage children to embark on personal reading at home. In addition, we issue pupils with a login to an online reading resource called Bug Club. Teachers will allocate a range of online books at the appropriate level which children can access at home. Last session parents/carers were consulted on homework. We are increasingly aware that research regarding the impact of homework on children's attainment shows that there is little evidence to suggest that the traditional model of homework impacts positively on children's learning. The majority of parents/carers voted for the removal of generic daily/weekly homework in favour of a more bespoke provision. This means that throughout their time at Baljaffray children may be set additional homework in numeracy and spelling if the class teacher identifies a need for additional practice.

We use digital technology effectively to support learning at home. Our Primary 1 classes use learning journals. Teachers post photographs, observations and learning tasks on learning journals for parents/carers. Parents/carers and carers are also able to share moments from home. Currently our Primary 2 classes use another platform, Seesaw which enables them to share learning with parents/carers. All classes are able to access Microsoft Teams. If in the event of a class having to isolate, then tasks will be placed within assignments of Teams and teachers will conduct lessons via Teams.

### Newsletters

Each term every class teacher issues a class newsletter outlining the learning planned for that term. The school produces a newsletter each month sharing events and activities as well as listing important dates for diaries.

## Progression Jotters

Each term for one week all work for the week is completed in the progression jotter. This jotter is sent home to parents/carers providing them with a snapshot of learning each term. Parents/carers and pupils have the opportunity to comment on the week's work via a comments sheet. Pupils' written work, in the form of progression jotters are sent home each term to inform parents/carers about various aspects of the curriculum. Children are involved in setting their own targets each term. During the pandemic jotters have not been going home but children have selected work to share digitally with their families. The full annual written report on your child's progress for the year will be issued in June and Parent/Carer Consultation Evenings are arranged in October and March. During the pandemic written reports have been issued as an alternative to parents' evenings.

If at any time your child is having difficulty in any aspect of school life, we will get in touch with you to arrange a suitable time to discuss the issue. Similarly, if you are concerned about any aspect of your child's work, please do not hesitate to get in touch with the school.

## Assemblies

Each month we have a whole school assembly to celebrate achievements. We celebrate Writers of the month, Mathematicians of the month and outside school achievements. Throughout the year we also have special assemblies such as Harvest and Remembrance which are planned and delivered by specific classes or year groups.

In October and March individual meetings for parents/carers are held. Open afternoons, concerts and parents/carers workshops offer further opportunities for parents/carers to view the school in action.

At all stages, parents/carers are welcome to contact the Head Teacher for information or advice at any time.

The Education Service is keen to ensure that it involves all parents/carers appropriately and sensitively in their child's education. Under Education Law, 'parents' include:

- Non-resident parents/carers who are liable to maintain or have parental responsibilities in respect of a child.
- Carers who can be parents
- Foster carers, relatives and friends who are caring for children under supervision arrangements

- Close relatives, such as siblings or grandparents caring for children who are not 'looked after and accommodated' by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a 'parent/carer' (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents/carers equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a session, it is important that parents/carers inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents/carers is available in the publication *Schools, 'Parents' and 'Parental Responsibility': A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007)*

The publication is available from:  
East Dunbartonshire Council  
The Marina  
Strathkelvin Place  
Kirkintilloch  
Glasgow  
G66 1TJ

Tel: 0300 123 4510

## **Parental Involvement Act**

The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents/carers involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement. It also establishes a structure and process to replace School Boards with Parent Councils.

The Act outlines three areas where parents/carers should be supported and encouraged to be more involved in their child's learning.

- At home - providing parents/carers with information on what their children are learning at school and how this can be supported at home.  
Through school - providing parents/carers with opportunities to contribute to the life of the school e.g. by helping out in the classroom at school events.
- In a more formal way - deciding what kind of parent/carer representation the schools should have.

At Baljaffray Primary School we have two formal parents' nights each session, one in October and the other in March. In addition, we hold a Meet the Teacher event in August. All parents/carers are invited to come to visit their child's class in the evening and the class teacher outlines class layout/procedures and learning. Each term class teachers send out a newsletter which outlines the learning which is planned. Each newsletter suggests websites to support children's learning. In term 3 we have an open event which parents/carers are invited to. This offers an opportunity for parents/carers to visit their child's/children's' class(es). Unfortunately, during the pandemic we are unable to conduct parent meetings and written reports have been provided as an alternative.

### **Parent Council**

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

Parents/Carers are welcomed to be:

- Involved and engaged with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents/carers can expect to -

- receive information about the school and its activities;
- hear about what partnership with parents/carers means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and enjoy taking part in the life of the school in whatever way possible.

- The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- to support the school in its work with pupils
- to represent the views of parents/carers
- to promote contact between the school, parents/carers, pupils, providers of Early Learning and Childcare education and the community
- to report to the Parent Forum
- to be involved in the appointment of senior promoted staff.
- to raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

For more information on parental involvement or to find out about parents/carers as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

### **Baljaffray Primary Parent Council**

**Chairperson**      Mr Rich Alvis      Parent Member  
(richalvis@gmail.com)

**Vice chairperson**      Mr David McIntosh      Parent Member

**Clerk**      Ms Linda Conway  
(lconway@baljaffray.e-dunbarton.sch.uk)

Mr Graeme Glen	Parent Member
Mrs Lisa McIntyre	Parent Member
Mr Steven MacIntyre	Parent Member
Mr Graeme Glen	Parent Member
Mrs Kirstin Donaldson	Parent Member
Mrs Gillian Blair	Parent Member
Mrs Caroline McCorkindale	Parent Member
Mrs Emma Crook	Parent Member
Mr Florin Pintilie	Parent Member
Mrs Sheena Pyke	Parent Member
Mr Rahul Vachhani	Parent Member
Mr Neil Anand	Parent Member
Mrs Linden Fradet	Parent Member

**Co-opted Members**          Chaplain - Dr Rev Ian McEwan

**Staff Members**                Mrs Lesley Rodden, Head Teacher

### **Parent Teacher Association - PTA**

The PTA is mainly responsible for arranging events for parents/carers and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in.

The PTA meets once a month and helps the school in various activities. Over the years, the Association has enhanced the curriculum of all the children in the school by many purchases including computers, printers, interactive white boards, football and netball strips, computer trolleys, furniture for the infant play area, construction kits for the senior school, music stands, etc.

The Association also adds to the social aspect of school life holding family discos, Spring and Christmas Fairs, etc.

### **PTA**

Co-Chairpersons	Mrs Lynn Renfrew/Mrs Fiona Alvis
Secretary	Mrs Ashley Rickards
Co-Treasurers	Ms Kirsteen Button/Mrs Ashraf
Uniform	Mrs Lisa McIntyre
Uniform	Mrs Maria Godfrey

### **Members**

Mrs Emma Crook	Mrs Heather Donnelly	Ms Kirsten Button
Mrs Ashley Rickards	Mrs Nicola MacIntyre	Mrs Kirsty Semple
Barr		
Mrs Shena Pyke	Mrs Laura Porter	Mrs Lynn Renfrew
Mrs Sophia Ashraf	Mrs Fiona Alvis	Mrs Sharon
Middleton		
Mr & Mrs Pirie		

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents/carers. They can be contacted by phone on 0131 226 4378 or email [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.



## Section 3: School Ethos

### School Ethos/Promoting Positive Behaviour

The vision, values, and aims of the school are at the core of the Baljaffray community. Positive postcards are sent home to celebrate achievements linked to our values. Learning and teaching is at the heart of what we do; pupil work in numeracy, literacy and health and well being are displayed in our assembly hall. We also celebrate wider achievements. The displays in our hall celebrate effort and achievement helping to foster a positive attitude and growth mindset for the whole school community.

Our ethos is based on our values and the rights of the child. Relationships with learners and their families are very positive. Rights are displayed throughout the school on displays and discussed regularly in class and at assemblies.

In Baljaffray our main aim is to encourage good behaviour and teach the children self-discipline and to help them get along with one another. At Baljaffray we model the types of behaviour that we would like each child to have and demonstrate throughout their lives. Staff build positive relationships with all children and maintain that positive attitude. We meet and greet at the classroom door, enabling the feeling of security and safety with the children. Our school values underpin the ethos of our school:

- ❖ Respect
- ❖ Kindness
- ❖ Honesty
- ❖ Resilience
- ❖ Effort



Each class has a charter agreed by all pupils. A playground charter was designed in consultation with pupils. Key aspects are outlined below.

- Treat everyone in the school as you would like to be treated, with respect
- Be kind and helpful at all times
- Be well mannered and considerate
- Always tell the truth
- Please take care of school property and others' belongings
- Please keep the school and the playground clean
- Please walk carefully through the school

At Baljaffray we have high expectations for all our learners. It is important that the children have a clear understanding of the standards of behaviour we expect.

We have a 'Behaviour Blueprint' which the whole school contributed to and it is used in all areas of school life. Parents/carers are informed of any unacceptable behaviour from their child at the earliest opportunity and are encouraged to work with the school to help modify this.

Bullying is sustained, deliberate actions which are often pre-meditated in order to cause a negative impact on the recipient. It may take the form of hitting, kicking or the use of force in any way. It can be teasing, making rude gestures, name calling, leaving someone out or damaging a person's property.

Bullying can be done in person, via mobile phones or using the internet. Bullying will not be tolerated at Baljaffray under any circumstances. The school has an antibullying policy following East Dunbartonshire guidelines. This policy is on the school website.

Parents/carers will be kept informed and consulted about difficulties or worries at an early stage. The main aim of our policy, however, is to encourage and reward good behaviour rather than focus on problems.

### **Pupil Conduct**

A partnership between the school and parents/carers is required in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour.

At Baljaffray Primary School we have a school charter:

Ready, Respectful and Safe

The aim is to nurture an atmosphere of friendly co-operation, encouraging respect and consideration for others and for property. We expect the cooperation of parents/carers to ensure highest possible behaviour of pupils. Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons. East Dunbartonshire Council has a comprehensive Anti-Weapon/Knife Crime Policy (May 2017).



## **Development of Pupils' Spiritual, Moral, Cultural and Social Values**

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.

Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

### **Pupil Councils and Committees**

At Baljaffray we have a wide range of councils and committees and the children are encouraged through their membership to participate in the decision making within the school.

### **Equal Opportunities and Social Inclusion**

In East Dunbartonshire all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

### **The Equality Act (2010)**

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties.

The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Acting Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 123 4510

### **Race**

In relation to race equality, the school follows written procedure whenever a racist incident is reported. This procedure is detailed in the document "Tackling Racist Incidents within the Education Service". Parents/carers who want to find out more about this procedure should ask the school for a copy of the leaflet 'Managing Racial Harassment and Racist Bullying in Schools: A Guide for Parents/Carers.'

### **Disability**

The Disability Equality Duty (DED) places Education Authorities under a statutory duty to actively promote disability equality across all of their functions (policies and practices). East Dunbartonshire Council's Education

Service's Disability Equality Scheme (DES) and Action Plan were published in December 2006. This Scheme and Action Plan will build on the wide range of work that the Education Service does to promote disability equality in East Dunbartonshire Schools. More information on this can be found in the Disability Equality Scheme (DES) and Action Plan for the Education Service. Further information is also available in the Education Service's Accessibility Strategy. A copy of these documents can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510 Ext 8709.

## Gender

The Gender Equality Duty (GED) was created by the Equality Act 2006. The GED requires Scottish Schools and Education Authorities to actively promote sex equality and improve services, policies and practices for all boys and girls. Schools and support services in East Dunbartonshire work hard to ensure that all pupils achieve their full potential and their Gender Equality Scheme and Action Plan reflects this commitment. A copy of this document can be obtained from all schools in East Dunbartonshire Council and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 123 4510

## **Section 4: The Curriculum**

### Curriculum for Excellence

#### Bringing learning to life and life to learning



The recently refreshed Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their

level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

The curriculum of the school is planned giving breadth, depth and coherence which will encourage progression in all elements of learning. It seeks to provide relevance to the world the children live in and provide opportunities to give personalisation and choice to our learners fostering independent learning. It affords equality of opportunity to all children at school and seeks to provide challenge and enjoyment through learning activities offered.

It is our policy to give every pupil an equal chance to share in all the learning opportunities, formal and informal, that the school provides. Assessment is used to improve the quality of learning and teaching, identify pupils' strengths and weaknesses, assist in the provision of a curriculum suited to the needs of the children and to ensure continuity and progression throughout the curriculum. Pupils will also be encouraged to take responsibility for their own learning.

Formal assessments are carried out when appropriate in literacy and numeracy and mathematics. Informal assessment is ongoing and covers every area of the curriculum.

The eight curricular areas are developed as follows:-

### **Health & Wellbeing**

We recognise that good health and well being is central to effective learning. Our main goal is to provide a positive ethos and encourage participation in activities which promote a healthy lifestyle. We work hard to promote anti-bullying and anti-discriminatory approaches and ensure all children get the best possible support and pastoral care we can provide.

A programme to support all areas of health and well being has been developed. Parents/carers will be notified before sensitive aspects of learning e.g. Sexual Health and Relationships are started each year.

Within Baljaffray Primary School we use the PAtHS programme (Promoting Alternative Thinking Strategies). This programme is designed to boost

children's self esteem and reduce anxiety. PAtHs focuses on improving self awareness and our relationships.

Five key aspects underpin the PAtHs programme:

- self awareness
- relationships
- self management
- decision making
- social awareness

The programme helps children to handle emotions well, avoid negative behaviours, make positive decisions, solve problems cooperatively and practise empathy.

## Literacy and English

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities in all aspects of life, lays the foundations for lifelong learning and work and is given a very strong focus in Baljaffray Primary School.

English Language is reading, writing, talking and listening.

Children learn to listen carefully and effectively, talk confidently and fluently, read with understanding and enthusiasm, and write with expression and accuracy. In this way they will gain a sound knowledge of the principles of language, and will become familiar with its structure and use.



## **Reading**

A progressive phonics programme is used at the early stages, to provide pupils with a solid foundation upon which to build reading skills. 'Jolly Phonics' is a method of systematically introducing children to letter sounds and combining them to read words.

Reading is about fluency, the ability to read aloud, but also about comprehension - the ability to understand what you are reading, and pleasure - the discovery that reading is fun and can be enjoyed. It is important therefore that from the earliest age children be encouraged to listen to stories, look at books and develop a liking for books.

In school, the skill of reading will be developed at a rate suitable to the child's ability and need. We use the Bookbanded approach to reading rather than a

specific core reading resource. This ensures that reading books provide us with varied and enjoyable reading materials which are well structured and of good literary quality. By using these books the children develop a sound reading ability and are encouraged to try more demanding material.

At home you can help your child enjoy reading, improve vocabulary and develop a greater understanding by discussing events/pictures in the stories. Children will readily tell you what they see in a picture, but it is worth asking them to think about why something has happened, what may happen next and how the characters feel, etc. We then compliment this work with a wide range of activities, i.e. writing, further discussion and creative work - all related to the reading books.

Each class has a library area with a good selection of books and children are encouraged to read in school.

A variety of language and reading development materials are used including computer software and reciprocal reading approaches. At all stages the children are expected to read for information and for enjoyment using the wide range of fiction and non-fiction texts in the class and school library.



## **Writing**

In primary 1, children build on their emergent writing and drawing skills. As their reading develops they start to explore letter shapes and words and gradually build sentences. A plethora of opportunities to write are provided across the curriculum. Spelling is taught progressively throughout the school following a structure programme using the Look, Say, Cover, Write, Check method. The importance of neat, legible handwriting is encouraged throughout the school.

## **Talking and Listening**

Opportunities for developing Talking and Listening skills permeate the curriculum. We aim to develop children's skills using a variety of resources.

## **1 + 2 Languages Approach**

A structured programme of French is followed by all pupils. The approach encourages spoken language and includes a number of activities, songs and games designed to foster confidence in spoken French with language learning

being part of everyday life in the classroom. Our second language is Spanish which the children learn a block from P5-P7.

## Numeracy and Mathematics

Numeracy and Mathematics is used in everyday situations as well as in sciences, business and technology. The five significant aspects of learning in numeracy and mathematics are:

- Information handling or the gathering, organising, display and interpretation of data.
- Number, Money and Measurement, in which children learn to add, subtract, multiply and divide as well as to work with time, and measure length, weight, area and volume.
- Shape, Position and Movement, in which children learn about the properties of two or three-dimensional shapes, and to comprehend position and movement.



In each of these aspects, children will develop problem-solving and enquiry skills.

At Baljaffray it is our policy to provide an organised structure for mathematics with a balanced progression of work from preschool to P7, through which the child will work at his or her own rate according to ability. At each stage in the programme the emphasis will be placed initially on practical work to help children acquire concepts and understand particular techniques before proceeding to written work for consolidation. Table practice and daily work are essential to encourage mental agility.

The core resource used is Scottish Heinemann Mathematics which provides a well planned and balanced progression of work. It is an essential part of the scheme that learning from DOING takes place at each new development and that concrete materials are available whenever required.

There is a strong emphasis on mental calculation throughout the school and this is practised daily. Interactive mental maths plays a vital part in the children's knowledge and understanding of number.

At all times we encourage the children to develop positive attitudes towards mathematics so that in time they will learn to work co-operatively and independently on varying activities and challenges.



## Social Studies

This covers a variety of studies to help children explore and discover the world around them, past and present.

Learning in the social studies will enable children to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- 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
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

As well as covering the experiences and outcomes in social studies, we carefully look for opportunities for children to further develop their skills, knowledge and understanding in other curricular areas through an interdisciplinary approach. Children have the opportunity to learn within contexts which are enjoyable, motivating and relevant.

## Sciences

Through learning in the sciences the children will engage in a wide range of collaborative and investigative tasks which allow them to develop the important skills to become creative and inventive.

The key concepts covered are:

Planet Earth

Forces, Electricity and Waves

Biological Systems

Materials

Topical Science





## Technologies

This provides scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities.



Pupils should develop knowledge and understanding of, and be able to use, Information Technology. In school we have 2 computer areas for pupils in P1-P3 and P4/P5. We have a substantial number of laptops and iPads. There are also interactive boards in all classes. The use of computers and iPads is fully integrated into all areas of the curriculum and all pupils are given the opportunity to experience their use and develop their skill. Throughout the school we follow a comprehensive programme to develop digital skills in a systematic and progressive way.

## Expressive Arts

This describes the studies and activities in music, art and design and drama. The expressive arts are invaluable in raising the self esteem of many children and so play a big part within the curriculum.



Great emphasis is placed on the enjoyment of music throughout the school. The visiting woodwind teacher gives tuition in flute and clarinet. Violin and viola are taught by the visiting strings tutor. Our Primary 4 pupils enjoy singing with a visiting specialist in term 2.

## Religious and Moral Education

The religious and moral education programme is comprehensive and reflects current guidelines in Scottish Education. Pupils are encouraged to develop their own beliefs and values as they reflect and learn about religion as well as learning from religion.

## Religious Instruction and Observance

Parents/carers who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child.



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

### **Extra Curricular Activities**

There are many opportunities for the children to be involved in a wide variety of after school activities in Baljaffray Primary. Last year after school clubs have included football, netball, dance, table tennis, tennis and athletics. East Dunbartonshire Leisure & Culture have also been running ski lessons in Bearsden Ski Club. The primary 7 children visit Ardmay Outdoor Education Centre each year.

### **Community Facilities**

Karemore After School Club is held in Baljaffray Church and is situated next to the school. The contact number is 07887683534 or;

Skoolz Out Child Care, 12 Kenilworth Cres, Bearsden, Glasgow G61 4DG. The contact number is 07855 089294

Outwith normal school hours, the school premises are used by the school for extra curricular activities and by the community, as follows:

Applications for the use of the school premises should be made in writing to Education & Children's Services Directorate, Education Service, Southbank House, Strathkelvin Place, Kirkintilloch, G66 1XQ Tel 0300 1234510.

Email: [letting@eastdunbarton.gov.uk](mailto:letting@eastdunbarton.gov.uk)

### **Playground Supervision**

An adult presence (Classroom Assistants and Support for Learning Assistants) is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.



### **Wet Weather Arrangements**

During heavy rainfall our children will be accommodated in class bases at intervals/ lunch. Supervision will be provided by support staff and P7

monitors. When the weather is only slightly wet or showery, children will be allowed outside to play. Children benefit from a break from the class bases to enjoy some fresh air and exercise whenever possible.

## **Section 5: Assessment and Reporting**

### **Assessment**

Teachers use a range of assessment strategies continually to gather evidence of pupils' attainment, this ensures pupils are provided with appropriate programmes of learning. Much of this is done informally on a continual basis throughout the school year (formative assessment)

In addition to ongoing observations in class, pupils are assessed using a variety of standardised reading, spelling and mathematics tests. Scottish National Standardised Assessments (SNSA) are conducted in P1, P4 and P7. These are carried out on iPads.

Based on the extensive assessment material pupil progress is tracked as well as standards of attainment over time.

Parents/carers who are concerned about any matter pertaining to their child's work or progress should not hesitate to contact the school to make an appointment to speak with the Depute Head Teacher or Head Teacher.

A summative report is sent home towards the end of the year. Parents/carers who have children with additional support needs may meet more regularly with the school and associated agencies required.

The school offers high quality universal and targeted support to enable all children to achieve success. A Pupil Support Group (PSG) provides a forum for discussion relating to specific children's learning and development needs. The Educational Psychologist attends this group.

## **Section 6: Transitions and Enrolments**

### **Transitions, Registration and Enrolment**

East Dunbartonshire Council is committed to the provision of high quality early years' experiences for all children. We aim to provide places that meet the needs and demands of both children and families, offering flexibility of provision where possible.

Our Early Years Centre provides places for all children aged 3-5 and eligible 2 year olds who meet the qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the website: <https://www.eastdunbarton.gov.uk/residents/schools-early-years-centres-and-learning/early-years>

Early Learning and childcare provision is non denominational. This means that all Early Years Centres are open to children and parents/carers of all religions and beliefs. Placement in the Early Years Centre does not guarantee a place in the primary school.

All East Dunbartonshire early years establishments follow the council's early years admission policy. You can find this on East Dunbartonshire Council's website.

Funded places can be accessed either in local authority Early Years Centres or with a funded partner provider in the private, voluntary and independent sector as well as childminders who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare. For administration purposes, parents/carers are asked to complete an online registration form that can be found on the East Dunbartonshire website between January and end of February. Parents/carers are asked to upload the relevant birth certificate(s), proof of residency and a utility bill when enrolling their child(ren) if they are East Dunbartonshire residents. Parents/carers who reside outwith East Dunbartonshire do not require proof of residency.

### **Registration and Enrolment**

Information on new school entrants can be found on the council's website, [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) Enrolment is in January each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents/carers who want to send their child to a school other than the catchment school must make a placing request. Parents/carer of pupils who have moved into the catchment area or who wish their child to transfer to the school, should contact the school office for information.

Children born before the 1<sup>st</sup> March 2017 are eligible for registration in January 2021.

New entrants are invited to visit the school in June to meet their new teacher and classmates. In June we also hold parent/carer information workshops for P1 parents/carers.

Parents/carers moving into the catchment area may enrol school age children by contacting the Head Teacher.

Parents/carers who live outwith our catchment area who wish to enrol in Baljaffray Primary should submit a placing request to East Dunbartonshire Council. The application form is available online from EDC website.

## **Deferred Entry**

Deferred entry to Primary School - Parents/carers have the legal right to choose to defer their child and request an additional year within the Early Years Centre. Parents/carers should note that an additional years funding is only guaranteed for children whose birthday fall in January and February for children who have birthdays in August to December will need to provide some additional supporting information. Full details can be found on website <https://www.eastdunbarton.gov.uk/residents/schools-early-years-and-learning/early-years/deferred-entry-school>

Arrangements for entry to primary schools in East Dunbartonshire are on a once a year basis - at the start of the new session in August each year. All parents/carers of children born between September and February, e.g. still 4 years old on the school start date, are entitled to defer entry to primary school if they believe their child is not ready for school. This should be discussed at your child's nursery and at their registration for school. However, only children whose birthdays fall in January or February will be considered for funding for a subsequent year at nursery unless there are special circumstances.

Applications will only be considered for children whose parents/carers are ordinarily resident in East Dunbartonshire.

All East Dunbartonshire early years establishments follow the Council's early year's admissions policy. (Available on Council's website)

Funded places can be accessed either in a local authority Early Years Centre or with a funded partner provider in the private, voluntary and independent sector as well as childminders who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare. For administration purposes, parents/carers are asked to complete an online registration form that can be found on the East Dunbartonshire website between January and end of February. Parents/carers are asked to upload the relevant birth certificate(s), proof of residency and a utility bill when enrolling their child(ren) if they are East Dunbartonshire residents.

Parents/carers who reside outwith East Dunbartonshire do not require proof of residency.

It is important that you make application by the end of February for children aged three to five for places for the forthcoming school year.

Entitled 2 year olds who meet the eligible criteria can apply for funding with Local Authority centres that have 2 year old provision and with funded partner providers including childminders who have been accepted onto East Dunbartonshire framework and provide places for 2 year olds

Two year old applications should be completed online at any time. Children who are entitled to a 2 year old place will be required to complete supporting paperwork which can be found on the East Dunbartonshire website or can be obtained from any Early Years Centre. Children who are entitled to a funded 2 year old place become eligible the term after their 2nd birthday.

Forms can be accessed from the Council's website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

Application forms for Early Years Centres that provide provision for 0-2 year olds can be obtained from the Centre and returned completed to the Centre with birth certificate(s) and proof of residency and utility bill.

It is important to note a placement within an East Dunbartonshire Early Years Centre /Partnership Centre does not give children an automatic place within an East Dunbartonshire Primary School

### **Transfer from Early Years Centre to Primary**

Before leaving the Early Years Centre, a transfer of information record for each child will be prepared by Early Year's staff to ensure a smooth transition and continuity of education for the child transferring to primary.

### **Primary School Admissions**

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from Shared Services - Education by emailing [sharedservices.education@eastdunbarton.gov.uk](mailto:sharedservices.education@eastdunbarton.gov.uk) or calling 0300 1234510.

Enrolment dates will be set by the Education Service and the enrolment should be completed in January prior to the start of term in August. The authority

will provide information on enrolments on the website, in the local press and Early Years Centres advertising the date(s) for registration. Parents/carers are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.

Enrolment dates will be available through the East Dunbartonshire Council website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

Children eligible for enrolment are those whose 5<sup>th</sup> birthday falls between 1<sup>st</sup> March and the end of February the following year.

### **Primary to Secondary Transfer**

Pupils are normally transferred between the ages of 11½ and 12½ years, so that they will have the opportunity to complete at least four years of secondary education. Parents/carers will be informed of the arrangements at the end of term one in Primary seven.

The secondary school for children in this school is:

Bearsden Academy  
Stockiemuir Road  
Bearsden G61 3SF    Tel: 0141 955 2344

Head Teacher:        Mr George Cooper

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents/carers will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents/carers of children who are planning to change from denominational to non-denominational or vice-versa

between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Parents/carers should note that in cases where your child is currently in attendance at a primary school as a result of a successful Placing Request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents/carers should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents/carers are requested to contact the education office to clarify this position if they are unsure.

Before the children leave Baljaffray they visit the secondary school. The Depute Head Teacher in charge of the liaison in Bearsden Academy is Mrs Alison McCloy.

Reports of the child's progress are forwarded to the secondary school. There is consultation between the appropriate primary and secondary teachers concerning the pupils with additional support needs.

We have an extensive transition programme involving children visiting during and after school. Teachers from the academy visit Baljaffray and deliver lessons alongside the Primary 7 teachers.

Transfer Information will be issued to Primary 7 parents/carers in December/January each year.

### **Placing Requests**

As a parent/carer, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent/carer could end up with children at different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate enrolment form whilst awaiting the outcome of their Placing



Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council Website.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents/carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents/carers should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents/carers should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents/carers are requested to contact the education office to clarify this position if they are unsure.

### **Mid Session Transfers**

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request.

Completing the application form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

### **Transport for Placing Requests**

If a Placing Request is successful, parents/carers will be responsible for the safety and transportation costs of their child to and from their chosen school.

## **Section 7: Support for Pupils**

### **Children and Young People with Additional Support Needs**

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 and the Education (Additional Support for Learning) (Scotland) Act 2009 which place duties on education authorities and provide rights for parents/carers of children with additional support needs and young people with additional support needs.

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations.

Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples:

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;
- has a particular health need;
- is living with parents/carers who have a drug or alcohol dependency;
- has English as an additional language

Some additional support needs may only last for a short period of time other additional support needs will be lifelong.

If you think your child may have additional support needs you should talk to your child's school or pre school provision about this.

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and Early Years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to

- identify those children who may need additional support;
- make plans to support those children identified;
- deliver the support the child requires; and
- regularly review the support provided.

Within Baljaffray your child may be discussed at a Pupil Support Group to ensure that appropriate supports are meeting their needs. These needs may be academic or pastoral.

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

Parents/carers have a very important role to play in their child's education and the views of parents/carers and young people will always be taken account of in making decisions which affect the child or the young person.

If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents/carers and young people will always be invited to participate in reviews of progress. A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a staged intervention plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents/carers, professionals and the child or young person can all be involved in regularly reviewing the plans.

The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be coordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point.

If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents/carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information contact: 0131 313 8844 or go to [www.resolve.org.uk](http://www.resolve.org.uk)

### **Service - teachers teaching in more than one school**

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties;
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and

- pre-5 children who have been identified as having significant support needs.

### **Support for Learning Services**

East Dunbartonshire Council, in supporting inclusion in its schools, has a number of support for learning services.

These are:-

- Education Support Team which includes English as an Additional Language Learning Support (Secondary), Sensory-Hearing Impaired and Visual Impaired, Assistive Technology, Language and Communication Resources
- Wellbeing Support Service

The Services support pupils through:-

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

### **Supporting Families Service**

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops and individual support following the Triple P programme. Services also include a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services please contact the team on 0300 1234510.

### **Protecting Children and Young People**

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents/carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents/carers or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

### **Additional Support Needs**

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals - for example, Social Work Services, Educational Psychology Service, National Health Service and parents/carers - decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Parents/carers and children with additional support needs can also seek independent advice and support through:

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk), 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.

### **Autism Adviser**

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports.

While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents'/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

### **Psychological Service**

Gail Hendry is Baljaffray Primary's Educational Psychologist from the Council's Psychological Service. She supports us in delivering East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics related to the school improvement plan.

### **English as an Additional Language Service**

We are fortunate to have several pupils in our school who are bilingual. We try to encourage the bilingual pupils to use and develop their first language as much as possible, as we know it supports their learning and enriches and strengthens the school.

## Child Protection

At Baljaffray Primary School we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils, which promote inclusion and achievement.

All staff in education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or at risk of abuse.

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

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If parents/carers or others have concerns for any child, they can speak to the head teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the head teacher considers that there is a possibility that a child has



been harmed or is at risk of harm, the head teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken.

School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the head teacher.

### **Pastoral Support**

Pastoral Support is provided by the class teacher in the first instance. The Depute Head Teacher liaises with all class teachers to form an overview of support for learning and pastoral care. All information is passed to the Head teacher in order to action support when required.

### **Promoting Wellbeing, Protecting and Safeguarding**

The Scottish Government introduced *Getting it Right for Every Child (GIRFEC)* as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child is:

- child focussed, ensuring that the child and family are at the heart of decisions and supports;
- based on a holistic understanding of wellbeing;
- early interventionist to tackle needs as soon as they appear; and

- joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The Wellbeing Pathway provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content - use of learning materials at different levels
- Modifying Process - varying the length of time children take to complete a task
- Modifying Product - giving children choice in how to express ideas or required learning
- Modifying Learning Environment - giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?

- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents/carers.

## **Section 8: School Improvement**

### **School Improvement Planning and Raising Attainment**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within the Education Service.

The priorities for Baljaffray Primary School for session 2020-2021 are very much focused on school recovery after the long period of closure and supporting learners on their return during the Covid pandemic. In addition to rigorous risk assessments and recovery planning priorities include:

#### Health and Well Being

(Learning, Teaching and assessment / Curriculum)

- Pupils and parents/carers understand importance of mental wellbeing which will be fostered and strengthened through personal coping skills and positive relationships.

#### Digital Technology

(Learning, Teaching and Assessment)

- Enable staff to develop the skills and confidence in the effective use of digital technology in teaching and learning.
- Develop the skills and confidence of pupils in the appropriate and effective use of digital technology in learning, life and work

## Outdoor Learning

- Further develop and enhance opportunities for outdoor learning enabling learners to adopt and apply investigative, problem solving and thinking skills in a safe, secure and supportive outdoor environment.

A full copy of this plan can be found on the school website <http://www.baljaffray.e-dunbarton.sch.uk> as well as the Standards and Quality Report which highlights progress and achievements across all aspects of the school's work.

## The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

### Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better

- enhance the quality of research to improve the lives of young people in Scotland

## **Data policy**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

**The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.**

## **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website:

<http://www.gov.scot/Topics/Statistics/ScotXed>

Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of

Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## **Section 9: School Policies and practical Information**

### **School Uniform**

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents/carers. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents/carers and pupils.

Parents/carers are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents/carers, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, polo shirts and t-shirts. Our uniform is grey for primaries 1-6 and black for the primary 7 pupils and can be ordered online at [www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com). Delivery is free of charge. Ties and fleeces can only be ordered directly from the school. All children should wear plain black shoes or boots.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a white T-shirt, black shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons - **please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.**

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. Offensive clothing such as T-shirts or other items printed with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

Parents/carers are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Parents/carers receiving income support or income based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents/carers who are in receipt of working tax credit and/or child tax credit may also be eligible, the Community Hubs and education office can provide more details. Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.

If you have any queries regarding the school's dress code, please contact the Head Teacher.

## **Clothing Grants**

Parents/carers receiving income support or income based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents/carers who are in receipt of working tax credit and/or child tax credit may also be eligible, the area registration offices or the education office can provide more details.

Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools and the education offices.

## **School Meals**

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.



The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations. Any special diets or allergies should be discussed with the school. Meal prices are reviewed annually. Please contact the school to be advised of the current price. Children with packed lunches also come to the cafeteria for lunch. There is a rota for the cafeteria. P1-3 always come in straight away at 12.10pm. The rota for P4-7 changes weekly so each stage has a turn of coming in first to the cafeteria. No drinks cans or glass bottles should be brought to school. We encourage healthy drinking and children can bring a refillable water bottle to school. Please be aware that we are a NUT FREE SCHOOL. We ask that parents/carers are aware of allergies when preparing packed lunches. No nuts or nut products are allowed in the school.

A cashless catering system has just been introduced to enable parents/carers to preorder and pay for children's lunches online. Children are no longer required to bring lunch money to school.

## **Free School Meals**

All pupils in Primary 1, 2 and 3 are entitled to free school meals.



Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents/carers who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. To apply for free school meals go to [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

Only those children whose parents/carers receive income support or income based job seekers allowance (and child tax credit where qualifying income criteria has been met) will be entitled to free milk. Milk may however, be available for purchase in the school during the lunch break.

Children can bring packed lunches and share the dining hall facilities with those having a midday meal. If you provide your child with a packed lunch, please remind him/her that he/she should stay within the school grounds during the lunch break.



## Transport

### General

It is a parent's/carer's responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents/carers in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route.

This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/carers who consider they are eligible should obtain an application form from the school or education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. Children not collected by parents/carers are supervised until the end of the normal school day.

Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known

as concessionary travel and parents/carers are required to submit concessionary travel applications each year in the period June - July to ensure that consideration can be given to their request for concessionary transport for August.

### Pick-up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's/carer's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's/carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

### Placing Request

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

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

### Adverse Weather Conditions

#### **Driver's Responsibilities**

- In adverse weather conditions drivers **MUST** liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.

- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

### **Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities**

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teachers.
- Head Teachers to contact parents/carers, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/carers for pupils accessing school transport. This will allow school office staff to inform parents/carers immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

### **Parental Responsibilities**

- To ensure child/children are at designated pick up point **(please note that in adverse weather this may differ from original point, Head Teacher will advise)**.
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents/carers should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents/carers are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents/carers should take a

common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

### **Medical and Dental Care**

Please advise us of any particular medical requirements.

It is important that parents/carers keep the school fully informed of any problems concerning their child's health. The more we know the more help we can be, should the need arise. When a child is taken ill during school, we contact parents/carers and if required request that the child be taken home.

If, for any reason, your child needs to be given medicine within the school day please let the office staff know as arrangements can be made to ensure that this is possible.

In the case of an accident or emergency we would again contact the parents/carers and if necessary make arrangements for transport to hospital.

Problems can and do arise when we cannot contact a parent. Hospitals sometimes require a parent/carer's signature for injections, etc. Please ensure that we have an emergency telephone number for you and that it is kept up to date.

Periodically, throughout your child's time in school, there are medical and dental inspections. Parents/carers are lettered and informed about these inspections prior to any professionals seeing the children.

### **First Aid and Emergency Provision**

Provision is made to offer practical first aid for simple cuts and bruises. Other injuries are likely to require specialist medical attention, and for this reason parents/carers are requested to provide the school with a contact telephone number and/or address where they can be located during school hours. When a child takes ill at school and gives cause for anxiety, the parents/carers or emergency number will be contacted. Please remember always to keep us informed of any change in these contact numbers.

In an emergency situation, inability to contact a parent/carer would require the school to seek medical assistance.

## **Appointment of Adults to Voluntary Child Care Positions**

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy requires any adult appointed to a voluntary childcare position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent/carer volunteer helpers in schools who are considered to have regular contact with children and young people;
- parent/carer and co-opted members of parent council;
- parent/carer members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance (2002)* which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

## **Data Protection**

### **Data Protection Act 1998**

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - [www.eastdunbarton.gov.uk/council/privacy-notices](http://www.eastdunbarton.gov.uk/council/privacy-notices)

### **Accessing Your Child's Pupil Records**

Parents/carers have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents/carers do not have a

general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held outwith the PPR.

If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent/carer may make an application on their child's behalf for access to all records.

The table below summarises who may access what records by writing to the Head Teacher.

<b>Age of Child</b>	<b>Child's Legal Rights</b>	<b>Parent's/Carer's Legal Rights</b>
Under 12	A child's parent or carer may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR). No legal right to all records unless acting as child's representative because child is unable to show suitably maturity or understanding.

### **Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on 'Accessing Your Child's Pupils Records'.

### **Home Partnership Service**

This school/nursery has access to the East Dunbartonshire Council Home Partnership Service. The Service will work with children, families, carers and

related agencies to encourage the development of a supportive and caring learning environment. It aims to build and strengthen positive relationships between school/nursery and address barriers to educational attainment. The Home Partnership staff can offer a wide range of services to promote the wellbeing of children and families. To access this service please contact your child's class teacher, Early Years Worker or Head Teacher.

### **Use of Photographs and Video Film Involving Pupils**

On occasion, the school may seek permission from parents/carer to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents/carers will be asked for express consent as this image has the capability of being viewed by any person with internet access worldwide. Pupil photographs will be held within the school's Management Information system (Seemis), parents/carers will be asked for consent.

### **School Campus No Smoking Policy**

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

### **Pupil use of Mobile Phones in School**

There have been many concerns raised by Head Teachers, staff and parents/carers about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education Committee of East Dunbartonshire Council as a result of these concerns agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

- Schools will discourage, and will also advise parents/carers to discourage pupils from bringing mobile phones to schools.
- Parents/carers will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.

- If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
- Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
- If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed.

## **Addresses**

Chief Education Officer  
 East Dunbartonshire Council  
 The Marina  
 12 Strathkelvin Place  
 Kirkintilloch, Glasgow G66 1TJ

Telephone: 0300 123 4510

Gerry Cornes, Chief Executive  
 East Dunbartonshire Council  
 12 Strathkelvin Place  
 Kirkintilloch, Glasgow G66 1TJ

Telephone: 0300 123 4510

Bearsden Community Hub  
 69 Drymen Road  
 Bearsden, Glasgow G61 3QT

Telephone: 0300 123 4510

Social Care and Social Work Improvement Scotland  
 1 Smithhills Street  
 Paisley PA1 1AB

Telephone: 0141 843 4230



### **Local Regional Councillors for Bearsden North:-**

Cllr Duncan Cumming, Cllr Rosie O'Neill, Cllr Sheila Mehan

East Dunbartonshire Council  
12 Strathkelvin Place  
Kirkintilloch G66 1TJ

Telephone: 0300 1234510

### **Business Continuity Plan**

It may be the school requires to be closed prior to the arrival of pupils e.g. heating failure, water failure, gas leak. In such circumstances the following actions must be taken:-

Specifically nominated staff will be at the school gates to speak to any parents/carers or pupils arriving at the school and ensure that no one attempts to enter the school.

The nominated staff for this duty are:

- Mrs Lesley Rodden
- Mrs Elaine Paterson
- Miss Lynn Parker

In such an event details will be posted on the school website detailing the reason for the closure and possible date of re opening.

Any pupils arriving unaccompanied will be taken to the designated assembly area in the school until parents/carers can be contacted and arrive to take them home. If for any reason the designated assembly area cannot be used, then pupils arriving unaccompanied must be taken to the muster site for the school.

The nominated muster site for the school is Bearsden Academy. There will be a senior member of staff at the muster site to manage the pupils' arrival.

The management of these procedures will be carried out by the school Senior Management Team.

## Liaising with and involving parents/carers in their child's education

The Education Service is keen to ensure that it involves all parents/carers appropriately and sensitively in their child's education. Under Education Law, 'parents' include:

- Non-resident parents/carers who are liable to maintain or have parental responsibilities in respect of a child
- Carers who can be parents
- Foster carers, relatives and friends who are caring for children under supervision arrangements
- Close relatives, such as siblings or grandparents caring for children who are not 'looked after and accommodated' by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a 'parent'/'carer' (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents/carers equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents/carers inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents/carers is available in the publication *Schools, 'Parents' and 'Parental Responsibility': A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007)*.

This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council  
The Marina  
Strathkelvin Place  
Kirkintilloch  
Glasgow G66 1TJ  
Tel: 0300 123 4510

Email: [jacqueline.macdonald@eastdunbarton.gov.uk](mailto:jacqueline.macdonald@eastdunbarton.gov.uk)

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

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