

Twechar Primary School School Handbook 2019 - 2020



Sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

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.



Twechar Primary School



Dear Parent,

We are delighted to welcome you and your child to our school community. We will do our best to ensure that your child has a happy and secure environment to learn in so that they can become successful learners and achieve their full potential.

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

I look forward to getting to know you and your child and please be assured that I am available to help and advise at any time.

Yours sincerely,

Mrs M MacIsaac
Headteacher



Twechar Primary School Aims, values, vision.



Our school aims are to enable all of our children to become

- Successful learners
- Confident individuals
- Responsible citizens and
- Effective contributors

We will

- promote high aspirations and personal achievement
- give opportunities for young people to acquire a full range of knowledge, understanding and skills relevant to growing, living and working in the contemporary world
- provide a stimulating environment for learning with a choice of teaching and learning approaches to support all our young people to achieve their potential.
- encourage young people to be informed and responsible citizens and to make valuable contributions to society

We will help our children to learn about and develop our school values chosen by the children themselves:

- We will respect everyone
- We will be honest
- We will try our best
- We will look after our school
- We will be kind and gentle
- We will show good manners
- We will be helpful
- We will be responsible
- We will look after our friends
- We will all work together

Our vision is for our children to be

- safe and secure
- healthy and happy
- achieving
- nurtured
- active
- respected
- responsible and
- included

within a caring environment that takes account of the needs and opinions of all stakeholders in partnership.

SECTION 1 - SCHOOL INFORMATION

| | |
|--------------------------|--|
| School Name | Twechar Primary School |
| Address | Main Street Twechar Glasgow G65 9TA |
| Telephone Number | 0141 955 2331 |
| Fax number | 01236 826799 |
| E-mail | office@twechar.e-dunbarton.sch.uk |
| Web | www.twechar.e-dunbarton.sch.uk |
| Present roll | 100 |
| Total capacity of school | 150 |
| Current working capacity | 114 |

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

Twechar Primary School is a non-denominational and co-educational school which takes children from Primary 1 to Primary 7. Classes are currently organised into 5 classes - P1/2, P2/3, P3/4, P5/6 and P7. This class structure may vary from year to year dependent on the school roll. The school has an Early Learning and Childcare Centre with places for children aged 2 - 5 years.

We also have the East Dunbartonshire Council Teaching and Learning Centre within the school building and the Outdoor Education base.

Members of the community are welcome to use the school facilities outwith normal school hours and should access the Council's website - www.eastdunbarton.gov.uk or contact; -

Customer Services
Tel: 0300 123 4510

TEACHING STAFF

| | | |
|-------------------|------|---|
| Head Teacher | | Mrs M MacIsaac |
| Principal Teacher | | Miss L Stewart |
| Teacher | P1/2 | Mrs S Bagley |
| Teacher | P2/3 | Mr S Yosef (NQT) and Mrs G Mulgrew |
| Teacher | P3/4 | Mrs L McKay and Mrs A Queenan |
| Teacher | P5/6 | Mrs H Laidlaw and Mrs Ainsley |
| Teacher | P7 | Mrs F Longstaff |
| Teacher | | Mrs G McMahon - Wellbeing Support Teacher |

| | |
|-----------------------|--------------|
| Depute Head of Centre | Mrs M Harris |
| ELCC Teacher | Mrs M Smith |

SUPPORT STAFF

| | |
|---------------------------------|---|
| Classroom Assistant | Mrs E Spanswick |
| Support for Learning Assistants | Mrs M McCormick Miss C Blair Mrs C McAteer |
| Senior Early Years Worker | Mrs T Dodds |
| Early Years Workers | Mrs D Craig Mrs S Mooney Mrs N Wilson Mrs N McGuckin Mrs J Welsh Mrs E McLaughlin Mr G Coyne Mrs K Peplar Mrs M Kelly |
| Clerical Support Staff | Mrs L Munn Mrs C Montgomery |
| Janitorial Assistant | Mrs M Abercrombie |
| Catering Staff | Mrs M Coyle Mrs C Reilly |

SCHOOL HOURS

| | |
|---------------|------------------|
| School opens | 9.00 am |
| Interval | 10.30 - 10.45 am |
| Lunch | 12.15 - 1.00 pm |
| School closes | 3.00 pm |

ELCC

The ELCC has fully funded places:-

| | |
|-------------------|----------------|
| Morning Session | 8.00 - 12.45pm |
| Afternoon Session | 1.00 - 5.45 pm |

Extended day sessions up to 8am - 6pm are also available to parents. Additional hours are charged at £4.33 per hour.

THE SCHOOL YEAR

Term and holiday dates can be found in Appendix 1. The ELCC is open 50 weeks and closures are as indicated in Appendix 2.

ATTENDANCE AT SCHOOL

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

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

UN-NOTIFIED ABSENCE POLICY

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

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

FAMILY HOLIDAYS

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

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

The school works alongside the Attendance Officer and will request that they visit the home of children who are absent without notification or children whose absence rate is giving cause for concern. Persistent absence may result in the school making a referral to the Attendance Council which has the power to interview or prosecute parents. Referral to the Children's Reporter may also be made if necessary.

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 in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk

Parental Communication With School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given. Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

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

SECTION TWO - PARENTAL INVOLVEMENT IN THE 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.

Links between home and school are fostered in the following ways:-

- Parents are sent a monthly newsletter with up-to-date news and information on all aspects of school life.
- Parents can share their child's learning through their parent appointments and Portfolios.
- Pupil Progress reports are regularly shared with all parents.
- Formal parent/teacher contact meetings take place at least twice yearly.
- Informal parent/teacher contacts take place through Open Afternoon, sports day, fund-raising and social events etc.
- Parents may make an appointment with a class teacher at any time throughout the year.
- Parents are invited to join the school on special occasions e.g. Harvest, Christmas etc.
- A pre-entrant programme for the parents of future Primary 1 children is organised in May/June.
- The Parent Council is active and involved across many aspects of school life.

PARENTAL INVOLVEMENT

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

Twechar School Parent Council Members

Parent Member Miss Claire Robertson
(Chairperson)

Parent Member: Miss Joanne Storrie

Parent Member: Miss Caroline Stevenson
(Vice-chair)

Parent Member: Mrs Isobel Dunbar

Parent Member: Mrs Michelle Bamford

Parent Member: Mrs Jardine McMillan

Parent Member: Mrs Jackie Spence

Parent Member: Mrs Eleanor Bah

Staff Member: Miss Linda Stewart

Clerk: Mrs Lisa Munn

Parent Council members can be contacted via the school office on 0141 955 2331.

The Head Teacher has the right and a duty to attend all meetings of the Parent Council. The local councillors, Mr John Jamieson, Mr Stewart MacDonald, Ms Susan Murray may also attend meetings of the parent council.

Parent Councils will play an active role in supporting parental involvement in the work and the life of the school, while also providing opportunities for parents to express their views on their children's education and learning. The Parent Council, as a statutory body, will have the right to information and advice on matters which affect children's education. The school and the education authority will consult with the Parent Council and take their views into account wherever decisions are being taken on the education provided by the school.

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

TWECHAR PRIMARY PUPIL COUNCIL

Our Pupil Council is elected annually by the pupils themselves and has representatives from each stage of the school. The Pupil Council organises events and activities, liaises with pupils to gather views and opinions and is responsible for co-ordinating the school's work in supporting charities.

SECTION 3 - SCHOOL ETHOS

School Ethos

We provide a happy, relaxed, caring atmosphere in which children develop a sense of self worth. Children feel that what they have to say and do is valued.

We work to achieve a relationship with children based on trust and consideration on both sides and a realistic expectation of achievable targets.

We have weekly assemblies where the school values are discussed regularly and all school 'good news stories' are shared and celebrated.

Certificates for achievement are issued each week at assembly. Children receiving certificates also have their name displayed on achievement walls. Good work is displayed throughout the school and children feel that their work is valued.

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, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

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

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

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

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education 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.

School Discipline - 'This is how we do it here'

The best schools have a sign above the door regardless of what context they are working in, which says, 'This is how we do it here'. When you walk through the doors of our school, the expectations of behaviour are different from those outside. The best schools have absolute consistency. Three rules relentlessly reinforced, pursued positively by all adults, referred to in every conversation about behaviour and emphasised in every part of school life. All people sign up to it and teachers act with one voice and one message: 'This is how we do it here.' Our school rules are:-

- We are safe
- We are kind and respectful
- We do our best

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 with regard to anti-bullying. East Dunbartonshire's Anti-Bullying policy and procedures are implemented by the Head Teacher.

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 is not tolerated.

SECTION 4 – SCHOOL CURRICULUM

CURRICULUM, ASSESSMENT AND ARRANGEMENTS FOR REPORTING TO PARENTS

Curriculum for Excellence

Bringing learning to life and life to learning

The recently refreshed Curriculum for Excellence spans learning from 3 - 18 years. It aims 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 making connections in their learning. It develops skills which can enable children to think for themselves make sound judgements, challenge, enquire and find solutions.

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

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

In Twechar Primary school we are reviewing our curriculum to ensure that it is up-to-date, challenging, enjoyable and relevant. A strong emphasis is placed on literacy, numeracy, citizenship, 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

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 includes 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 Head Teacher takes weekly assemblies with the whole school where topical, moral and religious issues are discussed, we sing hymns and say a prayer.
- The school has links with the local Parish Church.

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.

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.

Extra Curricular Activities

Educational visits linked to the curriculum take place throughout the year at appropriate times. We also participate in various sporting activities and competitions throughout the year e.g. inter-schools football festival, athletics, road safety calendar competition, dance festival etc.

SECTION 5 - ASSESSMENT AND REPORTING

Continuous assessment of work is made to enable us to determine progress and adjust children's work accordingly. Teachers share learning intentions with pupils and pupils are encouraged to peer and self-assess. We have Pupil Portfolios which consist of evidence of children's learning over the year. Parents have access to their child's portfolio and have the opportunity to discuss it with their child's teacher. Parents are also informed of their child's progress through annual reports and at parent/teacher meetings. Parents wishing to discuss their child's progress outwith these times can telephone the school and make a suitable appointment to speak to the class teacher.

Scottish National Standardised Assessments

Standardised assessments have been introduced at the following stages:

- P1, P4 and P7 - literacy and numeracy

These tests give a measure of children's progress and contribute to planning learning and teaching and to the professional judgement of teachers in assessing the child's level.

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 1234510 Ext 8709

Email: jacqueline.macdonald@eastdunbarton.gov.uk

SECTION 6 – TRANSITIONS

Early Learning and Childcare Provision

East Dunbartonshire Council is committed to the provision of high quality early years' experiences for all children. We aim to provide places that meet the needs and demands of both children and families, offering flexibility of provision where possible.

Our Early Learning and Childcare provision provides up to 42 morning and 42 afternoon places for children aged 2 - 5 years with options of both morning/afternoon and full day blocks over the full year.

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

All East Dunbartonshire early year establishments follow the Council's early years admissions policy. (Available on Council's website).

Funded places can be accessed either in a local authority Early Learning and Childcare Centre or with a funded partner provider in the private, voluntary and independent sector who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare. For administration purposes, parents are asked to complete an online registration form that can be found on the East Dunbartonshire website, between January and the end of February. Parents are asked to upload the relevant birth certificate(s), proof of residency and a utility bill when enrolling their child(ren) if they are East Dunbartonshire residents. Parent who reside outwith East Dunbartonshire do not require proof of residency.

It is important that you make application by the end of February for children aged three to five for places for the forthcoming school year.

Entitled 2-year-olds who meet eligible criteria can apply for funding with Local Authority centres that have 2-year-old provision and with funded partner providers including childminders who have been accepted onto East Dunbartonshire's framework and provide places for 2-year-olds. Applications for 2-year-olds should be completed online at any time. Children who are entitled to a 2-year-old place will be required to complete supporting paperwork which can be found on the East Dunbartonshire website or can be obtained from any Early Learning and Childcare Centre. Children who are entitled to a funded 2-year-old place become eligible the term after their second birthday.

Forms can be accessed from the Council's website at www.eastdunbarton.gov.uk

Application forms for Early Learning and Childcare Centre that provide provision for 0-2-year-olds can be obtained from the Centre and returned completed to the Centre with birth certificate(s) and proof of residency and utility bill.

It is important to note a placement within an East Dunbartonshire Early Learning and Childcare Centre/Partnership Centre does not give children an automatic place within an East Dunbartonshire Primary School.

Transfer from Early Learning and Childcare Centre to Primary

Registration and Enrolment

The date for registration of new school entrants is advertised in all local Early Learning and Childcare Centres, the local press and on the Council's website www.eastdunbarton.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school when they register their child. Parents 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 the school office for information.

Before leaving an Early Learning and Childcare Centre, a transfer of information record for each child will be prepared by Early Year's staff to ensure a smooth transition and continuity of education for the child transferring to primary. Most of our Early Learning and Childcare Centre children transfer into Twechar Primary and we have an effective programme of transition activities in place in the Summer term.

School Admissions

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website.

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 the Education Office - Tel: 0300 1234510, or the relevant school.

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

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

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

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

Secondary School Admissions

Transfer information will be issued to parents at the end of term one, in Primary seven.

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

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school to a 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.

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to attend open days/evenings at the school and are given a brief explanation of school life.

Pupils are normally transferred between the ages of $11\frac{1}{2}$ and $12\frac{1}{2}$ so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The secondary school to which our pupils normally transfer is:

Kirkintilloch High School
Waterside Road
Kirkintilloch
G66 3PA
Tel: 0141 955 2372

At Twechar Primary School we operate a very effective transition programme with the high school, including after school activities for pupils and for parents and pupils. Enhanced arrangements are made for pupils with additional support needs in conjunction with our secondary colleagues and other partners as appropriate to individual pupil's needs.

Placing Requests

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website.

Mid Session Transfers

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website.

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 7 – 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. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by an 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 drug or alcohol dependency;
- has English as an additional language.

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

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

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

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

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

- regularly review the support provided.

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

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

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a plan provided for them in school which sets 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 education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns, you may be able to make use of one (or more) of the following:

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

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

In Twechar Primary School we aim to ensure that every child has the opportunity to fulfil his/her potential. Where a child is experiencing difficulties the class teacher will, in discussion with the Head Teacher, arrange for appropriate support for learning to be put in place. This support may involve extra resources being supplied, support from a Support for Learning Assistant or from the learning support teacher. A Pupil Support Plan may be written in accordance with East Dunbartonshire Council's Staged Intervention policy.

Pupils may be further supported through the school's Pupil Support Group which meets regularly in the school. Some pupils may require a co-ordinated support plan and this would be written in consultation with parents. Support from other agencies will be sought as appropriate and parents will be involved in the process through discussion and meetings.

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

These are:-

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

The Services support pupils through:-

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

Supporting Families Service

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

Protecting Children and Young People

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

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

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

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

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

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

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

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

Additional Support Needs

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

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

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

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

Scottish Independent Advocacy Alliance: www.siaa.org.uk, 0131 260 5380

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

Autism Adviser

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism

Advised differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers, planning for establishments' Autism Awareness week, running a parents/carers support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:

- Children with a significant hearing and or visual impairment;
- Bilingual learners who are at early stages of learning spoken English;
- Looked after and accommodated children and young people who are experiencing difficulties in school;
- Children who have language and communication difficulties
- Children 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.

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.

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 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 required 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.

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 Co-ordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Co-ordinator is Mrs M MacIsaac, Headteacher.

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 we publishes a Standards and Quality report which highlights the school's major achievements. Following this self-evaluation we write an annual School Improvement Plan. Copies of the report and the School Improvement Plan are available from the school office.

School Improvement Plan 2019/2020 - Summary

Our improvement priorities for this session are:-

1. Improvement in attainment in Literacy
 - Teaching, learning and assessment
 - Raising attainment in Reading & Writing
 - Leadership of learning - Professional Learning

2. Improvement in children's health and wellbeing
 - Ensuring wellbeing, equality and inclusion
 - Curriculum Rationale and Learning pathways
 - Implementing improvement and change

Further details of these priorities will be found in the School's Improvement Plan document which is available from the school office or on the school website.

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 information 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 improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

- Plan and deliver better policies for the benefit of all pupils;
- Plan and deliver better policies for the benefit of specific groups of pupils;
- Better understand some of the factors which influence pupil attainment and achievement;
- Share good practice;
- Target resources better;
- Enhance the quality of research to improve the lives of young people in Scotland

Data Policy

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code

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

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

Any sharing or linking 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.

Given that the majority of our parents prefer their children to wear school uniform, we encourage the pupils to wear:

Daily wear

Grey skirt or trousers

Royal Blue Sweatshirts

(with school logo embroidered)

Yellow poloshirts

Formal Wear

Grey skirt or trousers

Royal Blue jumper or cardigan

White shirt

Royal Blue Tie

Sweatshirts, polo shirts and ties are available to order from Baru in Kirkintilloch Main Street and also online at www.myclothing.com Parents will be advised of any change in this dress code before the end of the present session.

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

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

application forms may be obtained from schools, the Community Hubs and the education office. They may also be accessed on the EDC website at www.eastdunbarton.gov.uk

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. Copies of the menu are available from the school and are on the school website. Some children choose to have a packed lunch and space is available in the dining hall for all children to have lunch together. We would respectfully request that children do not bring glass bottles in to school for safety reasons. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

Free School Meals

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

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

From January 2015 all pupils in P1, P2 and P3 will be entitled to free schools meals. Please do not apply for free school meals if your child(ren) is/are in P1, P2 or P3 as a meal will automatically be given.

Our school tuck shop is open before morning break and sells toast, low fat crisps and fruit juice. Our school is a fizzy drink and sweetie free zone Monday to Thursday with sweets etc allowed on Fridays only, if parents wish.

TRANSPORT

(i) 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. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

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

(ii) Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parents' responsibility to ensure their child arrives at the pick-up point on time. It is also the parents' 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.

(iii) 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

Periodic visits to the school are made by the school nurse and school doctor for individual pupils or specified age groups. Health checks within school include -

- eyesight at P1 and P7,
- height at P1,
- weight at P1,
- health interview at P7

In addition, the school nurse can be contacted by parents at any time if they have any health concerns regarding their children. She can be contacted at Kirkintilloch Health Care Centre, tel: 0141-355-2307.

Parents should inform the school of any particular medical requirement or special care required. Should a child become unwell or have an accident in school parents will be contacted. If this is not possible, the person nominated as the child's emergency contact will be notified.

Regular dental inspections take place and should a child need treatment, the parent is advised. A programme of daily tooth brushing is in place for children in P1 and P2 to encourage good dental hygiene practices.

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-notice

ACCESSING YOUR CHILD'S PUPIL RECORDS

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

A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have

suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

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

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

SCHOOL CAMPUS NO SMOKING POLICY

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

PUPIL USE OF MOBILE PHONES IN SCHOOL

There have been many concerns raised by Headteachers, 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. Headteachers 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.

CHILDCARE INFORMATION SERVICE

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

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

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

To use this service please call the helpline number on 0300 123 4510, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk

APPOINTMENTS 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.

IMPORTANT ADDRESSES

Education Office: Mrs Jacqueline McDonald, Chief Education Officer, The Marina, Strathkelvin Place, Kirkintilloch, Glasgow, G66 1TJ. Telephone 0141 578 8709

Local Councillors: Cllr John Jamieson, Cllr Stewart MacDonald, Cllr Susan Murray, all of whom can be contacted at: Members' Support Unit, The Marina, Strathkelvin Place, Kirkintilloch, Glasgow, G66 1TJ.

Community Learning and Development(School Letting Office):
Telephone: 0141 578 8695,
Fax: 0141 563 9800. E-mail: letting@eastdunbarton.gov.uk

Area Registration Office: Southbank House, Strathkelvin Place, Kirkintilloch, G66 1XQ.
Telephone: 0141 578 8000.

Care Commission: 1 Smithhills Street, Paisley, PA1 1AB
Telephone: 0141 843 4230



**SCHOOL HOLIDAY ARRANGEMENTS
INCORPORATING LOCAL HOLIDAYS AND IN SERVICE DAYS
SESSION 2019/2020**

School Holidays 2019-20

| BREAK | DATES OF ATTENDANCE | | MAIN HOLIDAYS | LOCAL HOLIDAYS | IN-SERVICE DAYS |
|-------------------|--|--|---------------|----------------|-----------------|
| Summer | Teachers return (In-service days) | Tue 13 Aug 2019 Wed 14 Aug 2019 | | | 2 days |
| | Pupils return | Thu 15 Aug 2019 | | | |
| September weekend | Closed (In-service day) Re-open | Fri 27 Sept 2019 Tue 01 Oct 2019 Wed 2 Oct 2019 | | 2 days | 1 day |
| First Mid Term | Closed (In-service) Re-open | Fri 11 Oct 2019 Mon 21 Oct 2019 | 5 days | | 1 day |
| Christmas | Closed Re-open | Mon 23 Dec 2019 Mon 6 Jan 2020 | 10 days | | |
| Second Mid Term | In-service day) Closed (In-service day) Re-open | Fri 7 Feb 2020 Mon 10 Feb 2020 Tue 11 Feb 2020 Wed 12 Feb 2020 Thu 13 Feb 2020 | 1 day | 1 day | 2 day |
| Spring Break | Closed Re-open | Monday 6 Apr 2020 Mon 20 Apr 2020 | 10 days | | |
| May Day | Closed Re-open | Fri 8 May 2020 Mon 11 May 2020 | | 1 day | |
| May Weekend | Closed (In-service) Re-open | Thu 21 May 2020 Tue 26 May 2020 | | 2 days | 1 day |
| Summer | Last day of school | Wed 24 June 2020 | | | |



Early Learning and Childcare Centre Holidays 2019-20

| BREAK | DATES OF ATTENDANCE | | MAIN HOLIDAYS | LOCAL HOLIDAYS | IN-SERVICE DAYS |
|-------------------|---------------------------------|--|---------------|----------------|-----------------|
| Summer | In-service days | Tue 13 Aug 2019 Wed 14 Aug 2019 | | | 2 days |
| September weekend | Closed (In-service) Re-open | Fri 27 Sept 2019 Tue 1 Oct 2019 Wed 2 Oct 2019 | | 2 days | 1 day |
| First Mid Term | Closed (In-service) | Fri 11 Oct 2019 | | | 1 day |
| Christmas | Closed Re-open | Wed 25 Dec 2019 Fri 3 Jan 2020 | 7 days | | |
| Second Mid Term | (In-service day) | Fri 7 Feb 2020 Wed 12 Feb 2020 | | | 2 day |
| Easter | Closed Re-open | Fri 10 Apr 2020 Tue 14 Apr 2020 | 2 days | | |
| May Day | Closed Re-open | Fri 8 May 2020 Mon 11 May 2020 | | 1 day | |
| May Weekend | (In-service day) Re-open | Thu 21 May 2020 Tue 26 May 2020 | | 2 days | 1 day |
| Summer | Holiday | Mon 20 Jul 2020 | | 1 day | |
| Summer | (In-service days) | Tue 11 Aug 2020 Wed 12 Aug 2020 | | | 2 days |