

BALMUIDY PRIMARY SCHOOL HANDBOOK 2019/2020



School Handbook 2019/2020



EAST DUNBARTONSHIRE COUNCIL:
EDUCATION SERVICES
SCHOOL HANDBOOK INFORMATION - 2019/2020

Dear Parent/Carer

Welcome to Balmuildy Primary School!

If you are thinking of sending your child to this school or have already chosen this school for your child, I hope that this handbook provides you with the information you require about Balmuildy Primary.

Recent legislation requires the inclusion of a considerable amount of statistical and other information in the handbook, but I hope that you will find it a helpful introduction to our school.

If there is anything you wish to find out more about, please do not hesitate to contact me.

I look forward to meeting you in your time as a parent in our school.

Yours sincerely

Miss Lorna Kenney
Head Teacher





EDUCATION IN EAST DUNBARTONSHIRE

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

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

The education overhaul 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
- Our Employees





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INTRODUCTION

Balmuildy Primary is a non-denominational school situated in the west of Bishopbriggs. It serves an area stretching from the Glasgow boundary to Hilton Road on the west side of Kirkintilloch Road. The school was built in 1962 and has a traditional structure with 16 classrooms and a large hall with a stage. The hall is used for Physical Education, school assemblies and also contains a dining area. We have been fortunate to be able to free up a number of classrooms to use as a library, art room and an additional active learning resource base.

The school has good sized grounds including a large grass area and separate concrete playgrounds for P1-P3 and P4-P7 pupils. Local groups and organisations use the school grounds some evenings and an independent breakfast Club & After School care facility is run in the school hall throughout the year.

At Balmuildy Primary we aim to provide a safe, stimulating and caring environment for all our pupils. Our school policies take account of pupils with additional support needs and also promote equal opportunities for all sectors of the school community. Our pupils are encouraged to work to their full potential and to have respect and consideration for others regardless of race, colour or personal circumstances.

The school offers a wide range of extra-curricular clubs and activities for pupils.

By working in partnership with parents, we hope to provide a stimulating and motivating learning environment for all our pupils to provide them with the skills and knowledge required to enable them to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.





OUR MAIN AIMS

- To give our pupils the best possible learning circumstances, knowledge and skills through ensuring that we provide a broad balanced and appropriate curriculum for every child
- To acknowledge and promote achievement and excellence and to ensure that every child has the opportunity to realise their full potential
- To value the contribution of every child and to support them as well as providing a safe and welcoming environment for them
- To encourage the participation of parents in the education of their children by establishing a liason between home and school in their child's progress
- To encourage in our children strategies and lifesyles that will promote good health, self-esteem and physical and mental well being
- To value our staff and the work they do and to encourage their skills and professional self development





SCHOOL INFORMATION

NAME AND ADDRESS

Balmuildy Primary School
Stirling Drive
Bishopbriggs
G64 3AJ



0141 955 2276

Fax: 0141 563 0232

E-mail: office@balmuildy.e-dunbarton.sch.uk

Website: www.balmuildy.e-dunbarton.sch.uk

Functional Capacity **396**

Please note the working capacity of the school may vary. This depends on the number of pupils at each stage and the way the classes are organised

Present School Role **378**

Each year we have a small number of composite classes (two year groups in the same class) which are formed in accordance with authority guidelines. Parents of children in composite classes are issued with an information leaflet explaining how the class is formed

School Hours

Morning Session 9.00 am - 12.15 pm

Morning Interval 10.30 am - 10.45 am

Afternoon Session 1.00 pm - 3.00 pm

Primary 1 pupils should start full days from the first school day in August 2019.

Letting Out School Facilities

Organisations or groups wishing to use the school should make applications for lets to the CLD and Children's Services



0141 578 8965 E-mail: letting@eastdunbarton.gov.uk

Fax: 0141 578 8945



SCHOOL STAFF

The number of teachers in the school is adjusted each year according to the school roll. In session 2019/2020 the full time equivalent number of staff was 16.03. In addition, on the part time staff we have specialist teachers for Support for Learning

Head Teacher

Miss L Kenney

The Head Teacher is responsible for overall management of the school. These duties include the management of staff, the curriculum and resources: developing a positive school ethos; liaison with secondary schools; communicating with relevant authorities and establishing links with parents and the wider community

Depute Head Teacher

Mrs C Jarman

The Depute Head Teacher assists the Head Teacher in managing the the school and has a number of delegated responsibilities, which this session include Staff Development and Health Education

Principal Teacher

Mrs J Sutherland

The Principal Teacher assists the HT and the DHT in taking forward the priorities in the School Improvement Plan



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TEACHING STAFF

Miss L Kenney	Head Teacher
Mrs C Jarman	Depute Head Teacher
Mrs J Sutherland	Principal Teacher
Mrs Sutherland/Miss Kauser	P7b
Mrs O'Hara	P7a
Miss Scott	P6b
Mrs Kiddie	P6a
Mrs Kay	P5b
Mrs Anderson	P5a
Mr Boyle	P4b
Miss Lawrie/Mrs Blair	P4a
Mrs Campbell	P3b
Miss Hilson	P3/2
Mrs Boettcher	P2
Mrs McAteer	P2/1
Mrs McBride	P1b
Mrs McGuigan/Mrs Cochrane	P1a
Miss Walsh	McCrone/Art

ANCILLARY STAFF

Mrs A Farrow	Admin Assistant
Mrs J MacKay	Clerical Assistant
Mrs A Mundell	Clerical Assistant
Mr C Milligan	Janitorial Assistant
Mrs L Hamilton	SFLA
Mrs C Thomson	SFLA
Mr G Thomson	SFLA
Mrs E McConkie	SFLA
Mrs M Kennedy	Classroom Assistant
Mrs P Martin	Classroom Assistant

PERIPETETIC STAFF

Mr R Robertson	Music
Mr D Prentice	Instrumental Instruction
Mrs L Easdon	Double Bass
Mrs G McKane	Woodwind



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REGISTRATION AND ENROLMENT

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website www.eastdunbarton.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child. Parents of pupil who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

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

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Education Office - Tel. 0300 1234510, or the relevant school.

Enrolment dates will be set by each school and the enrolment should be completed in January prior to the start of term in August. The authority will place adverts in the local press and nurseries advertising the date(s) for enrolment. Enrolment Forms should be completed on enrolment day at your catchment school. Parents are asked to bring the relevant birth certificate(s) and proof of of residency when enrolling their child(ren).

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

Enrolment timetables will also be available through the East Dunbartonshire Council website at www.eastdunbarton.gov.uk

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



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Placing Requests

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

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

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Office.

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

If more Placing Requests are made for admission to a particular school than places available, these requests will be prioritised according to East Dunbartonshire Council's Admission 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. Please refer to the Placing Request Application Form for more details.

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



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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.

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

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 school.





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SCHOOL DRESS

The following is a description of our school dress:

For Boys

- Grey trousers or shorts
- Maroon pullover or sweatshirt
- Blue polo shirt
- Blue shirt/school tie
- Brown or black shoes, sandals or wellingtons
- Change of shoes for indoor use

For Girls

- Grey skirt or grey trousers
- Maroon cardigan or school sweatshirt
- Blue polo shirt
- Blue blouse/school tie
- Brown or black shoes, wellingtons - or boots as long as they have a flat or low heel
- Change of shoes for indoor use

We also have school hats and fleeces which you can buy. We order sweatshirts, tee shirts and so on twice a year from our supplier, there is also a facility to order uniform on line from Tesco.

It is a policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by the Head Teacher, Parent Council and parents. In encouraging the wearing of school dress, account must be taken of any proposal 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.



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

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

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts and P.E. kits 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.

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

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



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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 that cares 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

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and the education office or www.eastdunbarton.gov.uk.

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

From January 2015 all pupils in P1, P2 and P3 will be entitled to free school meals.

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



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. 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.

Parents should note that no transport provision is made for home journeys for infants who may have a shorter day until September week end.

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

Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents 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 school, education office or www.eastdunbarton.gov.uk.

(b) Pick up Points

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

(c) Placing Request

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



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

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.

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.



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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.

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, assessing 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 0141 578 8060, e-mail chris@eastdunbarton.cov.uk or log onto the service's website at www.scottishchildcare.gov.uk



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Attendance at School

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

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

Un-notified Absence Policy

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

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

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.



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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.

School Playground Supervision

An adult presence is provided in the playgrounds at break times in terms of the Schools Safety and Supervision of pupils Scotland Regulation, 1990. The janitorial assistant and classroom assistants are present in the playground at intervals and lunchtimes.

School Security

The school doors are kept locked while the children are in the building. All visitors calling at the school must report to the school office and a member of staff will assist with any queries or concerns.

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 the school must refrain from smoking in the school campus area.

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 risk of such use while in school.

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

All establishments will incorporate the following points into their policy:



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

PARKING

We urge you to show consideration when dropping children off at the school by parking further from the school and walking the remaining distance. This would help to avoid some of the dangerous practices which frequently occur

You should not

- Park on the yellow zigzag lines or in the marked bus bays
- Park on the bend at the corner of Southesk and Stirling Drive
- Enter the school grounds when parking is already very limited and turning a car can be a major problem

We want your child to be safe not only in the school but also in the approaches to school. With approximately 380 children arriving and leaving each day the entrances to school get very busy.



INFORMATION IN EMERGENCIES

In the event of an accident or an emergency at school, we will try to contact parents in the first instance, but we should be supplied with the name, address and telephone number of an emergency contact to be used when it is impossible to reach parents.

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 reopening. We shall keep in touch by using emails, texts, letters, notices in local shops and community centers, announcements in local churches and in the press and local radio. There will also be updates on the website www.eastdunbarton.gov.uk. If it should be necessary to close the school without prior warning to parents, children should have, by arrangement, somewhere to go if their parents are not at home,

Parental Communication with School in Case of Emergency

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

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





MEDICAL AND HEALTH CARE

Community and Child Health Services provide the following programme of medical care for all pupils

P1	Vision Testing Height measurement
P7	Vision screening Personal Health talk by school nurse

Dental inspections are carried out at least twice during Primary School

The school cannot administer medicine unless a consent form is completed by the parent. Should your child require medication during school hours, please contact the school for a consent form

If children take ill or have an accident while at school, the parents will be notified immediately. It is therefore of the utmost importance that the school can contact parents or emergency contacts. Parental contact forms are issued at the start of the session and should be completed and returned to school,

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 pupils needs or where the parents expectations appears unreasonable the Head Teacher should seek advice from the school nurse or doctor and if required, the Head of Education.

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, assessing help to pay for childcare and contact details regarding childcare organisations. 22



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Protecting Children and Young People

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm. All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

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

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

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

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police. When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans. Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher



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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.

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.



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DATA PROTECTION ACT 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other council services and public agencies to support the delivery of services to promote health, safety and well-being of children and young people

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	Parents Legal Rights
Under 12	A child's parent or guardian may apply in 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)



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.

LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

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

Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;

Carers who can be parents;

Foster carers, relatives and friends who are caring for children under supervision arrangements;

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

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

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities. Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that the parents inform their child's school of these changes.



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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
Strathkelvin Place
Kirkintilloch
G66 1TJ Tel: 0300 1234510

Email: jacqueline.macdonald@eastdunbarton.gov.uk

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.



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

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

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of specific groups of 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



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Data policy

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.



Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also 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 the 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 not be used to take any actions in respect of an individual, Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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





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SECTION 2: THE CURRICULUM

Curriculum for Excellence

Our Curriculum - What children learn at school

English Language & Literacy

Mathematics

Social Studies

Expressive Arts

Religious & Moral Education

Health & Wellbeing

Sciences

Technologies

Religious Observance

Assembly/Services

Equal Opportunities & Social Inclusion

Development of Pupils' Spiritual, Moral , Cultural & Social Values

Assessment

Target Setting

Children & Young People with Additional Support Needs

GIRFEC

Education Support Team

Extra-Curricular Activities

Future Developments

School Handbook 2019/2020 CURRICULUM FOR EXCELLENCE



Bringing learning to life and life to learning.

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

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

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

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





OUR CURRICULUM - WHAT CHILDREN LEARN AT SCHOOL

1. Sciences
2. Languages
3. Mathematics
4. Social Studies
5. Expressive Arts
6. Religious and Moral Education
7. Health & Wellbeing
8. Technologies

These curriculum areas aren't always separated. They may come together in a theme or topic giving more relevance to your child's learning. Subjects then overlap so that written language, for example, would be practised within any topic no matter what the main subject is.

ENGLISH LANGUAGE AND LITERACY

Our language programme reflects the principals and practices of Curriculum for Excellence. There are 3 main outcomes in Language

1. Listening & Talking
2. Reading
3. Writing

The core skills of English language are taught systematically with progression through early, first and second levels as children move through the school from Primary 1 to Primary 7. Literacy skills are taught and reinforced across all curricular areas. Our core programmes are developed through the use of Oxford Reading Tree, Literacy World, Literacy Evolve, Jolly Phonics, Jolly Grammar, Key Grammar, and Write to the Top. The school spelling programme is based on:

- Look
- Say
- Cover
- Write
- Check



MATHEMATICS

Our Maths programme is designed to cover the following areas:-

1. Number, Money and Measurement
2. Shape, Position and Movement
3. Information Handling
4. Problem Solving activities are set in all the areas noted above

Numeracy skills are taught and reinforced across all curricular areas. The core maths resource is Scottish Heinemann

SOCIAL STUDIES

Through Social Studies, children and young people develop their understanding of the world. The children study topics based on local, national and global environments in the present and in the past. Our aim is to encourage children to take an active interest in their own local community and to enable them to view people from varying backgrounds with tolerance and respect. The topics covered at each stage provide a "context" in which the children have an opportunities to develop the skills relating to history, geography, health, enterprise and citizenship. Children are also presented with meaningful and relevant opportunities to develop the skills relating to history, geography, health, enterprise and citizenship. Children are also presented with meaningful and rellevant opportunities to develop and apply key literacy and numeracy skills within these topics. This approach to delivering the curriculum is known as Interdisciplinary Learning

EXPRESSIVE ARTS

1. Art and Design
- 2 Music
- 3 Drama

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

Music is taught weekly and all children take part in the various activities that occur throughout the year



RELIGIOUS AND MORAL EDUCATION

We have re-designed our programme of religious and Moral Education in line with Curriculum for Excellence. The pupils have an opportunity to explore and learn about Christianity, Islam and Hinduism. At some stages they also learn about Judaism. In all these religions we look at:

- Celebrations
- Sacred Writings, Stories, and Key Figures
- Beliefs
- Sacred Places, Worship and Symbols
- Moral Values and Attitudes

Our programme is designed to make sure children progress in all these aspects of religious education. It is not about teaching in one particular faith but about gathering knowledge and understanding of several world faiths and developing moral values of honesty, liberty, justice, fairness and concern for others

HEALTH AND WELLBEING

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

SCIENCES

Through learning in the sciences the children will engage in a wide range of collaborative and investigative tasks which will allow them to develop skills to become creative and inventive. The key concepts covered are:

- Planet Earth
- Forces, Electricity & waves
- Biological systems
- Materials
- Topical Science



TECHNOLOGIES

This provides scope for developing technological skill, knowledge, understanding and attributes through creative, practical and work related activities. The use of computers is integrated into all areas of the curriculum and all pupils are given the opportunity to experience their use and develop their skills. The school is linked to the internet and each child has an email address

SPRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

RELIGIOUS OBSERVANCE

As a parent you have the right under legislation to withdraw your child from Religious Education or Observance. Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child

Parents from a 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 absence in the register

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

For further information refer to additional guidelines on Religious Observance in East Dunbartonshire Schools October 2006

Religious Observance should

- Allow pupils to engage in a shared activity reflecting and expressing their spiritual needs and aspirations and allow those who wish to worship
- Celebrate important occasions in the life of the school and community
- Involve pupils in experiences which stimulate challenge and expand their capacities for spiritual response to the world in which they live
- The approach should be child centered and specific to our school/community



ASSEMBLY/SERVICES

1. The school will meet each week when the Head Teacher, Depute Head Teacher or Principal Teacher will take assembly and each class also has the opportunity to lead an assembly once a session
2. Our school chaplain visits the school each week and is timetabled into our Religious Educational Programme. Throughout the session he will work with every year group.

During the session we have a number of combined assemblies to celebrate particular events, e.g. Harvest, Christmas, Easter etc. These will be led by, or will involve children from different stages throughout the school. This means that in any session, a class or department will have the opportunity, along with the chaplain, to lead the service.

We welcome parents and friends to these services and will send home information about them throughout the session.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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

THE EQUALITY ACT (2010)

The General Equality Duty was created by the Equality Act (2010) and 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.



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

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Telephone 0300 1234510.

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

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

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

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



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Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

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

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

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



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ASSESSMENT

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

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

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

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

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person. If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a staged intervention plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be co-ordinated.



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

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

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

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 (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

The named person who has an overall picture of a pupils' progress is Miss L Kenney, Head Teacher.



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Supporting Families Service

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

Protecting Children and Young People

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

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

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

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

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child. If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.



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

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

Additional Support Needs

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

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

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

Enquire: www.enquire.org.uk, 0845 123 2303.

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380
Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.



Autism adviser

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

Specialist Support Service - teachers teaching in more than one school

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children 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.



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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. The Children and Young People's (Scotland) 2014 Act now provides a legal framework around these principles.

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. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working better together to improve life chances for children, young people and families

To do this the Scottish Government has legislated that all children have a Named Person until the age of 18 who will coordinate services for them, should they require it. The Named Person for children in early years settings is their Health Visitor and for those at school it is their Head or Depute Head Teacher. Young people under the age of 18 who have left school can access their Named Person via the Education Service.

Once a concern has been brought to their attention, the Named Person, needs to take action, help, or arrange for the right support in order to promote the child's development and wellbeing. Referring to the eight Wellbeing Indicators, they will need to ask these five questions:



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- 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?

The Named Person also needs to help children and families feel confident they can raise concerns, talk about their worries to people who will listen and respect their point of view and work with them to sort things out. Above all, they will ensure that the child or young person's views are listened to and that the family (where appropriate) is kept informed. To find out more about Getting it Right or to access the Named Person for your child, please inquire directly to the school office.

SUPPORT FOR LEARNING

Through the school's policy of continuous assessment we aim to provide learning experiences and activities designed to make sure every pupil is offered a course of study to allow them to develop their full potential

Children who experience learning difficulties would firstly be referred to the Depute Head Teacher, Support for Learning co-ordinator or the Head Teacher. The pupil's barriers to learning would be discussed and identified during the school's Pupil Support Group. The school's pupil support group is a multi-agency school team which meets regularly to discuss the support needs across the school and agree on action to support pupils. Membership include the school senior management team, Education Support Teacher and Educational Psychologist. Pupils may require an individualised programme to be drawn up with set targets to suit their needs. This would be co-ordinated through the schools Staged Intervention process. Staged intervention is a process which is used to identify, assess and support the learning needs of our pupils. It provides:

- A record of intervention for individual pupils as they move through early years and school
- An inclusive approach which involves pupils, families and relevant staff and support services
- Agreed learning and support plans which record the needs of pupils
- A commitment to a solution focussed approach to resolving and supporting issues early
- A structures monitoring and review cycle

Staged intervension plans are reviwed twice a year in collaberation with pupils and their families. As part of the revciew, targets are assessed and new targets set. Some pupils with additional support needs may require a co-ordinated support plan when they have multi-agencies involved in supporting them.



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EDUCATION SUPPORT TEAM

We are assisted in the school by East Dunbartonshire's Education Support team. This team include specially trained teachers who undertake different roles within the school.

Consultation

- Liaison
- Staff Development
- Co-operative teaching
- Pupil support
- Resource provision

The Education Support teacher consults closely with class teachers and plans appropriate programmes of work for individuals and groups of people requiring support. She usually works within the classroom. She also attends our Pupil Support group. We are fortunate to have a number of pupils in our school who are bilingual, that is they speak two or more languages. We encourage bilingual pupils to use and develop their first language as much as possible as we know it supports their learning and enriches and strengthens the school.

Mrs Gail Hendry is our Educational Psychologist. We may involve Psychological Services for assistance in diagnosing a specific area of difficulty. Any involvement with psychological services would only occur after full discussion with a pupil's parents. Mrs Hendry attends our Pupil Support group and provides a consultative support role for pupils across the school.

EXTRA CURRICULAR ACTIVITIES

Our sports activities are mainly football, athletics and cross country which take place on the grass in the school playing fields. We also have various lunchtime sessions

In Primary 7 we offer pupils a residential course at an Outdoor Centre. Classes regularly go on educational outings connected with their class work, and parents have always been willing to accompany the teacher on these outing when asked. We encourage you to help and co-operate in any of the above activities.

FUTURE DEVELOPMENTS

The school produces an improvement plan each year outlining the major area for development and a copy of the plan is available to read in the school foyer. During this session we will be continuing to review the curriculum in light of A Curriculum for Excellence, Local Authority and National priorities. **47**



Section 3: HOME/SCHOOL PARTNERSHIP

Homework

Parents Evening

Promoting Positive Behaviour

Liaising with & Including parents in their Child's Education

Parental Involvement

School Council

PTA

The School and the Community

Child Care and Information Service

Useful addresses

Schools Catering Service

The School Year 2018/2019

Overview of Developments 2017/2018





HOMEWORK POLICY

We believe parents are partners in education. As a result of this we feel the benefit from your assistance with your child's homework.

The broad aims of homework are:

To re-inforce work done in class e.g. reading, tables, spelling and on occasion completing unfinished classwork and to develop independent learning by involving pupils in such tasks as

- Taking an interest and discussing homework
- Listening and assisting in reading
- Reading to children and encouraging them to talk about what they have read
- Listening to children talk about what they have written
- Encouraging and helping children with research into a topic
- Giving feedback to us (e.g. is homework taking too long?)

We must also however remember that children and young people need time for rest and recreation. We do not therefore set too much homework, but try to achieve what we feel is a reasonable balance. By P7 however we try to train pupils to plan ahead, e.g. by giving them a time when a task or project has to be completed. This, we feel, helps prepare them for Secondary School.

PARENT EVENINGS

A parent/child open evening and two parents evenings are organised during the session. Parents wishing to contact the school should telephone to arrange an appointment and staff will be happy to meet and discuss any concerns. If the matter is urgent then they should call at the school office. A written progress report for each child is issued to parents towards the end of the session

ASSESSMENT

Assessing a pupil's work is continuous throughout the sessions. All work done in jotters and workbooks, maths progress tests, project folders, examples of writing and so on are used by teachers to provide information on each pupil's progress and achievement. The teacher's assessment of a pupil's work forms the basis of the annual report sent home to you.



PROMOTING POSITIVE BEHAVIOUR

The school hopes to achieve a relationship with pupils which is similar to that between a parent and child, requiring mutual consideration on both sides. We operate a number of merit systems within the school which recognise and reward good behaviour and effort.

Minor behavioural issues are dealt with by the class teacher. In more serious situations the Deputy and/or the Head Teacher can become involved. In the most serious situations or where there is a persistent disregard for school rules, parents will be informed so that their help and co-operation can be enlisted and we work in partnership to solve the problem.

The school has procedures to deal with bullying and racial harassment, neither of which are tolerated in Balmuldy Primary. All reports are fully investigated and parents are informed of the outcome. In all cases the authority guidance is followed.

LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

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

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

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



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

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

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

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

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

Tel: 0300 1234510 Ext 8709

Email: greg.bremner@eastdunbarton.gov.uk

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.



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

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

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

The main aims of the Parent Council are:

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

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

SCHOOL COUNCIL NAMES AND CONTACT DETAILS

Chairperson

Mrs M Crumlin

melodiemelc@hotmail.co.uk

Vice Chairperson

Mr S McDougall

steven.mcdougall@siemensgamesa.com

Clerk

Alison Keith

keithbfamily@talktalk.net



CONSTITUTION OF BALMUIDY PRIMARY SCHOOL COUNCIL

- 1 This is the constitution for the Parent Council of Balmuidy Primary School, hereinafter referred to as Balmuidy Primary School Council.
- 2 These are the objectives of the School Council:
 - To work in partnership with the school to create a welcoming school which is inclusive for all parents
 - To promote partnership between the school and all its parents
 - To develop and engage in activities which support the education and welfare of the pupils
 - To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils
- 3 The School Council will have a minimum membership of three parents of children currently in attendance at the school and a maximum number of 20 which would include co-opted members. Co-opted members shall not exceed one third of the membership of the council.
- 4 The School Council will be selected for a period of one year after which members may put themselves forward for re-selection if they wish. Any parent of a child at the school can volunteer to be a member of the School Council. Invitations will be sent out to parents to nominate themselves prior to the Annual General Meeting and selection would be confirmed at the Annual General Meeting of the School Council. Should the number of volunteers exceed the number of vacancies selection would be by names drawn out of a hat at the Annual General Meeting.
- 5 The School Council can if it wishes co-opt no more than one third of the membership of the Council. Co-opted members will be selected at the Annual General Meeting of The School Council and will serve for one year.



- 6 Office Bearers of the School Council will be selected by the council members on an annual basis. The School Council will be chaired by a parent of a child attending Balmuldy Primary School. If the child ceases to be a pupil, a new chair will be agreed at the next meeting. The office bearers should consist of a chairperson and unless a paid clerk to the council is appointed by the council, there should be a secretary appointed from the members of the council.
- 7 The Balmuldy School Council is accountable to the Parent Forum of Balmuldy Primary School and will make a report to it at least once a year on its activities on behalf of all the parents. If 40 members of the Parent Forum request a special general meeting to discuss issues falling within the Council's remit the School Council shall arrange this. The School Council shall give all members of the Parent Forum at least two weeks' notice of the meeting and, at the same time, circulate notice of the matter, or matters, to be discussed at the meeting.
- 8 The Annual General Meeting will take place in September of each year. A notice of the meeting including date, time and place of the meeting will be sent to all members of the Parent Forum at least two weeks in advance.

The meeting will include:

- A report on the work of the Balmuldy School Council
 - Selection of the new Balmuldy School Council.
 - Appointment of the Auditor and approval of the accounts (if applicable)
- 9 The Balmuldy School Council will meet at least once per school term. Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the chair having a casting vote in the event of a tie. No vote can be taken at a School Council meeting unless two thirds of the parent members are present. Any two members of the School Council can request that an additional meeting be held, and all members of the Council will be given at least one week's notice of the date, the time, the place and the agenda of the additional meeting. It is expected that School Council representatives conduct themselves in an appropriate manner showing respect and due consideration towards all members of the school community. If these expectations are not fulfilled, the appropriateness of membership would be discussed and advice would be sought from the local authority.



- 10 Copies of the minutes of all meetings will be available to all parents of children at Balmuildy Primary School and to all teachers at the school. Copies will be available from the Secretary or Clerk of the School Council and from the school office.
- 11 Meetings of the School Council shall be open to the public, unless the School Council is discussing an issue which it considers should be dealt with in a confidential basis. In such circumstances, only members of the School Council and the head teacher, or his or her representative, can attend.
- 12 The School Council may change its constitution after obtaining consent from a majority of members of the Parent Forum. Members of the Parent Forum will be sent a copy of any proposed amendment and given reasonable time to respond to the proposal.
- 13 Should the Balmuildy School Council cease to exist, any remaining funds will be passed to the education authority to be used for the benefit of the school where this continues.

PARENT TEACHER ASSOCIATION

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in. The Parent Teachers' Association meets during the school session. The Office-bearers are elected at the Annual General Meeting in September. You can get further information from the Secretary:-Mrs Lorna Coogan 0141 772 1624 email: lauramcoogan@yahoo.co.uk

The Parent Teachers' Association organise activities including dances for parents, discos for children, a May Fayre and a Christmas Fayre each session. We encourage you to support the PTA and parents wishing to volunteer or assist at events will be most welcome.

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



SCHOOL CATERING SERVICE

Example Prices 2018/19

Drinks

Milk/Flavoured Milk	23p
Water (plain)	46p
Water (flavoured)	46p
Apple/Orange juice (small)	25p
Fairtrade juice	40p

Main Meal (at present £2.34 from P4 - P7 only, Primary 1 - 3 receive a free school meal)

Main meals change from week to week on a rota. Your child will be issued with a menu which shows the daily choices and is also available from the office or can be downloaded from the East Dunbartonshire Website. Some meals always appear on the same day:

Wednesday:	Pizza
Friday	Fish, chips & peas

Everyday Meal options (at present £2.08 for P4 - P7 only, Primary 1 - 3 receive a free school meal)

Baked Potatoes with a choice of fillings including cheese, coleslaw, tuna mayonnaise, egg and baked beans

Soup and a sandwich with a choice of fillings: tuna, ham, turkey, chicken, egg or cheese

Also available with every meal option is a choice of fruit from the basket, dairy fruit sorbet, fresh salad, yoghurt and traditional pudding

Deli Bar

Sandwich and a choice of everyday item and a drink

Speciality bread or roll and a choice of everyday item and a drink

Salad bowl and a choice of everyday item and a drink

The sandwich filling offered daily include:

Tuna mayonnaise, ham, chicken, turkey, egg or cheese

Free bread - A variety of bread is available daily for pupils to help themselves, free of charge



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THE SCHOOL YEAR 2019/20

In-Service day	Tuesday 13 th August 2019
In-Service day	Wednesday 14 th August 2019
Pupils Return	Thursday 15 th August 2019
Close 3pm (September Weekend)	Thursday 26 th Sept 2019
Pupils Return	Tuesday 1 October 2019
In-Service day	Friday 11 th October 2019
Closed (October Holiday)	Monday 15 th October 2019
Re-open	Monday 21 st October 2019
Close 2.30pm (Christmas Holiday)	Friday 20 th December 2019
Re-open	Monday 6 th January 2020
Closed (Mid Term Break)	Monday 10 th February 2020
Closed	Tuesday 11 th February 2020
In-Service	Wednesday 12 th February 2020
Re-open	Thursday 13 th February 2020
Close 2.30pm (Easter Holiday)	Monday 6 th April 2020
Re-open	Monday 20 th April 2020
Closed (May Day)	Monday 4 th May 2020
In Service	Thursday 21 st May 2020
Closed (May weekend)	Friday 22 nd May 2020
Re-open	Tuesday 26 th May 2020
Close 1.00pm (Summer Holiday)	Wednesday 24 th June 2020



Overview of School Improvement Plan Developments 2018/19

Improvement Priority	Target(s)	Tasks	Person(s) Responsible
Getting it Right for Every Child	<p>Innovative use of available finances, including Pupil Equity Fund, to take forward improvement priorities and promote equity for all learners, in particular those in groups targeted for intervention.</p> <p>Language and Communication Friendly Establishment Accreditation through East Dunbartonshire Council for meeting Level 2 standards in supporting pupils with language and social communication needs, including autism</p>	<p>1a Plan the use of school finances, including Pupil Equity Fund, to promote equity and achieve planned improvement priorities</p> <p>1b Review LCFE Level 1 Accreditation criteria and ensure that is has been fully met</p> <p>1c Carry out full Audit of LCFE Level 2 Accreditation criteria and develop an action plan</p> <p>1d Raise staff awareness of LCFE accreditation process, Autism Toolkit and other resources eg NAS website</p> <p>1e Consult LSCN pupils and their families about the support available and the development of a strategy paper</p> <p>1f Implement Action Plan and develop a whole school strategy</p>	<p>L Kenney, HT C Jarman, DHT/ Autism Adviser</p>
Raise Attainment in Numeracy	<p>Raise attainment for all pupils in numeracy while identifying and working to close any poverty related attainment gaps for targeted groups identified through tracking and monitoring processes by providing targeted programmes, supported by enhanced SfL allocation, to improve mental agility and the use of mental strategies to solve problems</p>	<p>2a Identify attainment gaps and plan strategies to target identified learners using recovery materials</p> <p>2b Ensure appropriate use of concrete materials to support and enhance the development of abstract thinking</p> <p>2c Further embed Number Talks to enhance provision in mental agility and support learners to be able to describe their mathematical thinking</p> <p>2d Further develop planners at Early level to reflect professional learning gained through maths recovery training to ensure early identification an intervention in numeracy skills</p> <p>2e Review and update learning and teaching guidance for staff in numeracy</p>	<p>J Sutherland, PT</p>
Raise Attainment In Literacy	<p>Raise attainment for all pupils in literacy while identifying and working to close any poverty related attainment gaps for targeted groups identified through tracking and monitoring processes by providing targeted programmes, supported by enhanced SfL allocation, to improve decoding, comprehension and writing skills</p> <p>Further development of a literacy rich environment in which reading for enjoyment is encouraged to increase motivation and promote the value of reading as a key skill for life, learning and work</p>	<p>3a Review and update reading planners to include benchmarks and show a clear progression pathway in Reading</p> <p>3b Moderation of standards in Reading at school and cluster level building on from West Partnership work last session</p> <p>3c Review use of success criteria to ensure assessment of reading is built in to planning through TLC and cluster development</p> <p>3d Continue to develop Reading pathways using Book Banded resources across a range of genres to support effective planning to meet learning needs</p> <p>3e Develop whole school literacy plan and review and update learning and teaching guidance for staff in reading and writing</p> <p>3f Engage with parents and share information about pupil learning and progress in reading and writing</p>	<p>L Kenney, HT C Jarman, DHT</p>