



Twechar Primary School

School Handbook
2022 - 2023



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Twechar Primary School



Dear Parent/ Guardian,

I am delighted to welcome you and your child to our school community. At Twechar Primary, we are committed to ensuring that your child receives an excellent education that places our pupils at the heart of our approach. The nurturing approach of our staff team ensures that our pupils are welcomed into a caring and loving environment.

We are proud to be situated in the heart of the village of Twechar. The rich history of our village and its setting provide a unique identity for our school. It is this unique identity that enables us to ensure our pupils receive excellent learning experiences within our local community.

This school handbook contains general information from East Dunbartonshire Council and some information specific to our school. I hope you find it helpful.

Please contact me through the school office if you have any further questions.

Yours sincerely,

Martyn Glancy
Headteacher



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

We share the Council's commitment to:

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

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Section One - School Information

Contact Information

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Twechar Primary School is a non-denominational and co-educational school for children from Primary 1 to Primary 7. We currently have 6 classes consisting of P1, P2, P3, P4/5, P5/6 and P6/7.

Our school day begins at 9am and ends at 3pm each day of the week. Children have breaks at the same time each day. Morning break begins at 10.30am until 10.45am and our lunchtime is at 12.15pm until 1pm.

This class structure may vary from year-to-year dependent on the school roll. Our school roll is currently 114.

The school has an Early Learning and Childcare Centre with places for children aged 2 - 5 years.

Our school also contains the Outdoor Education base for East Dunbartonshire Council.

Attendance at School

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

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

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

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

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

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

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

Un-notified Absence Policy

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

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

Family Holidays

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

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, groupcall, twitter, facebook. There will also be updates on the website www.eastdunbarton.gov.uk.

Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

- Stage 1 - Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 - Investigation, if you are dissatisfied with the decision at stage 1, the

- complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

Section Two - Parental Engagement in School

Parents Welcome

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

At Twechar Primary, we are committed to engaging families and involving the parents of our children in our school community. We recognise the important role that parents play in the education of our children and to ensure achievements are celebrated. We engage our parents through a variety of approaches to ensure all families are informed about the progress of their child and the wider developments of our school community.

Our school provides the following opportunities for parents to join us in our community and become engaged in the life of the school:

- parent evenings;
- weekly café;
- Seesaw;
- family learning sessions;
- school assemblies;
- stay and learn sessions;
- regular emails;
- twitter;
- school website;
- letters;
- termly newsletter; and
- phone calls.

Parental Involvement

Our school is continually looking to involve parents in our school community, support learning at home and develop the school-home partnership. To support our understanding of what our parents need we regularly engage our families through questionnaires and consultation boards at parent events.

Our open-door policy ensures that we can support parents as they require, to ensure that our families are fully supported from our school. Parents receive a report that demonstrates the progress of each child at the end of the academic year. This report provides a summary of the strengths and areas for development for each child.

Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning 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).

Our Parent Council Chair can be contacted through our school office by telephone (0141 955 233) or email (office@twechar.e-dunbarton.sch.uk). Information, including the previous minutes from our Parent Council meetings, can be found on our school website under the 'Parent Info' section (<http://www.twechar.e-dunbarton.sch.uk/parents-info/>).

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.education.gov.scot/parentzone.

Pupil Council

At Twechar Primary School, our Pupil Council are involved in the life of the school. Each stage is represented on our Pupil Council and the children work with staff to develop our school and ensure that pupil voice is represented in the direction and improvements for the school.

Our Pupil Council meet throughout each term to discuss and plan forthcoming events and they are involved in capturing the opinions of each class and sharing information with the whole school at our assemblies.

Section Three - School Ethos



Twechar Primary School



Our Vision at Twechar:

Long vision statement

- At Twechar Primary School and Early Years Centre, we aim to provide education and care in an inclusive community where we will nurture each individual child to be unique and ambitious. Our environment will empower everyone to trust in themselves, their abilities and others, developing a sense of belonging in their school community and beyond.

Short vision statement

- Grow and learn at Twechar Primary and Early Years Centre.

Our Aims:

- To nurture each child to believe in themselves to be the best they can be.
- To promote an inclusive ethos for all children, families and staff within the school, early years centre and the wider community.
- To encourage children to be ambitious in their play and learning through a wide range of experiences at school, early years centre, home and their community.
- To build trusting relationships for all through actively listening to the voice of all children, families, staff and our local community.
- To empower children, families, staff and the community to celebrate successes together to build a better future for all.

Our Values:

• Respect • Belonging • Fun



*Omnes pro uno
One for all, all for one*



As a school in a small, rural community, we aim to develop partnerships with our local community partners. We work closely with the Healthy Living and Enterprise Centre to provide educational experiences including working on our community gardens to plant and harvest fruit and vegetables.

We also aim to provide opportunities for our children to develop the skills and knowledge for lifelong learning and work. To enable our school to provide these experiences, we work with Social Enterprise Scotland to create engaging and meaningful learning experiences.

Our school is positioned on the boundary between East Dunbartonshire Council and North Lanarkshire Council. To recognise this unique location, our school engages with the Kilsyth Rotary Club and the various opportunities that they provide for local schools.

To support the growth of our children, we continue to work closely with Active Schools. Working in partnership with Active Schools, we are beginning to develop our partnership with New College Lanarkshire to provide our children with opportunities to participate in a regular programme of after-school activities.

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 age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

The Equality Act (2010)

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

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

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

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

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

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

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

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

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

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School Expectations

At Twechar Primary, we place relationships at the heart of our approach to positive behaviour. We have a strong ethos that seeks to understand and support all of our pupils and their needs. This approach is underpinned by our values in our school community which we regularly discuss in class and at whole school assemblies. These are:

•Belonging •Respect •Fun

These values are underpinned motto of our school community - **All for One.**

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and their property.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Support staff are present in the playground at break time and lunchtime.

Anti-Bullying

All members of staff understand their duty of care regarding anti-bullying. East Dunbartonshire's Anti-Bullying policy and procedures are implemented by the Head Teacher.

Our children are expected to be respectful and ensure that all children and adults belong in our school community. Where there are concerns regarding a child's behaviour, the Head Teacher will contact parents and seek parental co-operation in reinforcing the school's disciplinary policies.

The children and staff have recently updated our wellbeing at school guidance. In Twechar Primary School we create a positive and supportive ethos, we have a culture that promotes respect, values opinions, celebrates differences and encourages positive relationships. This makes bullying behaviour less likely to occur and ensures a community where it is not tolerated.

Where bullying has taken place, we seek to understand these behaviours and support all children impacted by these actions. Our school undertakes a variety of approaches to address bullying in consultation with the child affected. This may include restorative conversations, friendship groups and daily check-ins.

Section 4 - Curriculum

Curriculum for Excellence - Bringing learning to life and life to learning

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

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

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers and early year's practitioners are responsible for the development of literacy, numeracy and health and wellbeing. Curriculum for Excellence allows for seamless transitions, including from early years to primary, from primary to secondary and onwards to further education.

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.

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At Twechar Primary school, we continually review our curriculum to ensure that it is up-to-date, challenging, enjoyable and relevant. A strong emphasis is placed on literacy, numeracy, health & wellbeing and equipping young people with the essential skills for life and work. Through a Curriculum for Excellence, young people will be given the best possible chance to realise their potential for a successful future.

The Curriculum for Excellence has eight main areas

- Languages
- Mathematics
- Health and Wellbeing
- Sciences
- Social studies

- Expressive arts
- Technologies
- Religious and moral education

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

Languages

The Language programme consists of English Language and Modern Languages (French and Spanish).

Learning through the languages area of the curriculum enables children to:

- Develop their ability to communicate their thoughts and feelings and respond to those of other people
- Develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- Develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- Exercise their intellectual curiosity by questioning and developing their understanding
- Enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- Develop competence in different languages so that they can understand and communicate

We aim for confident readers who read for both pleasure and information. We systematically teach phonics and spelling as a core part of our active literacy programme. Children are encouraged to become readers through the use of 'real books' as well as core reading resources. We teach children writing through imaginative, personal and functional genres and develop their use of writing tools through interesting contexts.

Numeracy and Mathematics

Learning through mathematics enables children to:

- Develop essential numeracy skills which allow them to participate fully in society
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts
- Have an understanding of the application of mathematics

Our Mathematics programme consists of a progression of skills in Problem Solving, Information Handling, Number Money Measure and Shape Position Movement. This balanced programme gives pupils the opportunity to develop confidence in applying mathematical skills in a variety of contexts. We use opportunities for active learning and learning in real life contexts to help make Maths meaningful and enjoyable.

Health and Wellbeing

This area includes personal and social development, understanding of health and physical education and activity.

Learning through health and wellbeing enables children to:

- Experience positive aspects of healthy living and activity for themselves
- Develop the knowledge and understanding skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- Make informed decisions in order to improve their physical, emotional and social wellbeing
- Apply their physical, emotional and social skills to pursue a healthy lifestyle



A full range of physical education skills is taught through a programme of gymnastics, health-related fitness, games skills and dance. All pupils have two hours of quality P.E. per week as recommended by the Scottish Government. All pupils also participate in the daily mile.

Sciences

Learning through sciences enables children to:

- Investigate their environment by observing, exploring, investigating and recording
- Demonstrate a secure understanding of the big ideas and concepts of science
- Make sense of evidence collected and presented in a scientific manner
- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- Establish the foundation where appropriate, for more advanced learning in the sciences and technologies

Sciences includes studying elements of our living world, our physical world and our material world. Science is taught through topics as part of a broad and balanced progressive programme of study from P1 to P7, which was developed as part of a cluster schools' initiative.

Social Studies

Learning through social studies enables children to:

- Broaden their understanding of the world by learning about human activities in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies

- Develop the capability for critical thinking, through assessing and using information
- Form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- Establish firm foundations for lifelong learning



Social studies include aspects of history, geography, social, political, economic and business contexts. Social subjects are taught through inter-disciplinary topics as part of a broad, balanced and progressive programme of study from P1 to P7.

Expressive Arts

The expressive arts include experiences and outcomes in art and design, drama, dance and music.

Learning through the expressive arts enables children to:

- Express themselves in different ways and be creative
- Experience enjoyment through creative and expressive performance and presentation
- Develop important skills specific to expressive arts and also transferable skills
- Develop an appreciation of aesthetic and cultural values and ideas

A progressive programme of music making, appreciation and singing is followed. Children benefit from participation in the Youth Music initiative and violin tuition is available.



Our programme of study for art & design was developed with cluster schools and develops skills progressively from P1-7.

The children follow a progressive, skills based programme in drama. Many of these skills are further practised through topic related work and our annual school concert performance.

Technologies

This curriculum area includes creative and practical experiences and outcomes in craft, design, and information technologies.

Learning through technologies enables children to:

- Develop an understanding of technologies and their impact on society - in the past, present and future
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- Gain the confidence and skills to embrace and use technologies now and in the future
- Experience work related learning

Work in craft and design is incorporated into cross-curricular topic work. A detailed, skills-based programme of study for ICT is in place from P1-7

Religious and Moral Education

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values.

Learning through religious and moral education enables children to:

- Develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human existence
- Explore moral values such as wisdom, justice, compassion and integrity
- Investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- Develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- Develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action

As well as its place in the curriculum, other arrangements for Religious Observance are as follows;

- school services take place at the end of each term.
- The school has links with the local Parish Church.

Homework

The school has a clearly defined policy on homework. Homework may be given by all class teachers on a daily or weekly basis.

A variety of homework tasks are set and all of the following activities are thought to be of value:

- Reading practice
- Spelling
- Revision and consolidation of class language work
- Revision and consolidation of class maths work
- Research work for topics
- Reading for enjoyment
- Book reviews
- Redrafting pieces of written work
- Preparing talks
- Local studies
- Personal projects

It should be noted that some tasks are more appropriate for some stages than others, i.e. reading practice will be more heavily weighted in the infants while research work may be assigned more readily as a child progresses through the school.

Tasks will be assigned by the class teacher as appropriate.

The amount of homework given varies according to pupil stage.

In primaries 1 - 3, the homework given should take approximately 10-15 minutes each night. In primaries 4 and 5, this time will increase to approximately 20 minutes each night. In primaries 6 and 7, children should be spending approximately 30 minutes on homework each night. Homework will not be set for weekends and on certain occasions, e.g. concerts and weeks prior to holidays, homework may be limited.

Parents can help by:

- Listening to reading
- Asking questions
- Testing spelling
- Listening to a prepared talk
- Going over multiplication tables
- Encouraging the use of a dictionary to check spelling

It would be helpful if you could sign your child's homework.

Sensitive Aspects of Learning

Sexual Health and Relationships Education (SHRE)

Aspects of SHRE are taught at all stages of the Primary school as part of Health and Wellbeing. These aspects are taught sensitively and at an age-appropriate level. Parents are informed of when sensitive aspects are being taught and may view teaching materials if they wish.

Counselling

Where appropriate, children in Primary 6 and Primary 7, can be referred for counselling to support our young people. Referrals to this service are through our Pupil Support Group.

Religious Instruction and Observance

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

Extra Curricular Activities

At Twechar Primary School, we encourage children to participate in our extra-curricular clubs as part of the development of each child. Our clubs include:

- Football
- Dance
- Quiz Club
- Games Club

Children are required to opt-in to these clubs with parent approval of participation.

In Primary 7, our pupils attend Lendrick Muir Residential Centre. This is an experience that helps to develop each child as they prepare for secondary school. All residential trips are planned for using the guidance and processes of East Dunbartonshire Council.

Section Five - Assessment

At Twechar Primary School, we use assessment approaches to inform our planning for our pupils. The wide range of assessment approaches enables us to support and challenge our pupils. This information is used to report to parents on two occasions each year.

Our teaching staff use on-going assessment approaches throughout their lessons to inform next steps for children. This assessment process is also supported by standardised assessments. Our school uses the Scottish National Assessments to support planning in reading, writing and numeracy & mathematics.

We use the following assessments at different stages to ensure we can make informed decisions about each child's learning:

- Scottish National Assessments - Primary 1, Primary 4 and Primary 7
- New Group Reading Test - Primary 3, Primary 5 and Primary 6
- Wellbeing assessments - whole school

To ensure our parents are regularly informed about their child's progress in learning, we are continuing to develop our use of the SEESAW app to report the progress of our children to their parents and celebrate their achievements in school and at home.

In addition to our parent meetings, we also provide a summative report at the end of the academic year to provide updated information to parents about their child's progress and next steps with their learning across the academic year.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

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

Tel: 0300 123 4510
Email greg.bremner@eastdunbarton.gov.uk

Section Six - Transitions and Enrolments

East Dunbartonshire Council is committed to the provision of high-quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The [Early Years Admissions Policy](#) sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

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

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

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

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

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

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

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

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

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

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

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

Transfer from early learning and childcare to primary

Registration and enrolment

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

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

Nursery to Primary Transition

We have a clear transition programme for children in our early years centre. Most of the children in our early years centre transition in to our Primary 1 class.

In the Nursery to Primary transition, our nursery teacher and Primary 1 teacher plan together to ensure that our transition provides our children with the opportunity to visit their new classroom and begin to build relationships with our staff team.

Where required, an enhanced transition can be provided after consultation with parents and external agencies.

School Admissions

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

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

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

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

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

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

Secondary School Admissions

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

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

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

The catchment secondary school for Twechar Primary School is Kirkintilloch High School.

Kirkintilloch High School

Waterside Road

Kirkintilloch

G66 3PA

T: 0141 955 2372

E: office@kirkintilloch.e-dunbarton.sch.uk

Our primary to secondary school transition involves a breadth of visits to Kirkintilloch High School to prepare our primary 7 children. This includes the Kirkintilloch High School team coming to Twechar to work with our children in an environment that is familiar to them. Children are involved in the transition programme where subject specialists support the children in lessons across literacy, maths, science, health and wellbeing, and art. Where children have specific needs, an enhanced transition is planned with our pupils, their parents and colleagues at Kirkintilloch High School.

Placing Requests

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

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

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

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

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

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

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

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

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

Mid-Session Transfers

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

Transport for Placing Requests

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

Section Seven - Support for Pupils

Children and Young People with Additional Support Needs

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

All children require support to help them learn. There are, however, 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 lifelong.

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

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

All schools and early years establishments in East Dunbartonshire look at children's needs through a wellbeing pathway that ensures a continuum of support from Universal to Targeted in line with the national *Getting it Right For Every* approach. This process allows teachers and others to

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

- regularly review the support provided.

At Twechar Primary, our school operates a nurture resource for identified children. This resource is used to support children who can find it challenging engaging in tasks within the classroom for a short period of time. The nurture resource is used to develop the skills to enable a child to safely work within a classroom environment. Use of this resource is agreed by the team around the child which includes pupils, parents, education staff and can include the educational psychologist where the family have engaged with this service.

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

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

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

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

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

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise.

East Dunbartonshire Council uses Resolve Scotland. For further information, go to www.resolvemediation.org.uk

Supporting Families Service

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

Protecting Children and Young People

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

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

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

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

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

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss

the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

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

Additional Support Needs

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

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

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

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

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410

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 support. 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).

At Twechar Primary School, we use our observations and assessments to identify the needs of our children. Where specific needs may arise, we work together with our families and our pupils to identify what support is required. Any families who wish to discuss the additional needs of their child further can contact Miss Linda Stewart (Depute Head Teacher) through the school office (0141 955 2331 or office@twechar.e-dunbarton.sch.uk).

Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:

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

Pastoral Support

At Twechar Primary, relationships are an essential part of our daily work. In the first instance our class teachers use the strength of these relationships to support the pastoral needs of our children. In some circumstances, additional pastoral support is provided through our wellbeing groups by our nurture staff including the nurture teacher and our family learning assistant. This approach is determined by the needs of the child or family requiring support.

For further impartial advice and information about support to parents of children and young people with additional support needs please contact the following organisations:

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

Promoting Wellbeing, Protecting and Safeguarding.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Protection and Safeguarding

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

Section 8 - School Improvement

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements and areas of future focus for improvement. Our Standards and Quality report can be found on our website at <http://www.twechar.e-dunbarton.sch.uk/school-info/standards-quality-reports/>.

School Improvement Plan

At Twechar Primary, we consult our Parent Council and wider parent group on our priorities for improvement through meetings, questionnaires and stalls at school events.

In session 2022/23, our school has continued to lead with three priorities across the school focussed on health and wellbeing, learning and teaching, and reading. Our current School Improvement Plan can be found at <http://www.twechar.e-dunbarton.sch.uk/school-info/improvement-plans/>.

Our recently refreshed vision, values and aims, links very closely to our plan to develop the health and wellbeing of our pupils. We continue to use this approach to engagement and strengthen the home-school partnership and strengthen our community links.

In learning and teaching, our school focus has been on developing our approaches to increase engagement and motivation for learners with the aim to raise attainment for all learners. Our school is also developing reading for enjoyment in partnership with Kirkintilloch Library to foster a curiosity and love for books.

The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

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

Why do we need your data?

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

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

Data policy

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

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

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

Your data protection rights

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

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

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

Concerns

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

Section Nine - School Policies and Practical Information

School Uniform

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

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

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

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

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

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

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

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

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

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

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

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

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

School Meals

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

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

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

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

Free School Meals

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

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

TRANSPORT

General

It is a parent's responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route.

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

Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

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.

Placing Request

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

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

Adverse Weather Conditions

DRIVER'S RESPONSIBILITIES:

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

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

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

- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- * In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

PARENTAL RESPONSIBILITIES:

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

MEDICAL AND HEALTH CARE

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

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

DATA PROTECTION ACT 2018

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

ACCESSING YOUR CHILD'S PUPIL RECORDS

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding, they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

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

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation

to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information, please write to the Head

Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

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

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

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

SCHOOL CAMPUS NO SMOKING POLICY

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

PUPIL USE OF MOBILE PHONES IN SCHOOL

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

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

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching

off of mobile phones by pupils to the whole school building and also to the school grounds.

4. Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

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.

Appendices

Appendix One

SCHOOL HOLIDAY ARRANGEMENTS INCORPORATING LOCAL HOLIDAYS AND IN SERVICE DAYS SESSION 2022/2023

School Holidays 2022/23

BREAK	DATES OF ATTENDANCE		MAIN HOLIDAYS	LOCAL HOLIDAYS	IN-SERVICE DAYS
Summer	Teachers return (In-service days)	Mon 15 Aug 2022 Tue 16 Aug 2022			2 days
	Pupils return	Wed 17 Aug 2022			
September weekend	Closed Re-open	Fri 23 Sept 2022 Tue 27 Sept 2022		2 days	
First Mid Term	Closed (In-service)	Fri 14 Oct 2022	5 days		1 day
	Re-open	Mon 24 Oct 2022			
Christmas	Closed	Fri 23 Dec 2022	11 days		
	Re-open	Mon 9 Jan 2023			
Second Mid Term	In-service day) Closed	Mon 13 Feb 2023 Tue 14 Feb 2023	1 day	1 day	1 day
	(In-service day) Re-open	Wed 15 Feb 2023			
Easter Break	Closed	Mon 3 Apr 2023	10 days		
	Re-open	Mon 17 Apr 2022			
May Day	Closed	Mon 1 May 2023		1 day	1 day
	(In-service)	Tue 2 May 2023			
May Weekend	Closed	Fri 26 May 2023 Mon 29 May 2023		2 days	
Summer	Last day of school	Wed 28 June 2023			



Early Learning and Childcare Centre Holidays 2022/23

BREAK	DATES OF ATTENDANCE		MAIN HOLIDAYS	LOCAL HOLIDAYS	IN-SERVICE DAYS
Summer	In-service days	Mon 15 Aug 2022 Tue 16 Aug 2022			2 days
	Pupils return	Wed 17 2022			
September weekend	Closed Re-open	Fri 23 Sept 2022 Tue 27 Sept 2022		2 days	
First Mid Term	Closed (In-service)	Fri 14 Oct 2022			1 day
Christmas	<u>Closes</u> Re-open	Fri 23 Dec 2022 Wed 4 Jan 2023	7 days		
Second Mid Term	(In-service day)	Wed 15 Feb 2023			1 day
Easter	Closed Re-open	Fri 14 Apr 2023 Tue 18 Apr 2023	2 days		
May Day	Closed (In-service day)	Mon 1 May 2023 Tue 2 May 2023		1 day	1 day
May Weekend	Closed	Fri 26 May 2023 Mon 29 May 2023		2 days	
Summer	Holiday	Mon 17 Jul 2023		1 day	
Summer	(In-service days)	Mon 14 Aug 2023 Tue 15 Aug 2023			2 days