

GARTCONNER PRIMARY SCHOOL HANDBOOK 2023-24



Gartshore Road, Kirkintilloch, G66 3TH

Telephone 0141 955 2323

www.gartconner.e-dunbarton.sch.uk

office@gartconner.e-dunbarton.sch.uk

Head Teacher – Mr Paul Manley

Deputy Head Teacher – Ms Lynne McGoldrick



Dear Parents and Carers,

I would like to extend a warm welcome to you from the staff and children at Gartconner Primary School and EYC. Our school handbook is designed to give you an insight into life and learning at Gartconner and is divided into sections as follows:

Section 1: Information about the school

Section 2: Parental involvement & Engagement

Section 3: School ethos

Section 4: Curriculum for Excellence

Section 5: Assessment and reporting to parents

Section 6: Support for pupils

Section 7: Transitions

Section 8: School improvement

Section 9: School policies and practical information

I hope you find this information interesting and informative.

At Gartconner we aim to provide a safe, happy and caring environment where everyone achieves their full potential. We work hard to meet the needs of all learners through a broad and balanced curriculum, in partnership with parents and carers.

If you would like more information about the school or EYC please do not hesitate to contact me.

Paul Manley
Head Teacher

East Dunbartonshire Vision

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

“Working together to achieve the best with the people of East Dunbartonshire”

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

We share the Council's commitment to:

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

Gartconner Vision

Our Vision

'Learning, Leadership and Achievement for All'

Our Values

'Trust, Respect, Fairness, Teamwork, Friendship, Care and Inclusiveness'

Our Aims

Our aim is to work together with children and young people; parents and carers; and the community to promote and sustain positive partnerships to maintain:

- *To provide a welcoming, safe, happy, nurturing and supportive learning environment for everyone*
- *To create a family of learners with children at the centre*
- *To provide a curriculum which promotes a love of learning, high quality experiences, leadership and achievement for all*
- *To build positive relationships which reflect our school values and lead to strong partnerships with children, parents/carers, staff, partners and the wider community*
- *To promote learning and wellbeing for all, creating successful learners, confident individuals, effective contributors and responsible citizens.*

" We are one big Family"



Information about the School

Address:	Gartshore Road Kirkintilloch G66 3TH
Telephone Number:	0141 955 2323 School 0141 955 2324 Nursery
E-mail:	office@gartconner.e-dunbarton.sch.uk
Website:	www.gartconner.e-dunbarton.sch.uk
Planning capacity:	270
Present Role	Nursery - 88 School - 232
Stages covered:	2 -5 Years Early Years Centre and Primary 1 – 7

Composite classes are formed in line with East Dunbartonshire's guidelines. There is a class reduction policy implemented within the P2-P3 stages where no class will be larger than 30 and where possible no larger than 25 in P1.

Denominational Status: Non – denominational

Status: Co - educational

Parents should note that the working capacity of the school may vary depending on the number of pupils at each stage and the way in which the classes are organised.

Community Facilities:

Those wishing to let the premises should contact:

CLD & Childrens Services (School Letting Office)

The Marina

Strathkelvin Place

Kirkintilloch

G66 1TJ

Tel no: 0300 1234510

email: letting@eastdunbarton.gov.uk

Staff Information

Head Teacher

School Staff

Mr Paul Manley

Depute Head Teacher

Ms Lynne McGoldrick

Teaching Staff

P1a

Ms Kate Nelson

P1b

Mrs Hilary Anderson

P2a

Ms Marshall & Mrs Loren Rolinska

P2b

Ms Pauline Connelly

P3

Mrs Anna Pattison

P3/4

Ms Claire Galbraith

P4

Ms Lauryn Pepper & Ms Emmaline Ferris

P5

Mr Louis McLean & Mrs Julie Cameron

P5/6

Mrs Sharon Kavanagh

P6

Mrs Elaine Jarman

P7

Mrs Katie Gilmour & Mrs Lynn Wilson

NCCT & Support

Mrs Laura Watson

NCCT & Support

Ms Jess Daly

Depute Head of Centre

Nursery Staff

Senior Early Years Worker

Mrs Rachel Travers/Mrs Jan Robinson (Job Share)

Nursery Administrator

Mrs Hoda Al Hili

Nursery Teacher

Mrs Laura Ness

Early Years Workers

Mrs Elizabeth Wilson & Ms Lynsey Docherty

Ms Alison Berrie

Mrs Angela Curtis

Ms Caroline Cowan

Mr Ross Harrison

Ms Sarah McBride

Ms Lynsey Murray

Ms Kirsty Weir

Ms Rachel Rodger

Ms Suzanne Wright

Ms Claire Holmes

Ms Linda McColl

Ms Megan Hutchison

Ms Monica McKernan

Ms Leanne Ritchie

Ms Shauna Turner

Ms Barbara Mason

Mrs Kim Pepler

Ms Rachel Baikie

Ms Madelene Stewart

Early Years Support Workers

Ms Katey Bodle

Early Years Young Apprentice

Ms Josephine Kerr

Ms Toni Anderson

Visiting Teachers

Mr Tom Holmes- Support for Learning Teacher

Classroom Assistants

Mrs Claire Jackson

Mrs Gemma Stewart

Support for Learning Assistants

Mrs Valerie Milne
Ms Stacy Ashfield
Mrs Lynne Gorman
Mrs Lorna Russell

School Psychologist

Ms Daisy Bateman

Admin Assistant

Miss Emma Savage/Mrs Sharon Houston

Clerical Assistant

Mrs Sharon Houston

Janitorial Assistant

Mrs Deborah Donaldson

FM Staff

Ms Tricia Watt
Mrs Fiona Bulloch
Mrs Mary-Ann Coyle
Ms Linda Tait
Ms Lisa Tait
Mrs Liz Forsyth
Ms Lorraine McKean

Mrs Shona Reid
Mrs Sharon McQuade

Ms Leanne Babb
Ms Kelly Anne McManus
Ms Shannon Best

School Crossing Patrol

Mrs Rachel Bryce

School Support Co-ordinator

Mr Colin Ball



School Hours

Primary 1-3 8.50 – 12.15pm

1.00 – 2.50pm

Primary 4-7 9.00 - 12.15 pm

1.00 - 3.00 pm

Intervals: Morning - 10.25 - 10.40 am

Lunch - 12.15 - 1.00 pm

School Holiday Arrangements 2023/24

August 2023	Teachers return (In-service day)	Monday 14 August
	In-service day	Tuesday 15 August
	Pupils return	Wednesday 16 August
September 2023	September weekend	Friday 22 September to Monday 25 September (Inclusive)
	Pupils return	Tuesday 26 September
October 2023	In-service day	Friday 13 October
	October break	Monday 16 October to Friday 20 October (Inclusive)
	Pupils return	Monday 23 October
December 2023 and January 2024	Christmas and New Year (end of term)	Monday 25 December to Friday 5 January (Inclusive)
	Pupils return	Monday 8 January
February 2024	February break	Monday 12 February to Tuesday 13 February (Inclusive)
	In-service day	Wednesday 14 February
	Pupils return	Thursday 15 February
April 2024	Easter Break	Friday 29 March to Friday 12 April (Inclusive)
	Pupils return	Monday 15 April
May 2024	In-service	Thursday 2 May
	May Day (Closed)	Monday 6 May
	Pupils return	Tuesday 7 May
	May weekend	Friday 24 to Monday 27 May (inclusive)
	Pupils return	Tuesday 28 May
June 2024	Last day of school	Wednesday 26 June

Attendance and Absence

Attendance at School

Under Section 30 of the Education (Scotland) Act 1980 parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must take steps to ensure attendance, maintain an attendance register and record pupil absence. All schools must record pupil absences in respect of each morning and afternoon of every day the school is open to pupils.

Authorities are supported in this process by Children Missing from Education (Scotland), a national co-ordinating body, piloted by the Scottish Government, developed to track and trace children and young people missing from education.

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.

Children missing from education will have well-being needs around inclusion and achievement. Consideration also needs to be given to other issues in their lives relation to non-attendance.

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) Amendments, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (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 updated using the usual digital methods of communication used by the school i.e. email, groupcall, twitter, facebook. There will also be updates on the website 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.

Please ensure that your child know's their home/pick up plan each day. If there are any changes to childcare arrangements, **please inform the school before 2.30pm**. This should only happen in exceptional circumstances.

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 (SPSO), 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.

Parental Involvement & Engagement

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

At Gartconner, we strongly encourage parents to become involved in their child's learning in partnership with our staff. Regular visits are planned throughout the year for parents to discuss the progress of their child. We also encourage parents to call and make an appointment to speak to the class teacher if they wish to discuss their child's education or wellbeing. The senior management team are very keen to discuss any issues promptly to ensure that difficulties are minimised. The Seesaw online platform also allows parents to share in the pupil's day and gives an informal communication link for teachers and parents.

Our parents are involved formally and informally throughout the school year. Some parents support our leadership and skills afternoons.

Many parents are involved in the running of our after school club programme too. This is strongly welcomed and provides extracurricular activities for all children within the school.

Parents are very welcome to come in and help within their child's class. This can be arranged through the Head Teacher, as necessary checks, if required, would be undertaken before entering school.

Parent Councils

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 & Childcare and the community;
- To report to the Parent Forum;
- To be involved in the appointment of senior promoted staff; and
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

Members of the Parent Council are:

Chair: Pamela Lucas

They may be contacted through:

The Parent Council email address: gartconnerparentcouncil@gmail.com

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.

Parent Teacher Association (PTA)

We have a new efficient and streamlined PTA here at Gartconner. The PTA is mainly responsible for arranging events and raising funds for the school. The PTA creates an events calendar for the school year. Examples of fundraising events include cinema nights for children, shopping nights, Christmas Fayre, Daffodil tea, discos for children, raffles and sponsored events.

You can contact the **Chairperson of the PTA, Alana Callaghan**, if you wish to join in or contact the PTA – everyone is welcome.

Contact Details alana_callaghan@hotmail.com

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 or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

Pupil Council and Pupil Committees

Pupil Voice is of major importance at Gartconner. Leadership in the school is distributed amongst all stakeholders as good effective partnerships allow the very best ideas to come from even the smallest voices.

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

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

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

Pupil Voice

We want to ensure our pupils' views are heard and have a number of ways our pupils can contribute. Each year children are invited to apply for these posts and then selected at each stage. Due to covid restrictions we have made some groups within a class bubble but this may change to whole school groups in August 2022.

Junior Management Team

The Junior Management Team discusses various issues relevant to school life and it helps take forward improvements identified by pupils. It often takes the lead in organising charity fundraising events in the school.

Eco Committee

The Eco Committee has a representative from each class and works hard to ensure we are eco friendly through environmental projects, recycling and energy saving schemes.

Health Committee

Our Health Committee is instrumental to the school. Activities are planned throughout the year with a focus on healthy minds and healthy bodies. The Health Committee also contribute to the Travel Plan. They collect data regarding 'walk to school' initiatives and plan incentives to encourage participation in active travel. The Junior Road Safety Officers are part of this committee. They run various awareness raising sessions throughout the year.

Events Committee

Display Committee

Entertainment Team

Playground Pals

Newshounds

Gardening Crew

Diversity

Sustainability

Rights Respecting School Committee

Fairtrade

These groups work to enhance the pupils' experiences within the school in a variety of ways. They look outwards to the community and inward to support individuals, groups or the whole school.

School House System

Pupils and staff are allocated to one of our four houses: Baird, Bell, Bruce or Wallace.

Interviews are held at the beginning of each session to elect a Captain and Vice-Captain for each house from our Primary 7 pupils.

Inter-house competitions are held throughout the year. Good behaviour and conduct contributes to house points and a cup is presented to the winning team in June with a special reward.

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 has raised a great deal for local, national and international charities already this session. You will be kept informed about these by our school newsletter and Seesaw feed 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 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.

School Discipline

In Gartconner 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. Full details of our reward systems can be found in the Promoting Positive Behaviour Policy, a copy of which is available on the school website. This policy also details how we deal with misbehaviour. This may involve parents as the partnership with parents in this process is vital to its success.

Each class is involved in establishing a Classroom Charter at the beginning of each year. This charter sets high expectations of behaviour for all pupils.

Whilst serious incidents are extremely rare across Scotland and particularly within the primary and early years sectors, East Dunbartonshire Council have issued an Anti Weapon/Knife Crime Policy in May 2017 to ensure schools engage in best practice in dealing with incidents or potential incidents. The policy can be accessed on the East Dunbartonshire website.

Anti-Bullying Procedures

Gartconner 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 request.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

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

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

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

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

Tel: 03001234510

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 that, 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.
- The school has close links with local churches who participate in celebrations throughout the school year.

Playground Supervision

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

To help ease traffic congestion before school we have an adult presence in the school playground from 8.45am to allow parents to drop and go, limiting waiting times and possible congestion around the school. Pupil behaviour is the responsibility of parents at this time and any pupil behaving in a way that falls short of our high standards will need to remain with their parent until 9am.

Curriculum

Curriculum for Excellence

Bringing learning to life and life to learning.

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 connection 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 is 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.

At Gartconner Primary School we offer a wide curriculum, which fosters the all-round development of your child. We aim to provide depth, breadth, challenge and enjoyment in all we teach. This is planned through a variety of core teaching and interdisciplinary approaches to learning.

For further information please refer to the following websites; Education Scotland, Skills Development Scotland, My World of Work, PlanIt Plus, Mappit, Apprenticeships in Scotland and Opportunities for All.

Numeracy and Mathematics

We utilise a range of resources to help support learning in school and have been refreshing our approaches to teaching and learning in maths through the use of a Maths Recovery programme. We have introduced new phase planning materials and these will help to support progression and increase the pace of learning.

We place a strong emphasis on numeracy skills. It is important that children understand the concepts that are being taught and mental maths strategies are therefore promoted and implemented throughout the school. Initially all numbers are taught with the aid of concrete materials to assist in the understanding of number bonds. Only when a child is confident in his/her number bonds will he/she begin working in the abstract.

Other mathematical concepts such as measure, money, shape, position and movement, and information handling are taught throughout all stages.

A variety of programmes for problem solving and enquiry are used throughout the school. We also have a programme for shape, position and movement and use programmable toys and games to make learning more active. Additional cluster working has allowed staff to assess understanding of the application of skills in unfamiliar contexts and this will be further developed over the coming years.

The use of games based learning through interactive whiteboards is used extensively throughout the school. The use of Sumdog provides excellent resources for mathematics concepts in a motivating online platform.

Literacy and English

Literacy Programme

Reading

The core reading components within Gartonner are Engage, Oxford Reading Tree, Story World, Literacy World and White Wolves. These programmes complement the wide range of real story books and novels that are offered.

As children become more confident, they progress to reading texts with increasing complexity and a wide range of reading strategies are introduced such as: prediction, summarising, clarifying, visualisation, paraphrasing, note taking and higher order thinking skills. Children learn to work reciprocally and we promote independence and lifelong learning through reading.

Added to our group and individual programmes, children are read to, enjoy and work with a class story each day. These essential reads are structured by year group and build our children's imagination to create a 'living library' in their minds. We call this our Reading Spine.

PM Benchmarking, NGRT assessments and formative assessment support the assessment of reading. Progress is tracked termly.

Writing

Our writing programme is structured and active in format and includes the very best practice from T4W, Active Literacy and New Horizons. Writing is taught daily and usually links with current reading interests. This is often referred to as our Read to Write tasks. Outside of these tasks children will word, sentence and paragraph build, (depending on age and ability) each day and improve their writing by up levelling and editing their work.

The creative writing process includes opportunities to imitate (use a known text called the model text) innovate (create own versions from model text) and apply their learning to a new context. Opportunities to write in fictional and non-fictional genres are structured across the school year to ensure coverage.

Children are given clear learning intention and success criteria and regular high quality feedback will indicate next steps for individuals. This can be teacher, peer or self-supported.

A cold and hot task will be issued at the beginning and end of each new learning block and progress is tracked termly. Regular professional dialogue sessions support the moderation of writing within Gartonner.

Grammar

Our grammar programme links with our writing programme and can be taught discretely and as part of the literacy programme.

Handwriting

Fine & gross motor skills are developed through our enquiry based learning, outdoor learning and health programmes. Formal formation is taught discretely using the Sassoon Primary Infant model and as part of other curricular links such as grammar, poetry and RME.

Phonological Awareness, Phonics & Spelling

Phonological Awareness Programme

Listening, rhyming, word boundaries, onset and rime and alliteration games all support the initial stage before assessment and professional dialogue helps support a move to the phonics programme.

Phonics Programme

Initial sounds are introduced and a multisensory approach is taken using phonic boards. Children are given lots of opportunity to consolidate learning and recognition of some common words from class real books is encouraged at this point. Children will be introduced to Elkonin boxes.

Once all 26 sounds are embedded, children will be introduced to a new phoneme each week. There are 60 phoneme covered and the teaching of this is carefully structured and paced. Reciprocal learning is introduced as is diacritical marking. Again a multisensory approach is taken using phonic boards and the programme has built in consolidation and assessment weeks.

Common Words

Common words are introduced in alternate weeks to phonemes. Spelling strategies will also be introduced and children will be encouraged to now spell as well as recognise common words.

Phonics into Spelling Programme

Once all of the phonemes have been introduced, children will be encouraged to problem solve and investigate the different representations of sounds within their sound family. Spelling strategies will be used to support common words and spelling rules will be introduced. Reciprocal learning is promoted as is the use of Elkonin boxes and diacritical marking.

Spelling programme

In the final stage of the programme children will be given opportunities to create word lists from interests, revisit spelling rules, explore affixes, homophones & confusing words and root words. Emphasis will be on reciprocal learning and independence.

Formative feedback from teacher, peer or self-dictation, Single Word Spelling Test and phonological testing supports the assessment of spelling across the school.

Talking & Listening

Talking and listening is developed across the curriculum using IDL opportunities to develop a range of skills and knowledge but can also be taught discretely through group work and reciprocal learning opportunities.

Learning to Talk programme

Opportunities for children to develop talking & listening skills are provided across all levels. This can take the form of

- Show & tell/News
- Presenting to a partner/small group/class
- Presenting to another class/assembly
- Presenting at parents' workshop
- Presenting a video/radio show
- Interviewing

Talking to Learn Programme

Opportunities for provided for children to develop their collaborative skills. This can take the form of partner, trio, group work and enquiry based learning. Children will learn how to turn take, extend someone's answer, justify their own answer and disagree appropriately. Teacher, self and peer assessment supports the assessment of Talking and Listening

Health and Wellbeing

Gartconner has a Health and Wellbeing programme aligned with Curriculum for Excellence experiences and outcomes. Some areas covered within this programme deal with mental, emotional, social and physical wellbeing. We fully embrace partnership working and work closely with Active Schools to promote wellbeing activities throughout the year. Our parents, pupils and the wider community help to plan, deliver and participate in a range of sporting and cultural activities.

We have introduced a wellbeing programme which deals with emotional literacy and friendship called PATHS – Positive Alternative Thinking Skills. This is now being implemented from P1 to P7. We also have a whole school focus on wellbeing through our assembly programme and positive behaviour strategy.

Other important aspects of this programme are food and healthy eating, drug and alcohol awareness as well as building relationships and sexual health and parenthood. Sensitive aspects of the sexual health programme are usually taught in term three after a letter is issued to inform parents of the lesson content. The Sexual Health lessons are available for parents to view online at <https://rshp.scot>.

Social Studies

This area of the curriculum incorporates three main aspects:

- People, Society, Economy and Business
- People, Past Events and Societies
- People, Place and the Environment

This curricular area is covered in a creative, integrated and imaginative way, maximising the development of skills and, of course, knowledge and understanding within some discrete lessons and through interdisciplinary learning.

All stages adopt a responsive and integrated approach to delivering the social studies curriculum in order to make connections in learning through all areas. A strong emphasis is placed on global educational links as well as enterprising activities. We actively seek out opportunities to make partnerships with other establishments - nationally and internationally.

Expressive Arts

The creative and imaginative talents of the children are developed through art and design activities, music, drama and dance. We value the arts within Gartconner Primary and provide quality learning and teaching in these areas through our development of clear and comprehensive programmes of study. Class teachers work alongside music instructors and other specialists to deliver quality learning experiences for pupils.

Instrumental tuition in Violin is offered from Primary 4, when pupils are auditioned for the instrument of their choice. The instrumental music service has extended its offering to brass, chanter and drumming tuition in session 2021/22. The local authority provides percussion lessons for P4 pupils.

Technologies

Our programme for technologies looks at aspects of technological developments in society as well as ICT to enhance learning. The basic skills of technology are introduced at the early level and developed throughout the primary stages in order that children can fully integrate their technological skills to enhance all areas of their learning.

Science

The four main aspects taught within science are:

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

Our planning is in line with Curriculum for Excellence and delivers stimulating lessons which are interactive and fun. We worked in partnership with the Kirkintilloch cluster to develop a programme of study to ensure a progression of skills in the sciences. We will continue to develop links with external agencies to enrich our programme.

Religious and Moral Education

We follow the guiding principles and aims of the Regional Policies on Religious Education and Religious Observance (1993). The resource packs for Christianity and other world religions are used to support the teaching of Religious Education and are incorporated into our curriculum. We also adopt a whole school approach to the religious and traditional aspects covered through Christmas and Easter.

Religious Instruction and Observance

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

Sensitive Aspects of Learning

Parents can be provided with any information regarding sensitive aspects of education such as our health and wellbeing programme, e.g. sexual health, drug awareness and online safety by contacting the school. Our Sexual Health programme content is available online and a link will be sent to parents before this is covered in school. Please remember that we are partners in your child's education and your voice is very important. Please let the headteacher know if there is anything that you would like to discuss.

Developing Young Workforce

Through a variety of interdisciplinary approaches we develop skills for lifelong learning and work including a specific careers focus in Primary 7.

Home Learning

'Homework' in primary school can often be the evening battleground of many tired pupils and parents. We want to ensure that the impact of learning at home is as great as the investment that families put into doing it.

The philosophy behind the homework policy is to practise and consolidate key concepts and skills previously taught in class. Homework consists mainly of literacy and numeracy activities, although there may be times when the children are asked to find information about their topic, make/design an item or conduct a survey. On average, homework should last between 15 - 30 minutes depending on the age and stage of your child. Pupils, particularly in the infant classes, should be encouraged to practise their reading at home with you, to talk about the pictures and to predict what is going to happen next.

Teachers at each stage will tell you about the homework to be done throughout the week. The most profitable and effective "homework" for your child is your own interest and involvement in his/her schoolwork for a short time each evening. It is hoped that homework tasks will give parents the opportunity to work with their children at home and provide some insight into the learning taking place within Gartconner Primary.

We will encourage active approaches to learning throughout the year that involve parents and pupils participating together.

A copy of our homework policy can be found on our school website.

Extra Curricular Activities and Excursions

Throughout the year we offer a variety of extra curricular activities and outings to our pupils. These are run by staff, Active School's Leaders and outside providers. Such clubs include running, skipping, netball, football, dance and drama at various times throughout the year.

At Gartconner, we also offer pupils opportunities to extend their learning beyond the school gate. Educational outings in the local community and further afield are planned to enhance learning.

In Primary 7, pupils are offered the opportunity to participate in a week long activity based residential visit.

In advance of all excursions outwith the local area, parents are notified and must complete the relevant permission slips and provide any necessary medical information. Risk Assessments are undertaken before excursions take place.

Assessment and Reporting

Liaising with and Involving Parents in their Child's Education

Assessment is undertaken through a suite of activities centered around each pupil's needs on a yearly basis. This will be school based, ongoing teacher assessment and standardised assessment. Staff moderate and track pupil learning termly and report to the Senior Management Team through learning, Teaching and Assessment meetings

Every child in P1, P4 and P7 will undertake national standardised assessments (SNSA) covering some aspects of reading, writing and working with numbers. For further information, please refer to 'Assessment within East Dunbartonshire Schools' which is on our school website.

Parents receive one written report on pupil progress throughout the year. There are also opportunities to meet formally during Parents' evenings twice per year. Results of the above assessments can be shared with parents during the Parent Interviews.

Parents may also be invited to 'Team Around the Child' meetings if appropriate to support pupil progress.

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
12 Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 1234510

Email: greg.bremner@eastdunbarton.gov.uk

Early Learning and Childcare Centre

East Dunbartonshire Council is committed to the provision of high quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible.

The [Early Years Admissions Policy](#) sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.

Early learning and childcare provision is non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Early Learning and Childcare Provision

Our early years centre provides places for 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 [East Dunbartonshire Council website](#)

Funded places can be accessed either in a local authority early years centre or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary and independent sector, as well as childminders who have been accepted into East Dunbartonshire Councils early years procurement framework to provide early learning and childcare.

The [East Dunbartonshire Council website](#) sets out clear information to guide the online application process for all funded early years places. Applications for 3 and 4 year old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested, however, this is not guaranteed and all places are allocated as per the [Early Years Admissions Policy](#). Parents are required to upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at application stage.

Some two year olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. This criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two year old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying income, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two year olds can start from the term after their second birthday, as per the Early Years Admissions Policy. Parents will also be required to complete an application for their child's 3 and 4 year old place.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two year olds; [online applications can be found on the website](#).

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.

From August 2023, a change in Scottish Government legislation means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. [Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website](#).

It is important to note that parents who are applying for deferred entry for their child must also [register their child for Primary 1](#). The [Early Years Admissions Policy](#) provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it would be considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

Transfer from Early Learning Childcare Centre to Primary

Registration and enrolment

Information on new school entrants can be found on the [East Dunbartonshire Council website](#).

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

sharedservices.education@eastdunbarton.gov.uk .

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

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 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 whole 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.

You are still required to enrol your child(ren) at your catchment school even if you are also applying to defer their entry and take up an additional year of early learning and childcare.

Enrolment dates will be available through the [East Dunbartonshire Council website](#) .

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

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in Decemeber/ 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.

Catchment Secondary School

The catchment secondary school for Gartconner is Kirkintilloch High School.

Kirkintilloch High School
Waterside Road
Kirkintilloch
G66 3PA
Telephone – 0141 955 2372

Close links are maintained with Kirkintilloch High School throughout the year. Individual arrangements are made for pupils with Additional Support Needs. Visits for Primary 7 pupils are organised before the summer holidays. During transition arrangements, parents are also invited to view the school and are given information relating to their new school.

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 considered following the application process detailed on the Placing Request section of the [East Dunbartonshire Council website](#).

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 their catchment school using the registration process detailed on the [East Dunbartonshire Council website](#) whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

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

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

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

Any Placing Requests received after the 15th March for Primary and Secondary 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 of their 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.

Support for Learners

Pupil Support Groups (PSG) and Support for All Meetings

Gartconner operates 6 PSGs per year with a specific focus for each meeting. During these meetings the Education Psychologist will work with the senior management, class teachers and Education Support staff to discuss pupils who require support in wellbeing or learning. Any pupil can be discussed at this meeting and strategies will be implemented within class as part of a differentiated planning process.

Ms McGoldrick oversees the additional support needs of all children and works closely with our partners within local nurseries and the associated secondary school, Kirkintilloch High, particularly during periods of transition.

The Education Support teacher Mr Holmes works with pupils and staff to meet the needs of all learners. He may work with different groups assigned by the class teacher or work with whole classes alongside the teacher.

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 Child 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 coordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

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

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents 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 go to www.resolvemediation.org.uk

Support for Learning Services

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

These are:-

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

The Services support pupils through:-

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

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include 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. 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 , 0845 123 2303

Scottish Independent Advocacy Alliance, 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 , 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.

Pastoral Support

The school and nursery pastoral support is addressed by the child's Key Worker or Class Teacher in the first instance. Steps to support pupils would then pass to the Principal Teacher, then to the Depute Head Teacher responsible for their departments. Children with additional support needs may also have pastoral support from the Learning Support Co-ordinator for each department.

The Head Teacher has the ultimate responsibility for Pastoral Support within the School and nursery and will attend meetings and create actions to address support in conjunction with the learner, their family and external agencies as required.

A number of organisations out with East Dunbartonshire exist to provide advice and support for pupils. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

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.

School Improvement

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.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements and areas of future focus for improvement.

We have made good progress through our School Improvement Plan for session 2022/23 and give some indication of the key points of progress and further areas for completion during the remaining session.

Key points of progress:

We have been reviewing the teaching of numeracy and placed an increased focus on the skills that permeate all learning across Numeracy and Maths. Additional support groups working with parents, pupils and staff have helped make improvements across the school in pupils' confidence and attainment.

The responsibility of all citizens in helping to tackle the climate emergency has been put firmly in the centre of the work of the school and the early years centre. We have created a Sustainability Community Group in partnership with local stakeholders and are now in the first year of a 5 year plan to ensure our children are at the heart of creating meaningful change in the local environment. Investment in infrastructure has helped to create an outdoor classroom and our poly tunnel will be built this session to enable food growing throughout the year. OPAL is the name of the Outdoor Play and Learning project that has been implemented this session and has greatly improved the social skills and emotional regulation of our learners. The emphasis on play is in response to the hugely negative impact of lockdown on pupils' health and wellbeing.

School Improvement Plan

The main priorities for the coming session will continue to be:

- ✓ Raising Attainment in Literacy and closing the poverty related attainment gap
- ✓ Raising Attainment in Numeracy and closing the poverty related attainment gap
- ✓ Improving pupils Health and Wellbeing

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 (eg. 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 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 or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. 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.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

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.

Pupils are not permitted to wear makeup at school outwith special festivals and party days.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities. Earrings cannot be taped up.

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 painted 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.

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

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

Gartconner Badged Items	MAPAC	BARU
Blue polo shirt	✓	✓
Burgundy round neck sweatshirt	✓	✓
Burgundy cardigan sweatshirt	✓	✓
Burgundy wool blazer	✓	✓
Burgundy polyester blazer	✓	✓
Burgundy V-Neck knitted jumper (cotton/acrylic/wool options)	✓	✓
Burgundy knitted cardigan (cotton/acrylic options)	✓	✓
Burgundy Waterproof winter jacket	✓	✓
School Tie	✓	✓

The following un-badged uniform items can be bought from any clothing retailer:

Grey trousers/shorts/skirt/pinafore
Burgundy jumper/cardigan/sweatshirt or tank top
Blueshirt/Blue Polo shirt
Grey socks/tights
Gym shorts and T-shirt
indoor shoes (plimsolls/trainers)— Children can wear any footwear to come to school
Blue Gingham summer dresses
Burgundy Windcheater jacket (Kagool)
BurgundyFleece

Any footwear for outdoor use is acceptable (including on the MUGA pitch) except studded boots. Pupils require a change of shoes for indoor use only, for example black plimsolls, trainers or school shoes.

School Meals

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

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

From January 2022 all P1-P5 pupils are entitled to a Free School Meal. This is universal and in line with the Scottish Government Guidelines.

Some families may also be eligible for school clothing grant and free school meals. Information on eligibility criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals.

TRANSPORT

(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. **PRIMARY ONLY.** 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 catchment primary school by the recognised shortest walking route. **SECONDARY ONLY.** 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 secondary pupils who live three miles or more from their catchment secondary 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. 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 at the beginning of the academic year.

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.

(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 parents' 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.

Adverse Weather Conditions

DRIVER'S RESPONSIBILITIES

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

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

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

If your child takes ill during the school day the School Office staff will contact you. Depending on what the illness is we may ask you to collect your child with immediate effect. We will however, do all we can to make sure your child feels comfortable and on occasion if they feel better may also return them to class.

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.

DATA PROTECTION ACT 2018

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

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.

Gartconner's policy is:

1. Pupils are discouraged from bringing mobile phones to school
2. 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 within the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone out with the policy of the school, the phone will be confiscated. When a phone is confiscated, it will be held in the school safe and can only be collected at the end of the school day.
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 03001234510, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

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

This policy, 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.

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

- a. before the commencement or during the course of the school year in question.*
- b. in relation to subsequent school years.*