

# Bearsden Primary School Handbook 2024-2025



**DIGITAL SCHOOLS**  
AWARDS SCOTLAND



sustainable thriving achieving  
**East Dunbartonshire Council**  
[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)



## OUR VISION, VALUES AND AIMS

### Bearsden Primary School:

'Challenging a community of learners to achieve excellence.'

### Values:

Honesty

Fairness

Respect

### At Bearsden Primary School we aim to:

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

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

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

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Dear Parents,

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

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

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

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

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

With very best wishes,

**Catriona Smith**  
**Head Teacher**



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

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

### **Roll**

The school is co-educational, non-denominational and takes pupils from primary 1 to primary 7. The present roll at January 2024 is 428 pupils arranged in 15 classes. Primary 1 has a maximum class size of 25 (capped at 60 in total). Primaries 2 and 3 have a maximum class size of 30 and for Primary 4-7 maximum class size is 33.

The functional capacity of the school is 480. The working capacity is 457. Parents should note that the working capacity of the school may vary, dependent upon the number of pupils at each stage and the way in which the classes are organised.

### **Hours**

	<b>Start time</b>	<b>Finish time</b>
P1 & P2	8.50am	2.50pm
P3 & P4	8.55am	2.55pm
P5,6 & 7	9.00am	3.00pm

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



## SCHOOL STAFF

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

### Class Teachers

Miss Megan Bryce	P1	Mrs Lisa McKay	P5
Mrs Nicola Johnson	P1A	Miss Natalie Beattie/ Mrs Angela Govenden	P5A
Miss Jana Williamson	P1B	Mr Patrick Prunty	P6
Mrs Carly Rae	P2	Mr Douglas McGregor	P6A
Miss Emma Stewart	P2A	Mrs Nadine Boyd	P7
Miss Robyn Higgins	P3	Miss Katherine Jaycock	P7A
Miss Lesley Graham	P3A		
Miss Amy Thomson	P4		
Ms Amanda Mackenzie	P4A		

Mrs Elena Capaldi	Non Class Contact Cover
Mr Alasdair Findlay	Non Class Contact Cover
Mrs Angela Govenden	Non Class Contact Cover
Mrs Gillian Bell	Non Class Contact Cover
Mrs Kenna Reid	Non Class Contact Cover
Mrs Kathryn MacPherson	Non Class Contact Cover
Mrs Lowra McGonagle	Non Class Contact Cover/ Teaching Kitchen

### Support for Learning Assistants

Mr Remi Bourret  
Mrs Lorraine Johnston  
Mrs June MacLean  
Mrs Rebecca Anderson  
Miss Sophie MacColl

### Classroom Assistants

Mrs Catherine Campbell  
Mrs Rosie McArthur  
Mrs Sheila Gordon  
Mrs Susan Whitehead

### Housekeepers

Mrs Samina Matloob  
Miss Katie Andrew

### Administration Assistants

Mrs Tara White

### Clerical Assistants

Mrs Fiona Craig  
Miss Danielle O'Donnell

### Building Manager

Mr George Andrew

## **Holidays 2024-2025**

### **August 2024**

Teachers return (In-service day)	Monday 12 August
In-service day	Tuesday 13 August
Pupils return	Wednesday 14 August

### **September 2024**

September weekend	Friday 27 September to Monday 30 September
Pupils return	Tuesday 01 October

### **October 2024**

In-service day (Teachers)	Friday 11 October
October break	Monday 14 October to Friday 18 October
Pupils return	Monday 21 October

### **December 2024 and January 2025**

Last day of term (2:30pm finish)	Friday 20 December
Christmas and New Year	Monday 23 December to Friday 3 January
Pupils and teachers return	Monday 6 January

### **February 2025**

February break	Monday 17 February to Tuesday 18 February
In-service day (Teachers)	Wednesday 19 February
Pupils and teachers return	Thursday 20 February

### **April 2025**

Last day of term (2:30pm finish)	Friday 4 April
Easter Break	Monday 7 April to Monday 21 April
Pupil and Teachers Return	Tuesday 22 April

### **May 2025**

May Day (closed)	Monday 5 May
In-service day	Tuesday 6 May
Pupils and teachers return	Tuesday 7 May
May weekend	Friday 23 May to Monday 26 May
Pupils and teachers return	Tuesday 27 May

### **June 2025**

Last day of school (1pm finish)	Wednesday 25 June
In-service Day – no pupils attend, school staff only.	

# **CURRICULUM AND ASSESSMENT**

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## **Curriculum for Excellence**

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

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



Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

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

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

It affords equality of opportunity to all children at school and seeks to provide challenge and enjoyment through all learning activities offered.

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

The eight curricular areas are developed as follows:-

### **1. Health & Wellbeing**

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

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



## 2. Languages and Literacy

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

### Reading:

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

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

### Writing:

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

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

### Talking & Listening:

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

### 1 + 2 Languages Approach:

A structured programme of French is followed by all pupils in line with the Scottish Governments 1 + 2 approach to Modern Languages. The approach encourages spoken language and includes a number of activities, songs and games designed to foster confidence in spoken French with language learning being part of everyday life in the classroom. Our second language is Spanish which the children learn a block of from P5-7.

## 3. Mathematics and Numeracy

We develop skills in the following areas:

Number, money and measure  
Shape, position and movement  
Information handling



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

There is a strong emphasis on mental calculation throughout the school and this is practised daily. Interactive mental maths plays a vital part in the children's knowledge and understanding of number and each class has a range of material to facilitate this. We use supplementary materials and games to help children to be actively involved in their learning. These include maths games, problem solving activities and digital technology. In this way we can cater for the needs of all children within the school.

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

#### 4. Social Studies



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

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



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

#### 5. Sciences

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

The key concepts covered are:

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

#### 6. Technologies

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



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

#### 7. Expressive Arts

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

#### 8. Religious and Moral Education

The religious and moral education programme was updated during the Session 2023/24 to reflect current guidelines in Scottish education. Children learn about Christianity, Islam and Hinduism to reflect the demographic at Bearsden PS. Other religions may be explored if relevant to particular learning contexts. Pupils are encouraged to develop their own beliefs and values as they reflect and learn *about* religion as well as learning *from* religion.

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

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

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

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

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

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

### **Assessment**

Teachers use a range of assessment strategies continually to gather evidence of pupils' attainment, this ensures pupils are provided with appropriate programmes of learning.

At Bearsden Primary we use the platform Seesaw to share samples of children's work termly with parents. Seesaw is also used to share whole class information and give a taster of what children are learning about in school.

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

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

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

The school offers high-quality universal and targeted support to enable all children to achieve success. A Pupil Support Group (PSG) provides a forum for discussion relating to specific children's learning and development needs. The co-ordinator of the group is Aileen Wilson DHT and the group includes staff drawn from school support services e.g. Education Support Team, link Educational Psychologist and where possible multi-agency partners e.g. School Nurse, Speech and Language Therapist.

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

### **Homework**

We recently consulted with the Parent Council and the wider parent body to gather opinion on homework. The majority of parents/carers voted for the removal of generic daily/weekly homework in favour of a more bespoke provision. We are increasingly aware that research regarding the impact of homework on children's attainment shows that there is little evidence to suggest that the traditional model of homework impacts positively on children's learning. As a parent you may wish to undertake your own more regular home learning. To accommodate this staff will continue to update Seesaw so that you can see the work that is being undertaken in class, and can support your child accordingly.

#### **What is bespoke homework?**

This means that throughout their time at Bearsden Primary, pupils may be set specific homework in numeracy and literacy if the class teacher identifies a need for additional practice. For example, this may be to consolidate spelling or

phonics rules or develop a particular skill in maths. These activities may be short term and tasks set for a few days or weeks.

Through analysing assessment data throughout the year, we may identify small groups of learners who require some additional support in certain areas. This will be provided in consultation with the senior leadership team to ensure a consistency of approach.

Reading homework, particularly at the lower stages, will continue to be set by teachers. We also encourage ALL children to embark on personal reading at home. In the early stages of Primary 1, children will be given sight word and phonic activities to practise at home.

**Personal Research**

As a school, our pupils experience an enquiry based learning approach (PEBL) in many areas. At times pupils and teachers may wish to extend this to include research at home. Teachers will send home or post information on Seesaw about this.

**Keeping Parents Informed**

Each term parents will receive both the school Newsletter and individual class Termly Updates. These both give an overview as to what children are learning in school. Additionally, teachers will continue to post regular updates on Seesaw Class Story and in each child’s Journal.

## **SCHOOL ETHOS**

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

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



We were recognised as being a Unicef ‘Rights Respecting’ Gold School. This award was given to recognise our commitment to embedding children’s rights into the work and life of the school, and we are incredibly proud of this achievement. It is the thread of all that we do at Bearsden Primary and is reflected in all classrooms and playground.

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

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



**Pupil Voice**

Every pupil in P4-7 are part of a Pupil Participation Group (PPG). PPGs meet every 4 weeks on a Wednesday morning. Our committees are –

- |                      |                           |
|----------------------|---------------------------|
| Health and Wellbeing | Sports                    |
| Playground           | Eco                       |
| Gardening            | Pupil Council             |
| School Newspaper     | Young Workforce           |
| Local Community      | Anti-Bullying             |
| Problem Busters      | Events                    |
| Fair Trade           | Bookworms                 |
| Digital Leaders      | Rights Respecting Schools |

**House Captains**

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

**The School and Community**

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

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

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

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

# **SCHOOL DISCIPLINE**

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

**Anti-Bullying Procedures**

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

# **ATTENDANCE AT SCHOOL**

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Attendance at School  
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.

Attendance must be recorded twice a day, morning, and afternoon. 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.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the “participation in a programme of educational activities arranged and agreed by the school” (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

<b>ATTENDANCE PERCENTAGE</b>	<b>NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR</b>	<b>FURTHER INFORMATION</b>
<b>95%</b>	<b>9 days</b>	<b>Attendance at or above this level gives a learner the best chance of success.</b>
<b>90%</b>	<b>19 days</b>	<b>Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.</b>
<b>80-85%</b>	<b>27-36 days</b>	<b>Attendance at this level has serious implications for learning and progress.</b>

There are a key rights, duties and legal obligations in relation to attendance as outlined in ‘[Included, Engaged and Involved \(Part 1\)](#)’. These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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attendance are removed. Schools and partners should work collaboratively to promote and support good attendance. The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

[Included, Engaged and Involved \(Part 1\)](#)

### **Un-notified Absence**

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

### **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 or social media. There will also be updates on the website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

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

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

Please ensure that your child knows 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.

### **Wet Weather Arrangements**

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

### **Supervision of Playgrounds**

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



## **MEALS**

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

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

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

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

Parents can pay for and pre-order their children's lunches using our cashless catering scheme- information will be issued to parents once registered at the school. Packed lunches also come to the canteen to have their lunch. There is a rota for the canteen which changes each week to determine the order that stages come to the canteen. No drinks cans or glass bottles should be brought to school- we encourage healthy drinking and children can bring a refillable water bottle to school. Please be aware of allergies within the school when preparing your child's snack/ packed lunch- no nuts or nut products are allowed.

### **Free School Meals**

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 may 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](http://www.eastdunbarton.gov.uk) under School Clothing Grants and Free School Meals.

## **CLOTHING AND SCHOOL DRESS**

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

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

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.

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

The appropriate clothing and footwear for PE is a T-shirt, shorts and sports shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to



participate in the PE lessons. – **please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.**

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

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

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](http://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.



**Bearsden Uniform is set out below**

Navy blazer

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

Grey/Navy trousers, navy skirt, pinafore dress

White shirt

Navy sweatshirt and white polo shirt with the school badge

School tie

Grey pullover or slipover/ navy cardigan or slipover

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



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

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

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

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

## ILLNESS OR ACCIDENT IN SCHOOL

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

### Medical and Health Care

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

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

## Parental Involvement and Engagement

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

Parents Meetings are held twice a year, November and March. These are times when it is possible to have a helpful talk with the teacher to discuss progress made by pupils and exchange information. We have moved to reporting to parents on a more regular basis through the use of Seesaw and sharing children's work and next steps with parents termly through this.

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

Each week the office emails a copy of Weekly News home to our parents/.carers. This keeps parents up to date with current matters and also reminders about upcoming dates/ events. A monthly newsletter is produced to keep you informed about everything that is happening in school. The newsletters are e-mailed to the children's main contact and are also available on the school website.

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

Other ways of developing the home and school partnership include:

- Curricular workshops
- Attending class open days and assemblies
- Volunteering as a Parent Helper
- Parental questionnaires/feedback sheets etc to gather parental views
- Class newsletters / homework diaries / Learning journeys

# Bearsden Primary School

HANDBOOK 2024/2025

- Sharing sensitive aspects of learning with you e.g. sexual health and relationship education
- Involvement in Team Around the Child meetings, where required, to support individual learning needs/ plan for transitions etc.

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

## Parent Council

Parent Councils are the formal representative body for parents/carers with children attending school.

Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

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

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

January Morgan White
Katherine Sneedden
Lynne Parsons
Laura Snowball
Will Innes
Michelle Ierna
Bea Cunningham
Laura Pujol
Claire Foss

There is also a section on our website for Parent Council- <http://www.bearsden.e-dunbarton.sch.uk/parents-info/parent-council/>

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

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

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

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

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

The Scottish Parent Teacher Council (now known as Connect) 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 474 6199, or email on [info@connect.scot](mailto:info@connect.scot) or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

### **Improvement Planning**

#### **Raising Attainment**

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

#### **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. Our annual report can be found on our website <http://www.bearsden.e-dunbarton.sch.uk/school-info/standard-quality-reports/>

Our Improvement Plan Priorities for 2023-2024 are:

Priority	Intended Outcomes
Curriculum Rationale	<ul style="list-style-type: none"> <li>• Almost all pupils, parents and staff will understand what a curriculum rationale is and why we have it.</li> <li>• Continue to build on pupil voice throughout the school.</li> </ul>
Play into Enquiry/ IDL	<ul style="list-style-type: none"> <li>• Children will have a progressive social subjects curriculum form P1-7 based on the principles of Pupil Enquiry.</li> <li>• Children will explore all E&amp;O's across the curriculum in their journey through P1-P7, resulting in progressive planning that incorporates breadth and depth in all areas of the curriculum.</li> </ul>
Embedding inclusion, wellbeing and equality	<ul style="list-style-type: none"> <li>• Children will be able to recognise themselves within our curriculum and it will be reflective of our school community.</li> <li>• Staff confidence in delivering an anti-racist curriculum will be increased.</li> <li>• Parents will have a clear understanding of our work on inclusion, diversity and meeting children's needs.</li> <li>• Anti- Bullying policy will be updated in line with current Respect Me guidance.</li> <li>• Religious and Moral Education (RME) Planners will reflect the diversity of our school community.</li> </ul>

A full copy of this plan can be found on the school website <http://www.bearsden.e-dunbarton.sch.uk>

### Extra Curricular Activities

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



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



## TRANSITIONS AND ENROLMENTS

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East Dunbartonshire Council is committed to the provision of high quality early 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.**

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.*

### **Registration and enrolment**

Information on new school entrants can be found on the council's website, [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). Enrolment is in November 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](mailto:sharedservices.education@eastdunbarton.gov.uk)

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

### **Primary School Admissions**

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

Enrolment dates will be set by the Education Service and the enrolment should be completed in November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and Early Learning & Childcare Centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

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

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 at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

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

### **Secondary School Admissions**

Transfer Information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

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

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

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

### **Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary 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 15<sup>th</sup> March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

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

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

### **Mid-Session Transfers**

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

### **Transport for Placing Requests**

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

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

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### **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, disability, gender reassignment, marriage and civil partnership, [pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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

*The Equality Act (2010).*

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.*

[Technical guidance for schools in Scotland | EHRC \(equalityhumanrights.com\)](http://equalityhumanrights.com)



### **Race**

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

### **Disability**

The Disability Equality Duty (DED) places Education Authorities under a statutory duty to actively promote disability equality across all of their functions (policies and practices). East Dunbartonshire Council’s Education Service’s Disability Equality Scheme (DES) and Action Plan were published in December 2006. This Scheme and Action Plan will build on the wide range of work that the Education Service does to promote disability equality in East Dunbartonshire Schools. More information on this can be found in the Disability Equality Scheme (DES) and Action Plan for the Education Service. Further information is also available in the Education Service’s Accessibility Strategy. A copy of these documents can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1XQ. Tel: 0141 578 8709.

### **Gender**

The Gender Equality Duty (GED) was created by the Equality Act 2006. The GED requires Scottish Schools and Education Authorities to actively promote sex equality and improve services, policies and practices for all boys and girls. Schools and support services in East Dunbartonshire work hard to ensure that all pupils achieve their full potential and their Gender Equality Scheme and Action Plan reflects this commitment. A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1XQ. Tel: 0141 578 8709.

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

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

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

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

### **Child Poverty**

The impact of poverty can have a significant effect on children’s achievement and attainment.

The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.

In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer’s financial background.

If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For example:

School uniform recycle

Assistance with trips/outings  
Festivals and fundraising events

### **The Promise**

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1 and individual service briefings, have helped to inform the plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

### **UNCRC**

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Incorporation of the UNCRC Bill 2021 ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

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

In East Dunbartonshire Council we have our **Including Every Learner Policies – Promoting positive relationships and managing behaviour that challenges and Policy and provision for children and young people with additional support needs**. These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

### **Guiding Principles**

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all.

### **Universal and Targeted Levels of Support:**

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

The majority of learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs then a rigorous process of assessment, planning and support is put into place.

There are a number of resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has an Autism Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Autism Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication including those diagnosed with autism. The role of the Autism Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers; planning for establishment's Autism Acceptance Week; and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs. Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy,

Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

### **Targeted Intervention Tier 2 provision:**

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.

East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

### **Targeted Intervention Tier 3 provision:**

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).

The GLG is the decision-making forum for all specialist placements.

*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.*

*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](http://www.resolvemediation.org.uk)*

### **Specialist Support Service**

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.

### **Additional Support Needs**

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

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

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

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

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

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

### **Autism Adviser**

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism

Awareness Week; running a parents'/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

### **Advocacy**

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

### **My Rights My Say**

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

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 510 9410

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

### **Supporting Families Service**

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: [parenting@eastdunbarton.gov.uk](mailto:parenting@eastdunbarton.gov.uk). A member of the team will be in touch.

### **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.

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

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

*“Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use”.*

### **(National Child Protection Guidance, 2021, p.12)**

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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 to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.

If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer 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.

### **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. In Bearsden Primary, this is Catriona Smith, Headteacher.

### **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.

### **Transport**

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



**(a) General**

**It is a parent's responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner.** In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their local primary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The Chief Education Officer has discretion in special circumstances to grant permission for pupils' to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

**(b) Pick up Points**

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

**(c) Placing Request**

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

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

**(d) Adverse Weather Conditions**

**Driver's Responsibilities**

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

**Strathclyde Partnership For Transport (SPT) /East Dunbartonshire Council's Responsibilities**

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).

\* In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.

- At the beginning of every session, the school should update the contact details for all parents/ guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

### **Parental Responsibilities**

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

### **MEDICAL AND HEALTH CARE**

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

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

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

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

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

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

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

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

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

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

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

**DATA PROTECTION ACT 2018**

East Dunbartonshire Council will process your child’s personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child’s personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - [www.eastdunbarton.gov.uk/council/privacy-notices](http://www.eastdunbarton.gov.uk/council/privacy-notices)

**ACCESSING YOUR CHILD’S PUPIL RECORDS**

Parents have a legal right of access to their child’s core education records, regardless of the age of their child. These are the records held within your child’s Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child’s file, please apply in writing to the Head Teacher. A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child’s behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD’S LEGAL RIGHTS	PARENT’S LEGAL RIGHTS
Under 12	A child’s parent or guardian may apply on the child’s behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR)  No legal right to all records unless acting as child’s representative because child is unable to show suitable maturity or understanding

**FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

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

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

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

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil’s image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide.

Pupil photographs will be held with the school’s Management Information System (SEEMIS), parents will be asked for consent.

**PUPIL USE OF MOBILE PHONES IN SCHOOL**

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

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

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

### **The ScotXed Programme**

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme. The following explanation has been provided directly by ScotXed:

### **Transferring Educational Data About Pupils**

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### **Why do we need your data?**

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

### **Data policy**

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

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

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

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

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

### **Concerns**

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

### **Business Continuity**

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep in touch by regular updates to our school website, using letters and notices in local shops, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

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

### **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

## **Bearsden Primary School**

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exceptional circumstances.

- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.

If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

### **Information**

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

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

### **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.

**Useful Addresses**

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**Bearsden Primary**

Roman Road  
Bearsden  
Glasgow  
G61 2SY  
Tel: 0141 955 2254  
Email : [office@bearsden.e-dunbarton.sch.uk](mailto:office@bearsden.e-dunbarton.sch.uk)

**Bearsden Early Years Nursery**

166 Drymen Road  
Bearsden  
Glasgow  
G61 3RG  
Tel: 0141 955 2218  
[eyc@bearsden.e-dunbarton.sch.uk](mailto:eyc@bearsden.e-dunbarton.sch.uk)

**Education Offices**

Southbank House  
Strathkelvin Place  
Kirkintilloch  
G66 1XQ  
Tel: 0300 123 4510  
[shareservices.education@eastdunbarton.gov.uk](mailto:shareservices.education@eastdunbarton.gov.uk)

**Local Councillors**

Ian Gallagher - Bearsden South  
Andrew Polson - Bearsden South  
Vaughan Moody - Bearsden South

12 Strathkelvin Place  
Kirkintilloch  
G66 1TJ  
Tel: 0141 578 8086

**Area Registration Office**

Bearsden Community Hub  
69 Drymen Road  
Bearsden  
G61 3QT  
Tel: 0300 123 4510

**Schools Letting Office**

Business Support  
Suite F4  
6 Strathkelvin Place  
Kirkintilloch  
G66 1XT  
Tel: 0141 578 8695  
Fax: 0141 578 8945  
[letting@eastdunbarton.gov.uk](mailto:letting@eastdunbarton.gov.uk)

**Social Care and  
Social Work Improvement  
Scotland**

Tel : 0333 405 3333

**Bearsden Primary After School Club**

Tel: 0141 942 0047 / 07966388178  
[bpasc@aol.com](mailto:bpasc@aol.com)