

# Bearsden Primary School Handbook 2022-2023



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AWARD



## OUR VISION, VALUES AND AIMS

Bearsden Primary School:

'Challenging a community of learners to achieve excellence.'

### Values:

Honesty

Fairness

Respect

**At Bearsden Primary School we aim to:**

Provide opportunities for every child to develop skills for lifelong learning. (Article 28)

Create a nurturing environment which embraces and celebrates diversity. (Articles 3, 8)

Foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future. (Articles 12, 29)

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Website : <http://www.bearsden.e-dunbarton.sch.uk>

Twitter : @BearsdenPrimary

Dear Parents,

Welcome to Bearsden Primary. We aim to provide a broad and balanced curriculum in a stimulating and caring environment. Pupils are helped to become responsible citizens, confident individuals, successful learners and effective contributors to society. Great importance is attached to good manners, self-discipline and developing positive attitudes. The individual needs of children are catered for and equal opportunities are offered to all.

We also have a brand new Early Years Centre which opened its doors to children in July 2021. This has a staffing allocation of a Depute Head of Centre, 2 Senior Early Years Workers, 1 teacher and 18 Early Years Workers (some who work part-time), 2 Early Years Support workers, 1 Clerical assistant, a Housekeeper and a janitorial assistant. It has spaces for 95 children from 2-5 years old. The Early Years Centre has been designed to make best use of both indoor and outdoor play, with an internal courtyard that can be used in all weathers. There is also a covered mezzanine level that can be used flexibly with lots of open space and natural light. Children are encouraged to free flow between the indoor and outdoor areas including the garden.

Parents are highly committed to supporting the school community. The Parent Council work cooperatively with the school and meet regularly. There is also a very active Fundraising Group which organises social and fundraising events throughout the year. Parent helpers are welcome and frequently assist with classroom activities and school outings. There are a large number of extra-curricular activities including football, cross country running, guitar, skipping, skiing, enjoy-a-ball, table tennis and netball. Pupil participation is encouraged through the Pupil Council, the ECO Committee, Rights Respecting Schools Committee, Playground Buddies and many more- we have up to 20 different committees.

Bearsden Primary After School Club caters for children before school and from 3p.m. until 5.55p.m. each day.

The school supports a number of fund raising events for local, national and international charities throughout the year. There are very good links with the shops and businesses in the local community and well established links with local early years establishments, primary schools and Bearsden Academy.

If you would like more information about the school, please do not hesitate to contact us. We look forward to working with you and your child.

With very best wishes,  
**Catriona Smith**  
Head Teacher



## **SCHOOL INFORMATION.....**

Bearsden Primary is a co-educational, non-denominational school which is situated in Bearsden, a small town to the north west of Glasgow. The school was built in 1911 and is a traditional sandstone building, on two levels, with a central hall and closed classrooms. There are facilities to accommodate children with disabilities within the school. A gym hall and a cafeteria are situated in an annexe in the playground. The catchment area consists mainly of private housing.

### **Roll**

The school is co-educational, non-denominational and takes pupils from primary 1 to primary 7. The present roll at November 2020 is 405 pupils arranged in 15 classes. Primary 1 has a maximum class size of 25 (capped at 60 in total). Primaries 2 and 3 have a maximum class size of 30 and for Primary 4-7 maximum class size is 33.

The functional capacity of the school is 480. The working capacity is 457. Parents should note that 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.

### **Hours**

	<b>Start time</b>	<b>Finish time</b>
P1 & P2	8.45am	2.45pm
P3 & P4	8.55am	2.55pm
P5,6 & 7	9.05am	3.05pm

<b>Primary 1 - 3</b>	
Break	10:30am – 10:45am
Lunch	11:55am – 12:40pm
<b>Primary 4 - 7</b>	
Break	10:50am – 11:05am
Lunch	12:45pm – 1:30pm



## SCHOOL STAFF

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Head Teacher	Mrs Catriona Smith
Depute Head Teacher	Mrs Aileen Wilson
Depute Head Teacher	Mrs Amanda Mathieson
Principal Teacher	Miss Natalie Beattie

### Class Teachers

Mrs Eilidh Irvine	P1	Mrs Lisa McKay	P5
Mrs Kenna Reid / Mrs Nicola Johnson	P1A	Miss Natalie Beattie	P5A
Ms Shona Gray	P1B	Mrs Gillian Bell/ Mrs Kathryn Macpherson	P6
Mrs Carly Rae	P2	Mr Douglas McGregor	P6A
Miss Emma Stewart	P2A	Mr Patrick Prunty	P7
Miss Molly Gill	P3	Miss Katherine Jaycock	P7A
Miss Lesley Graham	P3A		
Miss Amy Thomson	P4		
Ms Amanda Mackenzie	P4A		
Mrs Elena Capaldi	French		
Mr Alasdair Findlay	Flexibility		
Mrs Lowra McGonagle	Kitchen		

### Support for Learning Assistants

Miss Cara Davie  
Mrs Lorraine Johnston  
Mrs June MacLean  
Mrs Isabel MacPhee  
Miss Danielle McGarvey  
Mrs Julie Webster  
Mr Marc Young

### Classroom Assistants

Mrs Catherine Campbell  
Mrs Rosie McArthur  
Mrs Simone Sloan

### Administration Assistants

Mrs Jane Couper  
Mrs Arlene Maxwell

### Clerical Assistants

Mrs Sandra Johnston  
Mrs Nancy Wright

### School Site Co-ordinator

Mr George Andrew

## **Holidays 2022 – 2023**

### **August 2022**

Teachers return (In-service day)	Monday 15 August
In-service day	Tuesday 16 August
Pupils return	Wednesday 17 August

### **September 2022**

September weekend	Friday 23 September to Monday 26 September (Inclusive)
Pupils return	Tuesday 27 September

### **October 2022**

In-service day	Friday 14 October
October break	Monday 17 October to Friday 21 October (Inclusive)
Pupils return	Monday 24 October

### **December 2022 and January 2023**

Last day of term	Thursday 22 December – <b>2.30pm finish</b>
Christmas and New Year	Friday 23 December to Friday 6 January (Inclusive)
Pupils return	Monday 9 January

### **February 2023**

February break	Monday 13 February to Tuesday 14 February (Inclusive)
In-service day	Wednesday 15 February
Pupils return	Thursday 16 February

### **April 2023**

Last day of term	Friday 31 March – <b>2.30pm finish</b>
Easter break	Monday 3 April to Friday 14 April (Inclusive)
Pupils return	Monday 17 April

### **May 2023**

May Day (closed)	Monday 1 May
In-service day	Tuesday 2 May
Pupils return	Wednesday 3 May
May weekend	Friday 26 May to Monday 29 May (Inclusive)
Pupils return	Tuesday 30 May

### **June 2023**

Last day of school	Wednesday 28 June- <b>1pm finish</b>
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# CURRICULUM AND ASSESSMENT

## 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 all learning activities offered.

Teachers promote active learning opportunities across the school and develop effective interdisciplinary learning (IDL) by making connections across and between subject boundaries. At Bearsden Primary we place great importance on IDL and this is a key area where children lead their own learning. In the early stages of P1 and P2, the children learn through Play2 learn approach advocated by East Dunbartonshire Council. This allows pupil choice, children to lead their own learning, the development of social and communication skills as well as the focus on the curricular areas. In P3-7 we build on these important skills through Pupil Led Enquiry, developing key skills in literacy and numeracy across the curriculum, as well as skills needed for Developing the Young Workforce- co-operation, problem solving, teamwork, communication etc.

The eight curricular areas are developed as follows:-

## 1. Health & Wellbeing

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

A programme to support all areas of health and wellbeing has been developed. Parents will be notified before sensitive aspects of learning eg. Sexual Health and Relationship Education are started each year.



## 2. Languages and Literacy

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 the school.

### Reading:

A progressive phonics programme is used at the early stages to give pupils a solid foundation upon which to build reading skills. 'Jolly Phonics' is a method of systematically introducing children to letter sounds and putting them together to read words. 'Jolly Phonics' is a commercial scheme with emphasis on a multi-sensory approach which we have customised within Bearsden Primary.

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 available in school, both in the classroom and in the school library.

### Writing:

In Primary 1 children build on their emergent writing and drawing skills that they have brought to school. As their reading develops they start to explore letter shapes and words and gradually build to sentences. Lots of opportunities to write are provided across the curriculum.

Spelling is taught regularly using the Look, Say, Cover, Write, Check method. The importance of neat, legible handwriting is promoted throughout the school

### Talking & Listening:

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

### 1 + 2 Languages Approach:

A structured programme of French is followed by all pupils in line with Modern Languages. The approach encourages spoken language and is designed to foster confidence in spoken French with language learning. Our second language is Spanish which the children learn a block of from



## 3. Mathematics and Numeracy

We develop skills in the following areas:

Number, money and measure

Shape, position and movement

Information handling

Scottish Heinemann Mathematics and Heinemann Active Maths are used across P1 to P3. These schemes have been designed to match the outcomes of Curriculum for Excellence. From P4 to P7 we use resources from Heinemann Active Maths and Teejay Publishers which match the outcomes from Curriculum for Excellence. These schemes are based on a practical approach to the teaching and learning of mathematics and use real life contexts to help children's understanding. A wide range of practical materials is available for all aspects of mathematics.

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 and each class has a range of material to facilitate this. We use supplementary materials and games to help children to be actively involved in their learning.

These include maths games, problem solving activities and digital technology. In this way we can cater for the needs of all children within the school.

Additional resources are available for mathematics at each stage. Mathematical skills are also developed through topic work and using the local environment.

## 4. Social Studies



Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it has been shaped.

The framework includes: people, past events and societies  
people, place and environment, people in society, economy and business.



The Curriculum is delivered through a blend of topic studies featuring learning outdoors, field trips, visits and input by external contributors.

## 5. Sciences

Through learning in the sciences the children will engage in a wide range of collaborative and investigate 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

## 6. Technologies

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



The use of computers and i-pads is integrated into all areas of the curriculum and all pupils are given the opportunity to experience their use and develop their skill. The school has wi-fi throughout and each child has an email address.

## 7. Expressive Arts

Children are encouraged and provided with opportunities to develop the skills necessary to express themselves in art & design, dance, drama and music. Instructors in violin, cello, double bass, woodwind, bagpipes and guitar visit the school regularly.

## **8. Religious and Moral Education**

The religious and moral education programme was updated during the Session 2016/17 to reflect current guidelines in Scottish education. Children learn about Christianity, Islam and Hinduism to reflect the demographic at Bearsden PS. Other religions may be explored if relevant to particular learning contexts. Pupils are encouraged to develop their own beliefs and values as they reflect and learn *about* religion as well as learning *from* religion.

Weekly assemblies are designed to provide opportunities for religious observance and in addition, address a variety of topics for personal and social education and other curricular areas. Classes lead their own assemblies and parents are invited to join their child's class assembly. Christian services are conducted by the school chaplain, Rev Graeme Wilson, assisted by various groups of children, at Christmas, Easter, Harvest and at a Summer service in June. Collections are taken at these for charitable causes and parents are welcome to attend these services in the church. Our rolling programme allows for Religious Observance focus to balance learning in class.

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

The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community. Policies have regard to national advice set out in SOEID Circular 6/91, Scottish Government Schools Directorate Circular 1/2005, the Education (Scotland) Act 1980 and the Standards in Scotland's Schools Etc. Act 2000.

Parents 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 session and the pupil noted as an authorised absentee in the register.

For further information, refer to additional Guidance on the implementation of Religious Observance / Time for Reflection in East Dunbartonshire schools, 2015.

Please contact the Head Teacher if you would like any further information about the curriculum within our school.

## **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.

Learning Journeys are compiled throughout the year with samples of children's work to record stages of development reached. These are sent home termly for parental comments.

In addition, pupils will be assessed using a variety of standardised reading, spelling and mathematical tests, depending on their stage. Twice a year we have Progression Week where there is a whole school focus on assessment in Maths and English Language.

Parents interviews are held twice a year and take the form of Learning Conversations between the teacher, parent and pupil. These take place in October and March. At that time, parents may discuss their child's progress with the class teacher and look at their child's work. Written reports are issued in June.

All of the above information allows us to track progress and standards of attainment over time.

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 coordinator of the group is Aileen Wilson DHT and the group includes staff drawn from school support services e.g. Education Support Team, link Educational Psychologist and where possible multi-agency partners e.g. School Nurse, Speech and Language Therapist.

Parents 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 to the class teacher, Depute or Head Teacher.

### **Liaising with and Involving Parents in their Child's Education**

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

- Non-resident parents 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" (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 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 inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents 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)

## **Homework**

Homework is set with a view to consolidating work already taught in class. It also provides an opportunity for children to apply their knowledge and understanding in a range of contexts using a variety of approaches. For example, homework may be oral, active, practical or written. Homework usually consists of reading, spelling/phonics (P1 and 2) and maths tasks. Homework can be both teacher directed or pupil choice through our homework grids. Occasionally there might be a research task or an aspect of topic work to complete. All our homework is set through Seesaw- you will get a code to join when your child starts.

Homework is generally given out on a weekly basis so that pupils can choose when to complete tasks. The format of homework for Primary 1 and Primary 7 is slightly different and this will be explained to parents at the start of the academic year.

Homework should take about 15 minutes to complete in Primary 1 and the equivalent of 30-40 minutes per night by Primary 7. Parents whose children appear to be spending a long time on homework tasks should contact the class teacher or the Head Teacher.

Because of the important role that parents play in their child's education, we would encourage you to spend a short time each evening with your child on activities such as reading together (books from school or home), playing games, drawing or talking about what happened at school or some topical item of news.

## SCHOOL ETHOS

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Bearsden Primary School aims to enable pupils to become successful learners, responsible citizens, effective contributors and confident individuals. The school provides a caring and nurturing learning environment where pupils' individual talents are fostered and developed. Pupils' achievements are very important and these are celebrated in class and at our weekly assemblies.

The school values of Respect, Honesty and Fairness are reinforced through class work and as part of our Health and Wellbeing Curriculum. We are a Silver Rights Respecting School. The school promotes positive behaviour in a variety of ways. Pupils agree school and class rules at the beginning of each session with their class teacher. We have a 'Behaviour Blueprint' which the whole school contributed to and is used in all areas of school life- this is on our website. Pupils are rewarded for upholding the school values using house points, stickers and reward charts. Pupil learning experiences and achievements are celebrated on Class Dojo. Parents can access Class and School Dojo from home. Strategies such as restorative practice and solution focused approaches help to support misbehaviour. Parents 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.



Our Seasons for Growth group supports pupils who have experienced loss, upset or bereavement.

Pupils learn to become Global Citizens through a whole school, progressive programme. We also have links with a nursery in Gambia. Bearsden Primary is part of the East Dunbartonshire Council Gambia Gang with two other primary schools. We have already provided funding to enable the nursery to employ a teacher.

The Fundraising Group and Parent Council provide opportunities for parental involvement in the life of the school and this is highly valued (further details of these two parental bodies can be found on page 18).

### Pupil Voice

Every pupil in the school is part of a committee. Committees meet every 4 weeks on a Friday afternoon. Our committees are –

Health and Wellbeing  
Playground  
Gardening  
School Newspaper  
Local Community  
Problem Busters  
Fair Trade  
Digital Leaders

Sports  
Eco  
Pupil Council  
Young Workforce  
Anti-Bullying  
Events  
Bookworms  
Rights Respecting Schools



## **House Captains**

Pupils and staff are divided into four houses. Drymen, Thorn, Kirk and Roman. Elections take place in the summer term to elect a captain and vice captain for each house for the following academic year. Once a month the whole school meets with their House Captain/Vice Captain for a House Huddle.

## **The School and Community**

The school and its pupils have an important contribution to make to the local community. Respect for others and a caring attitude are fostered at every opportunity.

The school does a great deal of fund raising for local, national and international charities. You will be kept informed about these by our school newsletter throughout the session.

We also have strong links with businesses, local churches, voluntary groups and sports clubs in the area. All of these help to give our pupils opportunities to learn and develop across a wide range of skills.

The school is part of the local community and the facilities within it can be used for a range of activities outwith school hours. Lets are obtainable from Community Learning and Development and Children's Services whose contact details are provided at the end of this booklet.

# **SCHOOL DISCIPLINE**

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In Bearsden Primary we believe that it is fundamentally important to promote a positive and caring environment, in which our pupils will develop to the maximum their self-esteem and sense of worth and have respect and consideration for others. The school takes a positive approach to discipline with the emphasis on praise and reward. There may be times where sanctions are necessary and this may involve parents and it is to be hoped that the co-operation of parents in this process, which is vital to its success, will continue.

## **Anti-Bullying Procedures**

Bearsden Primary promotes positive behaviour and operates a strict anti-bullying policy. Any incidents are thoroughly investigated by a member of the Senior Management Team. A copy of our anti-bullying policy is available on the school website.

# **ATTENDANCE AT SCHOOL**

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Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

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

## **Un-notified Absence Policy**

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

If parents 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 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 the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents 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, the absence is unauthorised.

### **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 failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

#### **(a) Parental Communication with School in Case of Emergency**

It is important that parents 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 2.30pm if there are any changes to childcare arrangements.

### **Wet Weather Arrangements**

During heavy falls of rain, our children will be accommodated in class bases at the intervals. Supervision will be provided by the senior management team, support staff and P7 monitors. When the weather is only slightly wet or showery, children will be allowed outside to play. We have observed in the past that children benefit from a break from the class bases to enjoy some fresh air and exercise, when this is possible.

### **Supervision of Playgrounds**

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



## **MEALS**

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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. Parents can pay for and pre-order their children's lunches using our cashless catering scheme- information will be issued to parents once registered at the school. Packed lunches also come to the canteen to have their lunch. There is a rota for the canteen which changes each week to determine the order that stages come to the canteen. 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 of allergies within the school when preparing your child's snack/ packed lunch- no nuts or nut products are allowed.

### **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 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. Information and application forms for free school meals may be obtained from schools, the Community Hubs and Shared Services or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

Only those children whose parents 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 period.

From January 2015 all P1-P3 pupils are entitled to a Free School Meal, and this provision was expanded to include all P4 pupils from August 2021 and P5 pupils from January 2022.

Please do not apply for free school meals if your child(ren) is/are in P1, P2, P3 or P4 as a meal will automatically be given.

## **CLOTHING AND SCHOOL DRESS**

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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. 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 and pupils.



Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

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 T-shirt, shorts and sports 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 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 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 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 in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the education offices and the area registration services offices.

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



### **Bearsden Uniform is set out below**

Navy blazer

Navy jacket with the school badge (choice of 2 styles)

Grey trousers for boys, navy skirt, pinafore dress or navy trousers for girls

White shirt for girls and boys

Navy sweatshirt and white polo shirt with the school badge

School tie

Grey pullover or slipover for boys, navy cardigan or slipover for girls

**P.E. Kit :** Shorts, Drifit gym tops or T-shirts and sports shoes / trainers



The parents run a uniform shop and items can also be ordered by mail order. Sweatshirts and polo shirts, with the school badge are available from the Uniform Committee as are t-shirts, ties, rain jackets. All other items are available at most department stores. An order form can be found on the school website or available from the school office.



Parents should contact one of the members of the Uniform Committee for information about availability of School Blazers and uniform stock. Contact names and numbers are available from the school office or by emailing: [bearsdenuniform@yahoo.com](mailto:bearsdenuniform@yahoo.com)

Lost property is located in the infant cloakroom. Please contact the school office if you are missing any items.

**Please ensure that ALL school clothing is CLEARLY marked with the child's name so that lost property may be easily identified and returned.**

## **ILLNESS OR ACCIDENT IN SCHOOL**

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If a child becomes ill in school, the parent is contacted or the emergency contact if the parent is not available. The school should be informed of arrangements for collecting sick children when the parent is not at home and also of any medical problem likely to affect the child at school. In the case of an accident, first aid is given but if it is a serious case, the parent is notified and the child's doctor is contacted for advice and an ambulance summoned when necessary. **It is therefore essential that up-to-date telephone numbers and emergency contacts are sent to the school.**

### **Medical and Health Care**

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer. During their school life there are checks for height, weight and sight and dental inspections. Unless parents indicate otherwise to the Head Teacher, it will be assumed that pupils will attend such inspections.

If your child requires medication to be administered during the school day, parents are required to complete a parental request form, which can be obtained from the school office or website. All medicines should come to school clearly labelled with child's name, name of medicine and dosage and time and must have been dispensed by a doctor or pharmacist. We cannot accept any medicine that has been bought off the shelf.

## **Parental Involvement and Engagement**

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All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school. We want to work in partnership with you to provide an effective and inclusive educational environment that enables all pupils to achieve their potential.

Parents Meetings are held twice a year, November and March. These are times when it is possible to have a helpful talk with the teacher to discuss progress made by pupils and exchange information. At present, due to COVID restrictions, we are unable to do this. We have moved to reporting to parents on a more regular basis through the use of Seesaw and sharing children's work and next steps with parents termly through this. We have also used phone calls to have 1-1 discussions with parents. The approaches used will change in line with Covid restrictions and this will be communicated through the school.

If any problems should arise at any time parents are welcome to telephone the school to make an appointment to speak to member of the senior management team or a member of staff. Pupil reports are issued towards the end of each session giving a full comment on a pupil's progress in each curricular area including their strengths and development needs.

A monthly newsletter is produced to keep you informed about everything that is happening in school. The newsletters are e-mailed to the children's main contact and are also available on the school website.

Our website aims to provide helpful advice, information and links to support children and parents. We are also on Twitter, do consider following us to get regular updates about all our activities. We use e-mail and text messaging as our primary methods of contacting parents and ask that you keep us up to date with any changes to either your e-mail address or mobile phone number.

Other ways of developing the home and school partnership include:

- Curricular workshops
- Attending class open days and assemblies
- Volunteering as a Parent Helper
- Parental questionnaires/feedback sheets etc to gather parental views
- Class newsletters / homework diaries / Learning journeys
- Sharing sensitive aspects of learning with you e.g. sexual health and relationship education

At present all of the above activities are taking place virtually where possible.

Take a look at the Parentzone website [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) and EDC Parental Engagement Strategy for more information on parental involvement.

## **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 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 can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents 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

- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (*if applicable*) 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).

More information can be found on the school website or by contacting the Chair Mrs January Morgan-White – [bearsdenparentcouncil@yahoo.com](mailto:bearsdenparentcouncil@yahoo.com)

### **Fundraising Group (FRG)**

We are also very lucky at Bearsden to have an active and vibrant Fundraising Group who organise a selection of social and fundraising events for pupils and parents.

Meetings are held approximately every four weeks and new volunteers are always welcome. The FRG newsletter gives regular information about their activities.

Please contact the chair, Mrs January Morgan-White- [bearsdenfundraising@yahoo.com](mailto:bearsdenfundraising@yahoo.com) for more details.

For more information on parental involvement or to find out about parents 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).

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

## **Improvement Planning**

### **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 Education Services.

Our Improvement Plan Priorities for 2021-22 are:

	IMPROVEMENT PRIORITY	TARGETS
	Major Priority Raising Attainment in Literacy	<p><b>Reading</b> To raise attainment in reading through:</p> <ul style="list-style-type: none"> <li>• Teaching staff professional development of effective learning and teaching approaches to develop reading skills (developed through initial reading, reading tools, thinking reader, reciprocal reading, etc).</li> <li>• Development of paired reading/ reading buddies.</li> <li>• Increased enjoyment and engagement in reading.</li> <li>• Moderation of reading across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels).</li> <li>• Achieve Core level in Reading Schools Accreditation.</li> <li>• The poverty related attainment gap in Literacy and Numeracy will be reduced (P1-7) through literacy intervention (PEF).</li> </ul> <p><b>Writing</b> To raise attainment in writing through:</p>

		<ul style="list-style-type: none"> <li>• Teaching staff professional development of effective learning and teaching approaches to develop writing skills (developed through genre approach, review of resources, use of intervention materials etc).</li> <li>• Create overview of writing to ensure opportunity to develop skills across genres at each level (Early, First, Second).</li> <li>• Use of technology to support writing.</li> <li>• Moderation of writing across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels).</li> <li>• The poverty related attainment gap in Literacy and Numeracy will be reduced (P1-7) through literacy intervention. (PEF)</li> </ul>
	Health and Wellbeing	<ul style="list-style-type: none"> <li>• Staff will feel equipped to discuss emotions with the children.</li> <li>• All children will be tracked on the SHANARRI indicators</li> <li>• All children will have opportunity to have discussion with their one key adult.</li> </ul>
	Digital Learning	<ul style="list-style-type: none"> <li>• Communication about learning will be extended through the use of Seesaw.</li> <li>• Digital approaches to learning and teaching will be incorporated into planning where appropriate.</li> </ul>

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

### Extra Curricular Activities

A wide range of extra curricular activities are available throughout the year. Individual classes organise topic related trips during the school day and P6 and P7 pupils are offered a residential visit to an outdoor centre. There are also extra curricular clubs that are held during the lunch break or after school at certain times of the year. Parents are informed, in advance and in writing, of the full details of any trips or extra curricular activities. Consent/medical forms are issued along with this information. Parents are encouraged to contact the school with any queries well before any excursion occurs and to attend any parents' meeting regarding the residential trip. We are grateful to the staff and parents who volunteer their time and expertise to supervise these activities.



After school and lunchtime activities offered include: Netball, Football, Cross Country, Skiing, Choir, Chess, Table Tennis, Tennis, Scripture Union and Guitar. Volunteers and ideas for extracurricular activities are always welcome.

## **TRANSITIONS AND ENROLMENTS**

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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 Learning and Childcare centre provides places for all children aged 3-5 and eligible 2 year olds who meet 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 Learning and Childcare Centre's are open to children and parents of all religions and beliefs. Placement in the Early Learning and Childcare Centre does not guarantee a place in the primary school.

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

Funded places can be accessed either in a local authority Early Learning and Childcare 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 are asked to complete an online registration form that can be found on the East Dunbartonshire website between January and end of February. Parents 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 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 Learning and Childcare 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 Learning and Childcare 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 Learning and Childcare Centre /Partnership Centre does not give children an automatic place within an East Dunbartonshire Primary School.

Deferred entry to Primary School – Parents have the legal right to choose to defer their child and request an additional year within the early years centre. Parents 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>

## **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 who want to send their child to a school other than the catchment school must make a placing request. Parents 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.

Before leaving an Early Learning & Childcare 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.

## **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 Learning & Childcare Centres advertising the date(s) for registration. Parents 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.

## **Secondary School Admissions**

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

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) 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 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.

We have a well-established calendar of transition events between Bearsden Academy and the cluster schools. This year we have started this work virtually. Children who require an enhanced transition begin this planning in P6. More information about this will be issued directly to parents.

## **Placing Requests**

As a parent, 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 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 15<sup>th</sup> 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 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 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 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 will be responsible for the safety and transportation costs of their child to and from their chosen school.



## **EAST DUNBARTONSHIRE COUNCIL'S POLICIES**

### **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 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 reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex 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 Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

### **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.

## **Race**

In relation to race equality, the school follows written procedures 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 1XQ. Tel: 0141 578 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 1XQ. Tel: 0141 578 8709.

## **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 which place duties on education authorities and provide rights for parents 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 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 life long.

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 wellbeing pathway that ensures a continuum of support from Universal to Targeted in line with the national Getting it Right For Every approach. 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.

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 have a very important role to play in their child's education and the views of parents 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 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 plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, 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 co-ordinated.

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 and 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)

### **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 group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: [parenting@eastdunbarton.gov.uk](mailto:parenting@eastdunbarton.gov.uk). A member of the team will be in touch

## **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 and 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 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 – 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).

### **Specialist Support 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.

### **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.

## **Child Protection and Safeguarding**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection" means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141-777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

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

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

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent 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.

## **Transport**

### **(a) General**

**It is a parent'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 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 local 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 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.

Parents should note that no transport provision is made for home journeys for infants who may have a shorter day until September weekend. Children not collected by parents are supervised until the end of the normal school day.

The 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 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. Parents should obtain an application form from the education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

### **(b) 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 responsibility to ensure their child arrives at the pick-up point on time. It is also the parent'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.

### **(c) 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.

Space around the school for dropping off/picking up children is very limited We encourage children to walk to school whenever possible. If you live too far away consider parking in Glebe car park and walking to the school. Be considerate to our neighbours by not parking over driveways, and pavement users by not bumping onto pavements and blocking pedestrian access. Please always follow the Parking Charter.

### **(d) 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 (SPT) /East Dunbartonshire Council's Responsibilities**

SPT will contact a Senior Officer within EDC to advise of difficulties with transport.

Senior Officer will contact Head Teacher/s.

Head Teachers to contact parents, 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/ guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians 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 should ensure that they notify the school of any changes to their contact details.

If they have not already done so, parents 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 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 HEALTH CARE**

Information should be given on medical and dental inspections and on dental treatment. Parents should be given an indication of the procedures followed if a child takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of arrangements to be made if a child has to be taken home.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.



## **Liaising With and Involving Parents in Their Child's Education**

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

- Non-resident parents 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" (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 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 inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents 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 Acting Chief Education Officer who can be contacted at:

East Dunbartonshire Council, The Marina, Strathkelvin Place, Kirkintilloch G66 1XQ. Tel: 0300 123 4510. Email: [greg.bremner@eastdunbarton.gov.uk](mailto:greg.bremner@eastdunbarton.gov.uk)

## **DATA PROTECTION ACT 2018**

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 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 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 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 out with of 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 may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian 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 suitable 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 Pupil Records.

### **USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS**

On occasion, the school may seek permission from parents 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 will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide.

Pupil photographs will be held with the school's Management Information System (SEEMIS), parents 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 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:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents 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.
3. 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.
4. 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.
5. 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 an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

### **CHILDCARE INFORMATION SERVICE**

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday playschemes and parent & toddler groups. It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on 0300 123 4510, e-mail [chis@eastdunbarton.gov.uk](mailto:chis@eastdunbarton.gov.uk) or log onto the service's website at [www.scottishchildcare.gov.uk](http://www.scottishchildcare.gov.uk).

### **Placing Requests**

As a parent, 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 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 Office.

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 Office 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.

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 8 weeks of receipt.

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 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 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 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.

### **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 in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) 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 (2018). 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.

### **Business Continuity**

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 failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep in touch by regular updates to our school website, using letters and notices in local shops, announcements

in local churches and announcements in the press and on local radio. There will also be updates on the website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

The designated assembly area within the school in an emergency, ie fire, is the playground at the front of the school. Should there be a need for the staff and children to leave the school area entirely the muster site for Bearsden Primary would be Bearsden South Church, 59 Drymen Road, Bearsden.

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

It is important that parents 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 p.m. 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 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.

## **Information**

Although this information is correct at the time of printing, there could be changes affecting any of these 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 years.

## **Useful Addresses**

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<b>Bearsden Primary</b>	Roman Road Bearsden Glasgow G61 2SY Tel: 0141 955 2254 Email : <a href="mailto:office@bearsden.e-dunbarton.sch.uk">office@bearsden.e-dunbarton.sch.uk</a>
<b>Bearsden Early Years Nursery</b>	166 Drymen Road Bearsden Glasgow G61 3RG Tel: 0141 955 2218 <a href="mailto:eyc@bearsden.e-dunbarton.sch.uk">eyc@bearsden.e-dunbarton.sch.uk</a>
<b>Education Offices</b>	Southbank House Strathkelvin Place Kirkintilloch G66 1XQ Tel: 0300 123 4510 <a href="mailto:sharedservices.education@eastdunbarton.gov.uk">sharedservices.education@eastdunbarton.gov.uk</a>
<b>Local Councillors</b> Denis Johnston - Bearsden South Andrew Polson - Bearsden South Vaughan Moody - Bearsden South	12 Strathkelvin Place Kirkintilloch G66 1TJ Tel: 0141 578 8086
<b>Area Registration Office</b>	Bearsden Community Hub 69 Drymen Road Bearsden G61 3QT Tel: 0300 123 4510
<b>Schools Letting Office</b>	Business Support Suite F4 6 Strathkelvin Place Kirkintilloch G66 1XT Tel: 0141 578 8695 Fax: 0141 578 8945 <a href="mailto:letting@eastdunbarton.gov.uk">letting@eastdunbarton.gov.uk</a>
<b>Social Care and Social Work Improvement Scotland</b>	Tel : 0333 405 3333
<b>Bearsden Primary After School Club</b>	Tel: 0141 942 0047 / 07966388178 <a href="mailto:bpasc@aol.com">bpasc@aol.com</a>