



LAIRDSLAND

PRIMARY SCHOOL

HANDBOOK 2023-2024



INTRODUCTION

Dear Parents/Guardians

Welcome to Lairdsland Primary School. Many of you are familiar with our school, and some will be joining us for the first time and we look forward to working with you.

The school follows Curriculum for Excellence guidelines and provides a broad balanced curriculum showing progression, continuity and integration within quality programmes of study.

I do hope as your child begins their education at Lairdsland Primary you will take this opportunity to become fully involved in your child's education by working closely with the school and by taking part in a range of school activities throughout the school year which have been designed to develop the relationship between home and school.

Yours sincerely

Mrs Fiona Donaghey
Head Teacher



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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.

SECTION ONE – School Information

1.1 Contact Details

| | |
|----------------------|---|
| Name of Head Teacher | Mrs Fiona Donaghey |
| Name of School: | Lairdsland Primary School |
| Address: | 70 Donaldson Street Kirkintilloch Glasgow G66 1XS |
| Telephone Number: | 0141 955 2310 |
| Email: | office@lairdsland.e-dunbarton.sch.uk |
| School website: | http://www.lairdsland.e-dunbarton.sch.uk |

or scan this link to take you directly there:-



1.2 About the School

Lairdsland Primary School is a co-educational, non-denominational school which caters for both boys and girls from Primary 1 to Primary 7. It does not provide teaching in Gaelic. Lairdsland also has its own purpose built Early Learning and Childcare Centre.

The present school roll is 307.

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

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| Parent Council: Chair | Mr Nigel Rooke |
| Contact details: | c/o Lairdsland Primary School |
| Parent Teacher Association: Chair | Mrs Coyla Entwistle |
| Contact details: | c/o Lairdsland Primary School |

1.3 School Hours

Primary 1 children will attend school on a full-time basis from the first school day in August.

School Hours:
Morning opening 9.00 am

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| Interval | 10.30 am - 10.45 am |
| Lunch time | 12.00 am - 12.45 pm (P1 – P4) / 12.30 pm - 1.15 pm (P5 - P7) |
| Close | 3.00 pm |

There is no out-of-school care on the school premises.

Assembly for pupils is Friday afternoon.

Each class will be notified of their gym days at the start of term.

1.4 Teaching Staff/ Support Staff

*These are correct at the time of going to print.

| | |
|--------------------------------|---|
| Head teacher | Mrs Fiona Donaghey |
| Depute Head Teacher | Mrs Libby Bradford (0.6) |
| Depute Head Teacher | Mrs Maria Kerr (0.4) |
| Principle Teacher | Miss Natalie Swart |
| Principal Teacher | Mrs Jill Paterson |
| Principal Teacher (PEF) | Mrs Maria Kerr (0.6) |
| Acting Principal Teacher (PEF) | Mrs Kirsteen Greer (0.4) |
| Teaching Staff | Miss Eden Fleming Mrs Laura McLoone Mrs Leanne Martin Mrs Nicola Nellaney Miss Kirsty Henderson Mrs Alison Barber Mrs Anne Nichol Mrs Emma Sewell Mrs Ashley Jones Miss Catriona Hill Miss Claire Moir Mrs Kelsey Rumsby Miss Jasbir Kaur Mrs Claire McCool Mrs Natalie Gourlay Miss Danielle Gray Mrs Fiona Atkinson |
| Network Learning Support | Ms Donna Inglis (0.4) |
| School Support Co-ordinator | Ms Janice Semple |
| Family Learning Assistant | Miss Kelly Quail |
| Administrative Assistant | Mrs Janice Atkinson |
| Clerical Assistant | Mrs Gaynor Furie Mrs Lisa Harkins (Tues) |

Classroom Assistants

Mrs Emma Thomson (0.4)
Mrs Rebecca MacDonald
Mrs Jan Watson (0.5)

Support for Learning Assistants

Ms Claire Anderson (0.6)
Mrs Ola Moffat
Mr David Shea
Mrs Jan Watson (0.5)

Site Co-ordinator

Mr William Cook

1.5 The School Year

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| August 2023 | |
| Teachers return (In-service day) school closed to pupils | Monday 14 August |
| In-service day, school closed to pupils | Tuesday 15 August |
| Pupils return | Wednesday 16 August |
| September 2023 | |
| September Weekend | Friday 22 September to Monday 25 September (inclusive) |
| Pupils return | Tuesday 26 September |
| October 2023 | |
| In-service day, school closed to pupils | Friday 13 October |
| October Week | Monday 16 October to Friday 20 October (inclusive) |
| Pupils return | Monday 23 October |
| December 2023 and January 2024 | |
| Christmas and New Year Holidays | Monday 25 December to Friday 5 January (inclusive) |
| Pupils return | Monday 8 January |
| | |
| February 2024 | |
| February Break | Monday 12 February to Tuesday 13 February (inclusive) |
| In-service day, school closed to pupils | Wednesday 14 February |
| Pupils return | Thursday 15 February |
| | |
| April 2024 | |
| Easter Holidays | Friday 29 March to Friday 12 April (inclusive) |
| Pupils return | Monday 15 April |
| | |
| May 2024 | |
| In-service day school closed to pupils | Thursday 2 May |
| May Day | Monday 6 May |
| Pupils return | Tuesday 7 May |
| May Weekend | Friday 24 May to Monday 27 May (inclusive) |
| Pupils return | Tuesday 28 May |
| | |
| June 2024 | |
| Last day of term | Wednesday 26 June |

Community Facilities Available

Use can be made of the school premises by various organisations.

Applications for lets should be made to:

CLD & Childrens Services (School Letting Office)
The Marina
Strathkelvin Place
Kirkintilloch
G66 1TJ
Tel no: 0300 123 4510
email: letting@eastdunbarton.gov.uk

1.6 Attendance and Absence**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 the duration.

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

1.7 Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, 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.

1.8 Registration and enrolment

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

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

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from Shared Services - Education by emailing sharedservices.education@eastdunbarton.gov.uk or calling 0-300 1234510.

Enrolment dates will be set by the Education Service and the enrolment should be completed in January prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and early year's centres advertising the date(s) for registration.

Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

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

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

Enrolment dates will 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.

In the summer term the new pupils are invited in to meet their teacher. A second visit will offer the children the opportunity to socialise with current pupils.

1.9 Enrolment and Class Sizes

Parents who wish to visit the school prior to enrolling their child should telephone the Head Teacher to arrange a mutually suitable time. Enrolment to primary one normally takes place in the middle of January. Dates for registration will be advertised in the local newspapers, all nurseries and playgroups.

Class Sizes

Primary schools have pupils at seven broad year stages, Primary 1 to Primary 7. A composite class is composed of children from more than one stage/year group e.g. Primary 2/3 composite class has children from both Primary 2 and Primary 3.

Three main factors affect the organisation of a primary school. The number of teachers allocated to a school generally depends on the number of children on its roll.

In Scotland, class sizes are limited as follows:

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| Year Group class | Primary 1 (from Aug 2011) | 25 pupils |
| | Primaries 2 and 3 | 30 pupils |
| | Primary 4, 5 6 and 7 | 33 pupils |
| Composite class | Primaries 1 to 7 | 25 pupils |

The number of classes formed can be affected by the number of rooms or bases available for teaching purposes.

When the need for a composite class has been identified head teachers and teachers begin the process of selection. Factors which influence selection include:

- **Ability** It is normal to select a group of children who are of similar ability and who the teacher feels will work well together.

- **Age** Clearly the same criteria cannot be used to help establish Primary 1 pupils in a composite class. Instead schools tend to consider age as a probable indicator of maturity unless there are other known factors, such as pre-school reports, comments from parents etc.

NB Schools cannot guarantee whether placing a child in a composite class will continue for successive years or not. However, if a composite class grouping has been particularly successful, the school may consider keeping the children together for a further year.

Schools are aware that children's friendships can and do change regularly. Schools try, when this is possible, to ensure that each child selected has at least one friend in the composite class.

1.10 Information in Emergencies

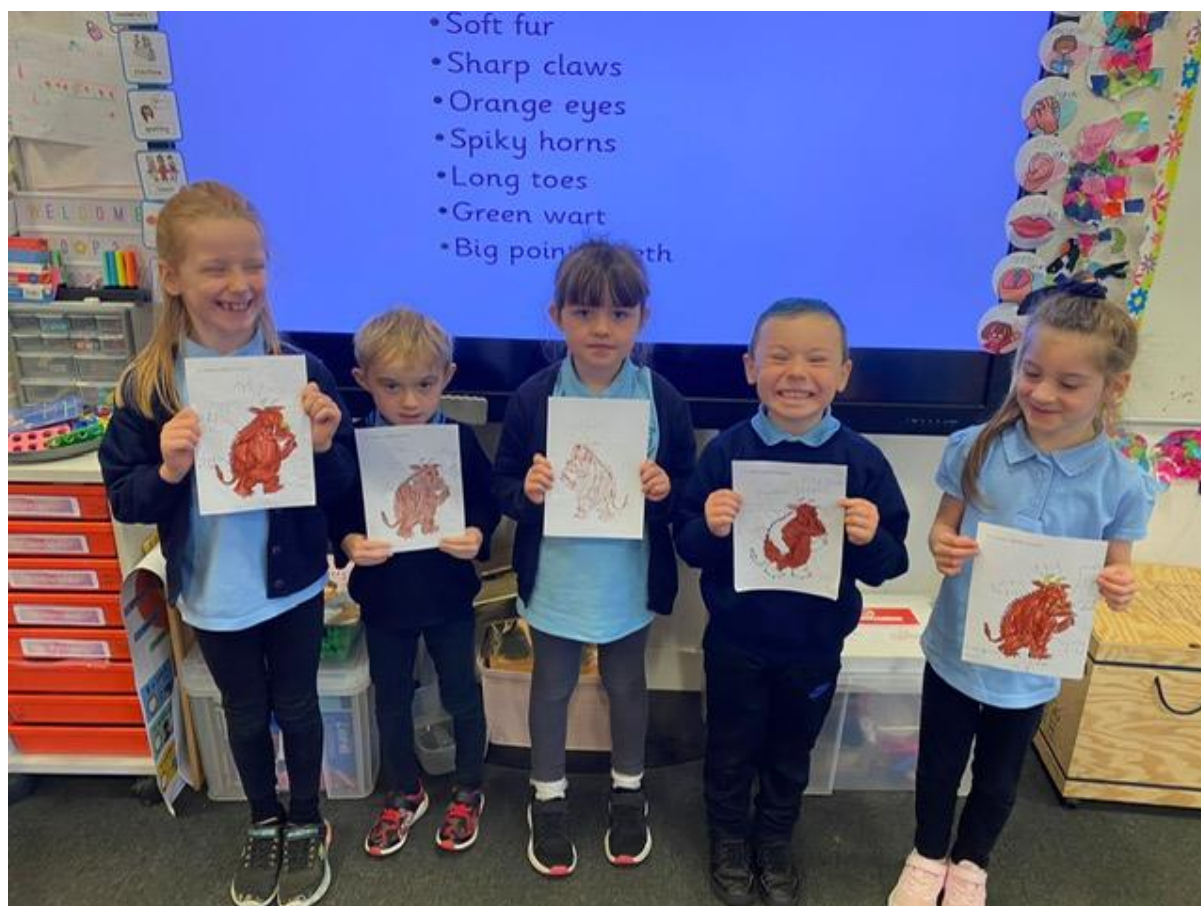
We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, Groupcall, twitter, school website, phone, 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.

For the purpose of collecting their children, our assembly point within school is the school gym hall, and our muster site would be the MUGA in the school playground.

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. This should only happen in exceptional circumstances.



SECTION TWO - PARENTAL INVOLVEMENT

2.1 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.

Parental Involvement Act

(1) The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement.

(2) The Act outlines three areas where parents should be supported and encouraged to be more involved in the child's learning:

- At home – providing parents with information on what their children are learning at school and how this can be supported at home
- Through school – providing parents with opportunities to contribute to the life of the school e.g. by helping out in the classroom at school events
- In a more formal way – deciding what kind of parent's representation the schools should have.

Consultations with Staff

Parent's evenings are held twice per year, these take place in October and again in March. Parents are welcomed into the school to meet the Head Teacher, the Depute Head Teacher or Class Teachers to discuss a child's work, behaviour or family circumstances. Please telephone the school to make arrangements.

Parents of primary 1 children are invited to observe their child taking part in their Active Learning Activities. Parents are invited to curriculum workshops to familiarise them with the materials, methods and curriculum currently in use at each stage. Curriculum evenings are held for all stages at the start of each session to provide parents with information on how to support their children's learning at home. Special assemblies and performances are delivered over the course of a year to provide parents with the opportunity to see the many talents their children have.

To ensure effective communication with parents each class produces a class newsletter each term which describes areas of learning that the class will be undertaking. The Head Teacher also produces a monthly newsletter which contains information on achievements that the children have had and also provides us with an opportunity to get feedback on various aspects of school life. These newsletters are sent out by Groupcall and copies are also posted on the school website.

Parental Involvement

Parents are encouraged to share their views and opinions to enable us to improve our service. We do this in a variety of ways, Evaluation Questionnaires at Curriculum Evenings or school audits on specific areas. We use this information to evaluate and improve the quality of our service. Parents can of course contact the school directly at any time with any suggestions they may have.

Parents are also included in discussions with relevant school staff at key stages in their child's education and in particular at Key Stages when choices are being made.

School/Community

The school plays an active part in the local community e.g. parents are invited to the school at Harvest, Christmas, Easter and for concerts.

Pupils use the community as a valuable source to embrace learning through topics such as 'People Who Help Us' and 'Citizenship and Enterprise'. Over the session the school is linked with various charities e.g. Children in Need, British Heart Foundation.

We will continue to use other forms of informing and engaging parents / carers including; class Seesaw, school newsletters, Groupcall and the school Twitter account.

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

Information on the Constitution

- Aims – The Primary aim of the Parent Council is to ensure Lairdsland Primary continues to thrive and enrich the lives of its pupils and their parents in an environment which encourages enthusiasm for lifelong learning.
- Membership – A maximum of 12 members and a minimum of 4 parent members will apply.
- Nomination – parent members – Members of the School Forum may nominate themselves or another member of the Forum for appointment to the Parent Council, and this should be submitted in writing to the Chair of the Parent Council. On appointment members will serve for a period of 2 years before being required to stand down and seek re-nomination if desired. In the event that there are more nominations than places then an election will be organised.
- Meetings – There are approximately 5 meetings held per school year.

Lairdsland Primary Parent Council Members:

| | |
|----------------|--|
| Parent Members | Mr Nigel Rooke (Chairperson) Mrs Sandra McEntee (Vice Chair) Ms Evelyn Abernethy Mrs Emma Alkirwi Mrs Claire Hyslop Dr Ainslie Stewart Mrs Deniz Uster-Harrup Mrs Karen Page Mrs Fiona Green Mrs Samatha Findlay Mrs Maria Ruthven |
| Staff Member | Mrs Fiona Donaghey (Head Teacher) Mrs Libby Bradford (Depute Head Teacher) |

All Parent members can be contacted c/o Lairdsland Primary School and more information can be found on the school website:-

<http://www.lairdsland.e-dunbarton.sch.uk/parents-info/parent-council/>

The Head Teacher has a duty and right to attend all meetings and the local Regional Councillor may attend all meetings of the School Board, both have the right to speak, although not being members of the Board, have no right to vote.

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.

2.3 Parent Teacher Association (PTA)

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in.

The aims of the Association are:

- to promote co-operation between Parents and Teachers in everything pertaining to the well-being of the school and its pupils
- to identify where appropriate and to afford opportunities for the study and discussion of all matters relating to the education and welfare of pupils.

All parents/guardians of children attending Lairdsland Primary School are entitled to full membership. Associate Membership is open to all interested in the objects of the Association. Parents/Guardians of pre-school children about to attend the school are particularly encouraged to become Associate Members. The AGM of the Association takes place in September/October.

Parent Teacher Association Committee Members (all c/o Lairdsland Primary School)

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|-------------|----------------------|
| Chairperson | Mrs Coylah Entwistle |
| Vice Chair | Mrs Evelyn Abernethy |
| Secretary | Mrs Kirsten Grindlay |
| Treasurer | Mrs Lindsey Hill |

The Scottish Parent Teacher Council (now known as Connect) is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

PTA Support

Lairdsland Primary School has a very active and enthusiastic PTA who work very hard to provide social events that promote a close community, subsidies which enable us to provide extra-curricular activities and invaluable support over the course of the year. They actively encourage new membership and can be contacted via the school.

2.4 Pupil Council

There is representation from every class on our Pupil Council and children are elected to represent their class by their peers. The Pupil Council meets regularly and makes decisions about all fund raising activities that we undertake. They also organise all fund raising events.

SECTION THREE - SCHOOL ETHOS

3.1 School Ethos

We at Lairdsland aspire to create a secure, innovative and motivating learning environment which encourages high aspirations and ambitions in which all children can be supported to achieve their full potential.

- Recognise and nurture children's individual skills and abilities to enable them to become successful learners, confident individuals, responsible citizens and effective contributors who are aware of their rights and responsibilities within society.

- Develop and deliver a coherent and progressive curriculum ensuring depth, breadth and relevance in children's learning which ensures personalisation, choice and enjoyment throughout.
- Celebrate diversity and promote social inclusion and equality in a welcoming environment which is underpinned by fairness, tolerance and mutual respect. All pupils and staff are valued and respected and their achievements celebrated.
- Engage pupils in developing enterprising skills and attitudes for life encouraging responsibility for applying these skills both within and out with school.
- Involve parents and carers, and work with partners and the wider community to foster positive relationships and enhance quality learning experiences leading to smooth transitions between establishments.
- Recognise the importance of our school's positive ethos and continuously promote all aspects through our health and wellbeing programme.

Lairdsland Primary has very close links with St David's Church in Kirkintilloch. Our school Chaplain Rev Dr Ruth Morrison regularly delivers assemblies to our whole school body and visits classes to enhance their R.E. topics by sharing valuable knowledge on the topics being studied. Although the main religion studied is Christianity we do also study and look at similarities with other world religions, e.g. Judaism & Islam.

Lairdsland Primary School has very close links with the community of Kirkintilloch. We are regularly invited by local churches, business and East Dunbartonshire Council to take part in events in the local community. We promote Fairtrade in school and place a special focus on this at events such as Health Week and our Annual Christmas Fayre. We ensure we provide opportunities for the children to utilise local sporting facilities such as local secondary schools, Kirkintilloch Leisure Centre and Kirkintilloch Bowling Club. We promote Restorative Practices as a tool to empower children to resolve disputes and all staff are trained in this approach.

3.2 Equal Opportunities and Social Inclusion

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

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

Race

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

The Equality Act (2010)

The Gender 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 documentation 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.

3.3 Promoting Positive Behaviour

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 for property.

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.

The aim of the school is to foster and encourage in our children self-discipline, consideration for others, a responsible attitude to people and their property, and to create a pleasant and effective educational environment and to promote good citizenship. Each teacher is responsible for the discipline within his/her own class and we believe that the relationship between pupil and teacher is similar to that between parent and child, requiring mutual thought, respect and consideration on both sides. All teachers are involved in maintaining discipline within the school.

A teacher may refer a child to the Depute Head Teacher or to the Head Teacher if he/she feels that the child's behaviour warrants it. If we are concerned about a child's behaviour we will contact his or her parents/guardians, and hope that they in turn will contact the school should they have any cause for concern.

We have introduced a range of clearly defined procedures for dealing promptly with disruptive anti-social behaviour. Parent co-operation is vital in maintaining good discipline and the emphasis must be on school and parents working together towards this end.

Bullying and Anti-Racist Policies

Lairdsland Primary School adheres strictly to the East Dunbartonshire Policy Guidelines on Bullying and Racism. All reported allegations of bullying and racism will be investigated fully and if an allegation is proved to be founded children will be dealt with according to the school Discipline Policy. Parents will be notified at an early point in the process. Records of all confirmed bullying and racist incidents will be kept in school and copies returned to Education Department.

In Lairdsland Primary we have high expectations of children's behaviour and operate a system of rewards and sanctions. We promote good behaviour through the use of the 'Golden Rules', Golden Time and Circle Time. All school staff have also been trained in Restorative Practices to promote resilience and responsibility. Our anti-bullying policy is available to read on our school website. We encourage children to demonstrate good manners at all times and reward good manners through gaining House Points.



3.4 Supervision of playgrounds

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

Anti-Weapon/ Knife Crime in Schools Guidance was produced in 2017 to provide guidance to schools and their communities and to support staff in managing pupils in possession of offensive weapons, or those suspected of possession. This guidance can be found on East Dunbartonshire Council's website.

SECTION FOUR - CURRICULUM

4.1 Bringing learning to life and life to learning

The recently refreshed Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

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. Every single teacher and practitioner will be responsible for the development of literacy, numeracy and health and wellbeing from Early Level through to Senior Phase.

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

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.

Ultimately, Curriculum for Excellence 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.

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

Learning and Teaching

Our aim is to help every child realise their maximum potential and to establish an environment within which teaching and non-teaching staff, parents and advisory colleagues can work with each other towards the achievement of this target. Groups are formed to enable appropriate teaching methodology and resources to be used.

The curriculum for excellence contains seven main areas of development:

- Literacy
- Numeracy and Mathematics
- Social Studies
- Expressive Arts
- Health and Wellbeing
- Technologies
- Science

ICT skills will permeate the whole curriculum. To embrace the principles of the Curriculum for Excellence we have introduced Active Learning and cross curricular approaches to topic work throughout the school.

Planning for all curricular areas now focuses on Experiences & Outcomes of Curriculum for Excellence. Children have clear targets in their Learning Journeys for Literature, Numeracy and Health and Wellbeing. They are involved at the planning stage of their Inter-Disciplinary topics and account is taken at the planning stage of the seven principles of Curriculum for Excellence. Parents can gain further information on Curriculum for Excellence by visiting www.educationscotland.gov.uk/parentzone or by attending our curriculum evening's at the start of each school session.

LITERACY

Reading

Our reading programme is both structured and progressive, matched to the abilities of the children and supported by supplementary materials. At the early stages reading is taught through the use of big books and home readers. They learn by a mixture of 'look and say' and phonic development. As children progress, their basic reading skills are first consolidated and then developed to encompass higher order reading skills. Up-to-date reading materials are used throughout the school.

Our aim is to promote an enthusiasm for reading which will enable children to be confident, critical and independent readers who read for pleasure and information.

Listening & Talking

Opportunities are provided in all curricular areas which encourage children to listen carefully and look for meaning in what they hear. There are also opportunities where children can express themselves when talking about facts, ideas, thoughts and feelings. Pupils listen and talk individually and in groups to convey information in a variety of contexts. They are encouraged to listen and talk appropriately about experiences, opinions, feelings and texts, showing an awareness of audience and purpose.

Writing

We use a range of resources and approaches to develop writing skills. e.g. Intervention strategies, Pelican Reading for Writing, North Lanark Writing Initiative and Scholastic Writing material. Functional and imaginative writing programmes are also structured to develop and promote pupil writing skills. All programmes have an in-built method of continuous assessment to enable staff to monitor and provide for each child's needs.

The main approach to writing skills development used throughout the school are the West Dunbartonshire writing materials which focus on making children aware of their targets and what they need to do to improve their writing. The children know this as VCOP (vocabulary, connectives, openers and punctuation).

Literacy across Learning

Many opportunities are provided where relevant to enable children to experience writing activities that are placed in a context that enables the children to have meaningful experiences that aids their understanding, increases their knowledge and improves their attainment.

NUMERACY AND MATHEMATICS

Each teacher follows a programme based on Curriculum for Excellence Outcomes and Experiences. Scottish Heinemann is our core material currently used for Early, 1st & 2nd level. This is supplemented by Teejay Maths and other relevant material as required.

Number work is fundamental to our course with number bonds to learn, processes to understand and use, and games to enjoy. Much of the work is practical to "show" the children number relationships "for real".

Measure work is dealt with practically, involving physical activity in length, area, volume and time. The building of a mathematics vocabulary is of prime importance. Shape work is mainly practical and involves building solids and examining flat shapes and their properties.

Mathematics should be viewed in the widest sense as a problem solving activity. Pupils involved in this process will be challenged to think about what they are doing, to question and explain.

Assessment is an integrated ongoing progress enabling pupils to move successfully to the next appropriate level.

We try to ensure that children have opportunities to be participants in their learning by planning for active learning opportunities throughout the school.

Numeracy across Learning

Opportunities to learn within a context are used to teach maths concepts to aid the children's knowledge and understanding and improve attainment. E.g. Guitar Hero focuses on developing skills in financial maths. It also enables them to demonstrate application of skills previously taught.

SOCIAL STUDIES

This is the progressive development of the children's understanding and awareness of their environment in terms of themselves and the part they play, can play, and will play as members of society.

Our outline programme for social studies is developed through interdisciplinary topics that focus on key curricular areas. This enables the children to gain a better understanding of the topic being studied and ensures a better progression in the development of skills. (All of these contribute to the study of man as a citizen within his environment.)

An important element of Environmental Studies are field trips to places of interest which enhance pupils learning and understanding of topic e.g. Scottish Parliament visiting the parliament building in Edinburgh. Our aim is to ensure that activities are planned to take place in a meaningful and relevant context.

EXPRESSIVE ARTS

Each teacher follows a programme based on Curriculum for Excellence Outcomes and Experiences. These include Music, Art & Drama and are concerned with emotions, leisure and social development as well as practical skills. All children are therefore encouraged to participate in and enjoy all aspects of the expressive arts curriculum while those with special skills, e.g. music, are given the opportunity to develop these further.

Art and Design is developed by a structured programme of study based on Borders Art Programme.

Music is developed through a progressive and structured programme of study and includes the use of Borders Music Pack which develops a wide variety of music skills and gives pupils, staff and parents enjoyment.

Drama is developed through a progressive and structured programme of study. Throughout the year pupils have the opportunity to take part in a variety of activities, such as Harvest, Remembrance, Nativity, Christmas, Easter, Summer, Scottish Medley and bi annually Scottish Opera. Within our Expressive Arts programme, we are delighted to share these performances with parents/grandparents.

TECHNOLOGIES

The school has a variety of ICT devices for use by pupils throughout the school including laptops and iPads. This enables every child to develop basic skills and confidence in the use of computers. Pupils

use ICT throughout all curricular areas. Each class has access to ICT to support Learning & Teaching in the classroom. All classes have interactive boards which are used as a teaching and learning tool.

HEALTH AND WELLBEING

Learning in health and wellbeing across the curriculum ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children to make informed decisions, experience positive aspects of healthy living and activity and promote positive attitudes in relation to health and wellbeing which will be sustained into adult life. In Lairdsland our programme is permeated throughout the curriculum but also takes account of the need to focus at times on particular aspects such as anti-racism, anti-bullying etc.

In Physical Education the children follow a broad programme of gymnastics, athletics, games skills and social dance. Our objective is to help our children reach their full physical potential and help promote a healthy lifestyle. All class teachers deliver P.E. lessons. Every child is entitled to 2 hours P.E. per week.

SCIENCES

Through learning in sciences at Lairdsland children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where skills and knowledge of the sciences are needed and are central to the development of our health and wellbeing and our society. At Lairdsland, where appropriate, the teaching and learning of the sciences is integrated through our interdisciplinary topics which promote more meaningful contexts for deeper understanding. Recognition is also given of the need to ensure that some science topics require to be taught as stand-alone subjects.

4.2 Sensitive Aspects of Learning

Information about our Sexual Health and Relationships programme of study is shared with parents at our Curriculum evenings and also in class newsletters. Lesson content and teaching activities are available for parents to see on request.

4.3 Homework

The school has a clearly defined policy on homework. Homework is issued on a weekly basis at all stages. Guidance on homework and the time that should be spent is issued to parents at the start of each new session. The purpose of homework is not only to provide the child with revision and practice but to enable parents to be fully informed to allow them to be in a better position to support their child in their learning at home.

4.4 Extra Curricular Activities/School Clubs

Pupils will have the opportunity to take part in a Residential Trip at the P7 stage. The children will get the opportunity to take part in a range of outdoor activities which will enable them to develop independence, self-reliance, and team building skills. We have very high expectations of good behaviour when accompanying children on all school trips. Mobile phones are not permitted to be taken on any school outing including residential trips.

Parents will be informed in writing of the full details before any excursion takes place. Parents are encouraged to contact the school with any queries well before any excursion occurs and to attend any parent's evenings regarding the trips.

The summary sheet of the current level of EDC Excursion insurance can be found on the school website.

Our children make extensive visits related to citizenship ranging from Practical Maths in the playground, Housing Surveys, Town Studies, Public Utilities and local businesses, Local Government Offices, Scottish Parliament and places of interest directly related to topic work.

Over the course of the school session our staff offer extra-curricular activities in football, Spanish, rugby, netball and dancing classes. External providers also offer Karate and micro-fitness after school clubs.

Parties are held at Christmas and the children are given the chance to attend the pantomime. Music recitals are given by pupils at various times of the year.

Children in the upper stages also have the opportunity to take part in one of our chess clubs. Lunchtime clubs are also available to children in the upper school, including Scripture Union.

4.5 Spiritual, Social, Moral and Cultural Values

The religious programme is based on Curriculum for Excellence Guidelines providing a coherent and progressive programme for all stages. Christianity is a main focus and Islam and Judaism are targeted focuses.

We have weekly whole school Assemblies where children are full participants. Visitors from the community take part in our assemblies. Every month we celebrate special achievements to recognise achievements out with school. A Scripture Union lunchtime club is run by parents and offered to children in P6-7.

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.

We have reviewed our Religious Education programme to enable us to take account of the outcomes and experiences outlined in the Curriculum for Excellence and many aspects of this programme are now incorporated into our interdisciplinary topics.

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

The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

The School Chaplain is Rev Dr Ruth Morrison of St David's Memorial Park Church who contributes to the welfare of pupils and staff.

The whole School attends St David's Memorial Church at Christmas, Easter and summer for end-of-term Church Services.



SECTION FIVE - ASSESSMENT

5.1 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 Head of Education who can be contacted at:

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
G66 1TJ

Tel: 0300 1234510

Email: jacqueline.macdonald@eastdunbarton.gov.uk

Pupil Records and Reporting

Evidence of progress will be recorded in each child's learning journey focussing on the first year on Maths, Language, Health & Wellbeing and Personal Achievements.

An individual summative report will be issued towards the end of the fourth term. A copy is kept in individual child profiles which progress through the school with the child and are eventually transferred to the secondary school. Parental interviews are held twice a year in the first and third terms.



5.2 Assessment

There will be continuous assessment of all areas of the curriculum. Each child will have a profile which will be passed on to each stage and eventually transferred to the secondary school.

Children's progress will be tracked through their learning journeys and appropriate evidence included to validate their successes. This information will help both the child and the teacher identify next steps. All information will be shared with the next teacher at the end of each school year and passed to the appropriate secondary at the end of Primary 7.

Baseline assessments in reading and maths will take place within the first few weeks for all pupils in primary 1. Standardised assessments are used to track children's progress in reading and maths for all pupils at all stages.

5.3 Attainment

Attainment should be considered in its widest context and should also focus on children's wider achievements out with school as well as academic achievements. Summative reports issued to all parents at the end of each school session, usually in May, provide information on their child's progress in relation to Curriculum for Excellence levels. Learning Journeys also provide evidence of attainment and are sent home twice a year to enable parents to comment on attainment and achievement.

SECTION SIX - TRANSITIONS

6.1 Admission to nursery in East Dunbartonshire

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 Centre provides places for all children aged 3-5 and eligible 2 year olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the website: <https://www.eastdunbartonshire.gov.uk/residents/schools-early-years-centres-and-learning/early-years>.

Early Learning and childcare provision is non-denominational. This means that all Early Learning and Childcare Centre's 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's establishments follow the Council's early year's admissions policy (available on Council's website).

Funded places can be accessed either in a local authority Early Learning and Childcare Centres or with a funded partner provider. Funded Providers, include early learning and childcare providers in the private, voluntary and independent sector, as well as childminders who have been accepted into East Dunbartonshire Councils early year's procurement framework to provide early learning and childcare.

The East Dunbartonshire Council website sets out clear information to guide the online application process for all funded early year's places. Applications for 3 and 4-year-old places normally open on the first week of January and close on the last day of February each year.

Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested, however, this is not guaranteed and all places are allocated as per the Early Years Admissions Policy. Parents are required a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at application stage.

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.

Some 2 year olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. These criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded 2-year-old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying income, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two year olds can start from the term after their second birthday, as per the Early Years Admissions Policy. Parents will also be required to complete an application for their child's 3 and 4-year-old place.

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

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.

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

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

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

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

Transfer from Early Learning and Childcare Centre to primary

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

Before leaving an Early Years 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.

6.2 Primary School Admissions

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

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

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

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

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

6.3 Primary to Secondary Transfer

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

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

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

Catchment Secondary School

Pupils are normally transferred between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least four 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.

Lairdsland pupils normally transfer to:

Lenzie Academy
Myrtle Avenue
Lenzie
Glasgow G66 4HR

Tel. 0141 955 2379

6.4 Placing Requests

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

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

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

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

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

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

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

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

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful Placing Request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a

school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid-Session Transfers

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

Transport for Placing Requests

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

SECTION SEVEN - SUPPORT FOR PUPILS

7.1 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 a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

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

That the child or young person:

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

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

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

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

All schools and early years' establishments in East Dunbartonshire look at children's needs through a wellbeing pathway that ensures a continuum of support from Universal to Targeted in line with the national Getting It Right for Every 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 set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be co-ordinated.

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

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

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

Support for Learning Services

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

These are:-

- Education Support Team which includes English as an Additional Language Learning Support, Sensory-Hearing Impaired and Visual Impaired, Language and Communication Resources
- Social, Emotional and Behavioural Needs Service
- Short term Advice and Response Team

The Services support pupils through:-

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

The Named Person for the co-ordination of children with additional support needs is the Depute Headteacher (for P1-P7) and the Child Protection Co-ordinator is the Head Teacher. They can be contacted via the school office.

7.2 Supporting Families Service

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

7.3 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.

7.4 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 (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

In Lairdsland relevant teaching staff visit children in their nursery settings to familiarise them with the children and to find out about any additional needs they may have. Within school, teaching staff complete a 'Note of Concern' about children whose learning raises concerns and these are then forwarded to the Support for Learning Co-ordinator. Decisions may then be taken to create specific targets for the child using the staged intervention process.

In Lairdsland Primary School we continually monitor children's progress in all aspects of the curriculum. If we feel progress is being hindered in any way, the class teacher will look at alternative strategies in liaison with the Senior Management Team. Parents are informed and kept up-to-date if these strategies need to be individualised for their child. Communication takes place via:

- informal meetings with parents
- introduction of support plan
- review meetings with parents and Pupil Support Group meetings

Our Pupil Support Group meets six times a year and is attended by the Educational Psychologist, Senior Management Team and appropriate professionals depending on which needs are being discussed, e.g. school nurse, health visitor for nursery children.

7.5 Autism Adviser

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

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

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

The teams support the additional needs of:

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

7.7 Pastoral Support

Children at Lairdsland Primary School are given pastoral support via their class teacher and this is normally sufficient. If, however, parents, children or teachers are concerned then the Senior Management Team will move to access further support as necessary in the same way as discussed above.

We also run Seasons for Growth programmes to support children who have experienced loss or bereavement. Parents are invited to nominate their child to take part in these group support sessions.

Further information can be found at:

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

7.8 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 the 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 their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

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

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

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

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

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

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

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

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

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

To find out more about *Getting it Right* or to access the Named Person for your child, please inquire directly to the school office.

Child Protection and Safeguarding

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

7.9 English as an additional language service

We are fortunate to have several pupils in our school who are bilingual, that is they speak two or more languages. We seek to encourage the bilingual pupils to use and develop their first language as much as possible as we know it supports their learning and enriches and strengthens the school.

We are assisted in the school by East Dunbartonshire's English as an Additional Language Service. This is a team of specially trained teachers who work co-operatively with the teachers to support the learning of the bilingual pupils.

The teacher from the English as an Additional Language Service is Donna Inglis. She visits the school on a regular basis. She works with pupils usually in a group, on a variety of activities involving talking, listening, reading and writing and also provides advice and support to class teachers.

7.10 Psychological service

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs.

The Psychological Service operates at three levels within the Council, namely that of the individual young person/ family, the level of the whole school and that of the Authority.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics related to the school improvement plan.

SECTION EIGHT - SCHOOL IMPROVEMENT

8.1 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.

8.2 Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. This can be viewed on our school website.

8.3 School Improvement Plan

Our School Improvement Plan is available to read on our school website.

Our Priorities for the current session are:

- Maths
- Meeting pupil Needs
- GIRFEC
- Literacy
- Moderation and Tracking
- Eco

8.4 Transferring Educational Data about Pupils

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

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

Data Policy

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

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

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

Your data protection rights

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

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

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

Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email 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 – POLICIES AND PRACTICAL INFORMATION

9.1 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.

The school uniform is:

| | |
|-----------------------|---|
| Girls | Sky blue blouse, navy blue or grey skirt, navy blue cardigan or V-neck pullover with the school colours or school sweatshirt and school polo shirt. |
| Boys | Sky blue shirt, navy blue or grey trousers, navy blue pullover with the school colours or school sweatshirt and school polo shirt. |
| Girls and Boys | School tie, navy blue blazer with school badge on the breast pocket. Fleece and waterproof jackets are also available. Navy or black footwear. |

For parents enrolling new pupils, order forms for suppliers and samples will be available to view on induction days. For parents who wish an alternative we are now registered with an online uniform company <https://myclothing.com/ueslink/11123.school> This option provides competitive prices however the quality and colours may vary from our established supplier.

We would ask that your child's name is on all items of clothing.

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

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons – **please note there is a requirement that all jewellery is removed prior to undertaking physical education activities**. If children have just had their ears pierced, we are not permitted to 'tape' over earrings and they have to miss PE until they can safely remove their earrings.

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

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

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

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

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

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

9.2 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. Lairdsland Primary School is a nut free school.

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

The school operates a cashless catering system. Each pupil has an individual account, which can be topped up online, or by submitting cash or cheques to the school office. This account is used to pay for school meals, and children do not have to bring lunch money to school. Meal selections are made by children in class at the start of the day, and there is no requirement for any smartcard or other identification system. Your child's individual account number, as well as information on how to use the cashless catering system, will be provided. Payments into the pupil accounts are made by parents online via the Council 'payment' website at <https://www.eastdunbarton.gov.uk/payments>

Packed lunches will be supervised within the dinner hall.

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 Shared Services or www.eastdunbarton.gov.uk.

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

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

9.3 Transport

(a) General

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

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

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

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

(b) Pick up Points

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

(c) Placing Request

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

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

9.4 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.

9.5 Medical and health care

A varied programme of medical and health care is organised by the Community Child Health Services. The programme includes a routine medical examination for P1 children and, at particular stages, reviews and testing of hearing and vision. Parents should inform the school of any particular medical requirements necessary for their child.

At the beginning of each session parents are asked to complete and return an emergency contact slip. On it we ask for at least one telephone number – home, neighbour, relative, business – so that

contact may be made as quickly as possible should a child become unwell or have an accident at school.

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

9.6 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

9.7 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 |

9.8 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.

9.9 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.

9.10 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.

9.11 Pupil Use of Mobile Phones in School

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

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

All establishments will incorporate the following points into their policy:

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

9.12 Appointment of Adults to voluntary child care positions

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

This policy 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.

9.13 Addresses

Education Office

Mr G Bremner
Interim Chief Education Officer
Southbank Marina
Strathkelvin Place
Kirkintilloch G66 1TJ
Tel: 0300 123 4510

Area Registration Service Office

Department of Education
Kirkintilloch Area Office
Southbank Road
Glasgow G66 1NH
Tel: 0141 578 8020

Education Convenor

Cllr Williamson
East Dunbartonshire Council
Southbank Marina
Strathkelvin Place
Kirkintilloch G66 1TJ
Tel: 0300 123 4510

CLD Strategic Partnership

CLD and Children's Services (School Letting Office)
Southbank Marina
Strathkelvin Place
Kirkintilloch
G66 1TJ
Tel 0300 123 4510
e-mail: letting@eastdunbarton.gov.uk

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

(a) before the commencement or during the course of the year in question

(b) in relation to subsequent school years.