

# GARTCONNER PRIMARY SCHOOL HANDBOOK 2024/25



Gartshore Road, Kirkintilloch, G66 3TH  
Telephone 0141 955 2323  
[www.gartconner.e-dunbarton.sch.uk](http://www.gartconner.e-dunbarton.sch.uk)  
[office@gartconner.e-dunbarton.sch.uk](mailto:office@gartconner.e-dunbarton.sch.uk)

Head Teacher – Mr Paul Manley

Deputy Head Teacher – Ms Lynne McGoldrick



Dear Parents and Carers,

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

Section 1: Information about the school

Section 2: Parental involvement & Engagement

Section 3: School ethos

Section 4: Curriculum for Excellence

Section 5: Assessment and reporting to parents

Section 6: Support for pupils

Section 7: Transitions

Section 8: School improvement

Section 9: School policies and practical information

I hope you find this information interesting and informative.

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

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

Paul Manley  
Head Teacher

## East Dunbartonshire Vision

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

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

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

We share the Council's commitment to:

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

# Gartconner Vision

## Our Vision

*'Learning, Leadership and Achievement for All'*

## Our Values

*'Fairness, Friendship, Inclusion and Respect'*

## Our Aims

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

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

*" We are one big Family"*



## Information about the School

<b>Address:</b>	Gartshore Road Kirkintilloch G66 3TH
<b>Telephone Number:</b>	0141 955 2323 School 0141 955 2324 Nursery
<b>E-mail:</b>	office@gartconner.e-dunbarton.sch.uk
<b>Website:</b>	www.gartconner.e-dunbarton.sch.uk
<b>Planning capacity:</b>	<b>270</b>
<b>Present Role</b>	Nursery - 93 School - 261
<b>Stages covered:</b>	2 -5 Years Early Years Centre and Primary 1 – 7

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

**Denominational Status:** Non – denominational

**Status:** Co - educational

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

### **Community Facilities:**

Those wishing to let the premises should contact:

CLD & Childrens Services (School Letting Office)

The Marina

Strathkelvin Place

Kirkintilloch

G66 1TJ

Tel no: 0300 1234510

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

# Staff Information

	<b>School Staff</b>
<b>Head Teacher</b>	Mr Paul Manley
<b>Depute Head Teacher</b>	Ms Lynne McGoldrick
<b>Principal Teachers</b>	Ms Emmaline Ferris Mrs Julie Cameron Mrs Loren Rolinska
	<b>Teaching Staff</b>
P1A	Ms Kate Nelson
P1B	Mrs Anderson
P2A	Miss Laura Marshall (probationer)
P2B	Ms Pauline Connelly
P3	Mrs Anna Pattison
P4/3	Ms Claire Galbraith
P4	Miss Lauren Pepper (probationer)
P5	Mr Louis McLean (probationer)
P6/5	Mrs Sharon Kavanagh
P6	Mrs Elaine Jarman
P7	Mrs Lynn Wilson & Miss Katie Gilmour
	<b>Nursery Staff</b>
<b>Depute Head of Centre</b>	Mrs Rachel Travers/Mrs Jan Robinson (Job Share)
<b>Senior Early Years Worker</b>	Mrs Hoda Al Hili
<b>Nursery Administrator</b>	Mrs Pippa Smith
<b>Nursery Teacher</b>	Mrs Elizabeth Wilson & Ms Lynsey Docherty
<b>Early Years Workers</b>	Mrs Amy Gray Ms Alison Berrie Mrs Angela Curtis Ms Caroline Cowan Mr Ross Harrison Ms Sarah McBride Ms Lynsey Murray Ms Kirsty Weir Ms Rachel Rodger Ms Suzanne Wright Ms Claire Holmes Ms Linda McColl (maternity) Ms Megan Hutchison Ms Monica McKernan Ms Leanne Ritchie Ms Shauna Turner Ms Barbara Mason Mrs Kim Pepler Ms Rachel Baikie Ms Madelene Stewart Ms Doaa Mohammed Ms Antonia Giovanna Spagnoletti
<b>Early Years Support Workers</b>	Ms Katey Bodle (maternity) Ms Josephine Kerr
<b>Early Years Young Apprentice</b>	Ms Toni Anderson
<b>Visiting Teachers</b>	Mr Tom Holmes - Support for Learning Teacher



## Classroom Assistants

Mrs Claire Jackson  
Mrs Gemma Stewart

## Support for Learning Assistants

Mrs Valerie Milne  
Ms Stacey Ashfield  
Mrs Lynne Gorman

## School Psychologist

Ms Daisy Bateman (maternity)  
Miss Lucy Paterson

## Admin Assistant

Miss Emma Savage/Mrs Sharon Houston

## Clerical Assistant

Mrs Sharon Houston

## Janitorial Assistant

Mrs Deborah Donaldson

## FM Staff

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

Mrs Shona Reid  
Mrs Sharon McQuade

Ms Leanne Babb  
Ms Kelly Anne McManus  
Ms Shannon Best

## School Crossing Patrol

Mrs Rachel Bryce

## School Support Co-ordinator

Mr Colin Ball



# School Hours

<b>Primary 1-3</b>	8.50 – 12.15pm 1.00 – 2.50pm
<b>Primary 4-7</b>	9.00 - 12.15 pm 1.00 - 3.00 pm

<b>Intervals:</b>	Morning - 10.25 - 10.40 am Afternoon – 12.15pm – 1.00pm
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## School Holiday Arrangements 2024

<b>February 2024</b>	February break	Monday 12 February to Tuesday 13 February (Inclusive)
	In-service day	Wednesday 14 February
	Pupils return	Thursday 15 February
<b>April 2024</b>	Easter Break	Friday 29 March to Friday 12 April (Inclusive)
	Pupils return	Monday 15 April
<b>May 2024</b>	In-service	Thursday 2 May
	May Day (Closed)	Monday 6 May
	Pupils return	Tuesday 7 May
	May weekend	Friday 24 to Monday 27 May (inclusive)
	Pupils return	Tuesday 28 May
<b>June 2024</b>	Last day of school	Wednesday 26 June
<b>August 2024</b>	Teachers return (In-service day)	Monday 12 August
	In-service day	Tuesday 13 August
	Pupils return	Wednesday 14 August
<b>September 2024</b>	September weekend	Friday 27 September to Monday 30 September
	Pupils return	Tuesday 01 October
<b>October 2024</b>	In-service day (Teachers)	Friday 11 October
	October break	Monday 14 October to Friday 18 October
	Pupils return	Monday 21 October
<b>December 2024 and January 2025</b>	Last day of term	Friday 20 December
	Christmas and New Year	Monday 23 December to Friday 3 January
	Pupils and teachers return	Monday 6 January



# 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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## 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.

## Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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

## Parental Involvement & Engagement

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

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

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

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

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

## Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

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

## Members of the Parent Council are:

Chair: Fiona McGowan

### They may be contacted through:

The Parent Council email address: [gartconnerparentcouncil@gmail.com](mailto:gartconnerparentcouncil@gmail.com)

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

## Parent Teacher Association (PTA)

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

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

Contact Details [alana\\_callaghan@hotmail.com](mailto:alana_callaghan@hotmail.com)

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.

## Pupil Council and Pupil Committees

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

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

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

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

## **Pupil Voice**

We want to ensure our pupils' views are heard and have a number of ways our pupils can contribute. Each year children are invited to apply for these posts and then selected at each stage.

## **Junior Leadership Team**

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

## **Eco Committee**

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

## **Health Committee**

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

## **Events Committee**

## **Display Committee**

## **Entertainment Team**

## **Playground Pals**

## **Newshounds**

## **Gardening Crew**

## **Diversity**

## **Sustainability**

## Rights Respecting School Committee

### Fairtrade

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

## School House System

Pupils and staff are allocated to one of our four houses based on our school values: Respect, Inclusion, Friendship and Fairness.

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

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

## The School and Community

The school and its pupils have an important contribution to make to the local community. Respect for others and a caring attitude are fostered at every opportunity. The school has raised a great deal for local, national and international charities already this session. You will be kept informed about these by our school newsletter and Seesaw feed throughout the session.

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

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

## School Discipline

In Gartconner Primary we believe that it is fundamentally important to promote a positive and caring environment, in which our pupils will develop to the maximum their self-esteem and sense of worth and have respect and consideration for others.

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

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

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

## Anti-Bullying Procedures

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



## Playground Supervision

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

To help ease traffic congestion before school we have an adult presence in the school playground from 8.45am to allow parents to drop and go, limiting waiting times and possible congestion around the school. Pupil behaviour is the responsibility of parents at this time and any pupil behaving in a way that falls short of our high standards will need to remain with their parent until their normal start time of 8.50am or 9.00am.

## EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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

### The Equality Act (2010)

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

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

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

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

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

Tel: 03001234510

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

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

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

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

questions relating to the meaning, value and purpose of human life.

- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.
- The school has close links with local churches who participate in celebrations throughout the school year.

## 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

Gartconner has already achieved a Right's award and is continuing in it's quest for gold accreditation.

## Curriculum

### Curriculum for Excellence

Bringing learning to life and life to learning.

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

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

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

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

At Gartconner Primary School we offer a wide curriculum, which fosters the all-round development of your child. We aim to provide depth, breadth, challenge and enjoyment in all we teach. This is planned through a variety of core teaching and interdisciplinary approaches to learning. These are woven throughout your child's journey from P1 to P7 and opportunities to develop the four capacities are a key part of ensuring your child develops skills for life, learning and work.

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

### Numeracy and Mathematics

We utilise a range of resources to help support learning in school and have been refreshing our approaches to teaching and learning in maths through the use of a spiral maths programme. This is based on the work of Bruner who promoted revisiting concepts with increasing complexity and within different contexts. Our pupils will explore maths through contexts such as the cinema or the safari park where they will explore concepts such as shape, measure, time and money in real life contexts, for example, in designing an enclosure or planning out the new releases at the cinema. Children will talk about 'walking the walls' and this is where they have an oral session daily to cover concepts. Our 'maths villain' is a trickster who makes maths difficult so we put any tough concepts there and make sure we can tackle these areas, often working together to support learning.

Our maths planning is done responsively and based on the assessment data from the children's assessments and targeted to tackle the areas identified by the assessments and by the children. Our children are involved in deciding what areas they need to target to make progress and help to lead the learning for themselves and their classmates. Opportunities are given for leaders of learning to work across the school to support others.

We place a strong emphasis on numeracy skills. It is important that children understand the concepts that are being taught and mental maths strategies are therefore promoted and implemented throughout the school. All number concepts are taught with the aid of concrete materials to assist in promoting real understanding of number bonds. We encourage the use of concrete materials, even in the latter stages of primary, to allow children to demonstrate their thinking and apply their learning in novel ways.

All mathematical concepts such as measure, money, shape, position and movement, and information handling are taught throughout all stages. A variety of programmes for problem solving and enquiry are used throughout the school. We also have a programme for shape, position and movement and use programmable toys and games to make learning more active.

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

## Literacy and English

### Literacy Programme

#### Reading

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

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

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

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

#### Writing

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

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

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

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

#### Grammar

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

#### Handwriting

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

Phonological Awareness, Phonics & Spelling

## Phonological Awareness Programme

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

### Phonics Programme

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

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

### Common Words

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

### Phonics into Spelling Programme

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

### Spelling programme

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

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

### Talking & Listening

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

### Learning to Talk programme

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

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

### Talking to Learn Programme

Opportunities for provided for children to develop their collaborative skills. This can take the form of partner, trio, group work and enquiry based learning. Children will learn how to turn take, extend someone's answer, justify

their own answer and disagree appropriately. Teacher, self and peer assessment supports the assessment of Talking and Listening

## Health and Wellbeing

Gartconner has a Health and Wellbeing programme aligned with Curriculum for Excellence experiences and outcomes. Some areas covered within this programme deal with mental, emotional, social and physical wellbeing. We fully embrace partnership working and work closely with Active Schools to promote wellbeing activities throughout the year. Our parents, pupils and the wider community help to plan, deliver and participate in a range of sporting and cultural activities. Following the impact of the covid on attendance and wellbeing of children we have amended our programmes to ensure that they meet the needs of our learners. We have incorporated links with the UNCRC and play pedagogy and keenly assess and observe our pupils to target interventions when required.

We use different wellbeing programmes that support developing emotional literacy and friendship skills called PATHS – Positive Alternative Thinking Skills and all children use the Zones of Regulation in class. We also have a whole school focus on wellbeing through our assembly programme and positive behaviour strategy.

Other important aspects of this programme are food and healthy eating, drug and alcohol awareness as well as building relationships and sexual health and parenthood. The sexual health programme is taught at an age appropriate level and this is done throughout the school year. Traditionally, in Gartconner, we taught all aspects of the sensitive elements in the final term. It is now considered best practice to make natural links to other areas such as physical, social and emotional health throughout the school year. Using the correct anatomical terms from the early years can help demystify some of the aspects of learning about the body.

The full programme is available for parents to see online <https://rshp.scot>. I would encourage all parents to look through the materials and to contact the class teacher if they want to discuss any aspect of this. Parents can withdraw their child from these lessons if they choose by contacting the headteacher.

## Social Studies

This area of the curriculum incorporates three main aspects:

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

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

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

## Expressive Arts

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



Instrumental tuition in Violin is offered from Primary 5, when pupils are auditioned for the instrument of their choice. The instrumental music service has extended its offering to brass, chanter and drumming tuition in session 2023/24. The local authority provides percussion lessons for P5 pupils.

## Technologies

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

## Science

The four main aspects taught within science are:

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

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

## Religious and Moral Education and Observance

The religious and moral education programme reflects current guidelines in Scottish education. Children learn about Christianity and other world religions and special focus will be made to ensure that those with all faiths and no faith present in the school are considered when planning events in the school. Pupils are encouraged to develop their own beliefs and values as they reflect and learn about religion as well as learning from religion.

We offer time for reflection activities where pupils are encouraged to consider their moral and spiritual place in the world and how they support others and how they are supported to have their own beliefs or none. Traditionally, Easter, Harvest and Christmas have provided natural opportunities for Christian observance and as the school demographic changes, other faith groups will have opportunities to share their faith with pupils. We would welcome input from parents, carers and other stakeholders in widening our faith and non-faith offering.

Parents who wish to exercise their right to withdraw their child from religious instructions 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.

## Sensitive Aspects of Learning

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

## Developing Young Workforce

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

## Home Learning

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

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

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

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

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

## Extra Curricular Activities and Excursions

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

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

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

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

## Assessment and Reporting

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

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

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

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

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

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

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

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

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

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

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

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

East Dunbartonshire Council  
The Marina  
12 Strathkelvin Place  
Kirkintilloch  
Glasgow  
G66 1TJ

Tel: 0300 1234510

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

## Early Learning and Childcare Centre

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

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

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

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

## Early Learning and Childcare Provision

Our early years centre provides places for children aged 3-5 and eligible 2 year olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the [East Dunbartonshire Council website](#)

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

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

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

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

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

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

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

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

## Transfer from Early Learning Childcare Centre to Primary

### Registration and enrolment

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

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

## School Admissions

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

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

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

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

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

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

## Secondary School Admissions

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

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

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

## Catchment Secondary School

The catchment secondary school for Gartconner is Kirkintilloch High School.

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

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

## Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the [East Dunbartonshire Council website](#).

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

Primary 1 children must also be enrolled at their catchment school using the registration process detailed on the [East Dunbartonshire Council website](#) whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

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

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

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

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

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

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

## Mid-Session Transfers

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



## Transport for Placing Requests

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

## Support for Learners

### Pupil Support Groups (PSG) and Support for All Meetings

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

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

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

### Children and Young People with Additional Support Needs

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)

### 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.

## Support for Learning Services

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

These are:-

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

The Services support pupils through:-

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

## Supporting Families Service

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

## 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 Gartconner Primary, Early Learning and Childcare*

*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 deputy 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.

## Additional Support Needs

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

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

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

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

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

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

## Autism Adviser

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative

practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

## Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

## Pastoral Support

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

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

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

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

## Promoting Wellbeing, Protecting and Safeguarding

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



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

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

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

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

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

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

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

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

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

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

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

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

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

# Child Protection and Safeguarding

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

## School Improvement

### Raising Attainment

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

### Standards and Quality Report

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

We have made good progress through our School Improvement Plan for session 2023/24 and give some indication of the key points of progress and further areas for completion during the remaining session.

Key points of progress:

We have been reviewing the teaching of maths and numeracy and placed an increased focus on the spiral learning approach, contextualising the learning and improving retention.

Sustainability has been at the heart of our approach to developing global citizens and our classes have a dedicated part of our poly tunnel to grow their own food. This will be harvested for cooking ourselves or providing nutritious produce for the community and helping to support the cost of living crisis.

Our playground is a wonderfully diverse environment with children accessing all areas. The OPAL team have finalised our accreditation submission and we hope to achieve an award this year. It has really helped to improve the play experience of our pupils and develop key problem solving, negotiation, self-regulation strategies, as well as improve physical fitness and skills.

### School Improvement Plan

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

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

### The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

## Transferring Educational Data about Pupils

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

## Why do we need your data?

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

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

## Data policy

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

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

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

## Your data protection rights

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we

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

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

## Concerns

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

## School Uniform

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

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

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

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

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

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

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

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

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

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

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

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at [www.eastdunbarton.gov.uk](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.

Gartconner Badged Items	SCOTREST	BARU
Blue polo shirt	✓	✓
Burgundy round neck sweatshirt	✓	✓
Burgundy cardigan sweatshirt	✓	✓
Burgundy wool blazer	X	✓
Burgundy polyester blazer	X	✓
Burgundy V-Neck knitted jumper (cotton/acrylic/wool options)	✓	✓
Burgundy knitted cardigan (cotton/acrylic options)	✓	✓
Burgundy zipper hoodie/hoodie	✓	X
PE shorts/PE T-shirt	✓	X
Burgundy winter jacket	✓	✓
School Tie	✓	✓
Gym/swim bag/ Homework bag	✓	X

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

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

Burgundy Windcheater jacket (Kagool)
BurgundyFleece

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

## School Meals

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

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

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

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

## Free School Meals

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

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

## TRANSPORT

### (a) General

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

Parents should note that no transport provision is made for home journeys for infants who may have a shorter day at the beginning of the academic year.

Children not collected by parents are supervised until the end of the normal school day.

The Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August.

Parents should obtain an application form from the education office or [www.eastdunbarton.gov.uk](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 parents' responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

(c) Placing Request

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

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

## Adverse Weather Conditions

### DRIVER'S RESPONSIBILITIES

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

### STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- \* In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.



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

## PARENTAL RESPONSIBILITIES

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

## MEDICAL AND HEALTH CARE

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

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

## DATA PROTECTION ACT 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit [www.eastdunbarton.gov.uk/council/privacy-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
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Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding

### FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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

### USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

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

### SCHOOL CAMPUS NO SMOKING POLICY

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

### PUPIL USE OF MOBILE PHONES IN SCHOOL

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

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

#### **Gartconner's policy is:**

1. Pupils are discouraged from bringing mobile phones to school
2. East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are within the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone out with the policy of the school, the phone will be confiscated. When a phone is confiscated, it will be held in the school safe and can only be collected at the end of the school day.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

## CHILDCARE INFORMATION SERVICE

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday playschemes and parent & toddler groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

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

To use this service please call the helpline number on 03001234510, e-mail [chis@eastdunbarton.gov.uk](mailto:chis@eastdunbarton.gov.uk) or log onto the service's website at [www.scottishchildcare.gov.uk](http://www.scottishchildcare.gov.uk).

## APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

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

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

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

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

*Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:-*  
*a. before the commencement or during the course of the school year in question.*  
*b. in relation to subsequent school years.*