LAIRDSLAND

PRIMARY SCHOOL

HANDBOOK 2026-2027



INTRODUCTION

Dear Parents/Carers

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

PLEASE NOTE:- The use of the word 'parent' throughout this document refers to parents, carers & guardians.



SECTION ONE **SCHOOL INFORMATION**
1.1 Contact Details
1.2 About the school
1.3 School Hours
1.4 Teaching Staff/Support Staff
1.5 School Year
1.6 Attendance and Absence
1.7 Comments, Compliments and Complaints Procedure
1.8 Information in Emergencies
SECTION TWO **PARENTAL INVOLVEMENT**
2.1 Parental Involvement in the school
2.2 Parent Councils
2.3 Parent Teacher Association
2.4 Pupil Council
SECTION THREE **SCHOOL ETHOS**
3.1 School Ethos
3.2 Equal Opportunities & Social Inclusion
3.3 Promoting Positive Behaviour
3.4 Supervision of playgrounds
SECTION FOUR **CURRICULUM**
4.1 Bringing learning to life and life to learning
4.2 Sensitive Aspects of Learning
4.3 Homework
4.4 Extra-Curricular Activities/School Clubs
4.5 Spiritual, Social, Moral and Cultural Values
SECTION FIVE **ASSESSMENT AND REPORTING**
5.1 Liaising with and involving parents in their child's education
5.2 Assessment
5.3 Attainment
SECTION SIX **TRANSITIONS AND ENROLMENTS**
6.1 Admission to nursery in East Dunbartonshire
6.2 Primary School Admissions – Enrolment & Class Sizes
6.3 Primary to Secondary Transfer
6.4 Placing Requests
SECTION SEVEN **SUPPORT FOR PUPILS**
7.1 Children and Young Adults with Additional Support Needs
7.2 Supporting Families Service
7.3 Protecting Children and Young People
7.4 Additional Support Need
7.5 Specialist Support Service
7.6 Pastoral Support
7.7 Promoting Wellbeing, Protecting and Safeguarding
7.8 English as an additional language
7.9 Psychological Service
SECTION EIGHT **SCHOOL IMPROVEMENT**
8.1 Raising Attainment
8.2 Standards and Quality Report
8.3 School Improvement Plan
8.4 Transferring Educational Data about Pupils

SECTION NINE **POLICIES AND PRACTICAL INFORMATION**

9.1 School Uniform
9.2 School Meals
9.3 Transport
9.4 Adverse Weather Conditions
9.5 Medical and health care
9.6 Data Protection Act 2018
9.7 Accessing your child's pupil records
9.8 Freedom of Information (Scotland) Act 2002
9.9 Use of Photographs and Video Film Involving Pupils
9.10 School Campus No Smoking Policy
9.11 Pupil Use of Mobile Phones in School
9.12 Childcare Information Service
9.13 Appointment of Adults to voluntary child care positions
9.14 Addresses

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 Lesley Davidson (Mon & Tues) Mrs Fiona Donaghey (Wed – Fri)
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

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 292.
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.

Parent Council: Chair	Mr Nigel Rooke
Contact details:	c/o Lairdsland Primary School
Parent Teacher Association: Chair	Kirsten Grindlay
Contact details:	c/o Lairdsland Primary School

1.3 School Hours

School Hours:	
Morning opening	9.00 am
Interval	10.30 am - 10.45 am
Lunch time	12.15 am – 1.00 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 (Wed, Thurs & Fri) Mrs Lesley Davidson (Mon & Tues)
Depute Head Teacher	Mrs Libby Bradford (Mon – Wed)
Depute Head Teacher	Mrs Maria Kerr (Thurs & Fri)
Principal Teacher	Mrs Jill Paterson Mrs Nicola Nellaney Mrs Maria Kerr
Teaching Staff	Mrs Natalie Gourlay Mrs Laura McLoone Mrs Leanne Martin Mrs Nicola Nellaney Miss Kirsty Henderson Mrs Alison Barber Mrs Anne Nichol Mrs Ashley Jones Miss Catriona Hill Miss Claire Moir Mrs Kelsey Rumsby Miss Danielle Gray Mrs Fiona Atkinson Mr Stuart Biggart Mrs Eden Reid Miss Emma Gibson Miss Annie Campbell Mrs Emma Sewell
School Support Co-ordinator	Mrs Debbi Thornton
Family Learning Assistant	Miss Kelly Quail
Administrative Assistant	Mrs Janice Atkinson
Clerical Assistant	Mrs Gaynor Furie Mrs Fiona Sneddon (Tues)
Classroom Assistants	Mrs Jan Watson (0.5)
Support for Learning Assistants	Ms Claire Anderson Mrs Ola Moffat Mrs Jan Watson (0.5)

	Ash Shkvorchenko Suzi Lennon Morag Downie
Site Co-ordinator	Mr William Cook

1.5 The School Year

August 2026	
Teachers return (In-service day) school closed to pupils	Thursday 13 August
In-service day, school closed to pupils	Friday 13 August
Pupils return	Monday 17 August
September 2026	
September Weekend	Friday 25 September to Monday 89 September (inclusive)
Pupils return	Tuesday290 September
October 2026	
In-service day, school closed to pupils	Friday 09 October
October Week	Monday 12 October to Friday 16 October (inclusive)
Pupils return	Monday 19 October
December 2026 and January 2027	
Christmas and New Year Holidays	Monday 21 December to Monday 4 January (inclusive)
Pupils return	Tuesday 5 January
February 2027	
February Break	Monday 15 February to Tuesday 16 February (inclusive)
In-service day, school closed to pupils	Wednesday 17 February
Pupils return	Thursday 18 February
April 2027	
Easter Weekend	Friday 26 March to Monday 29 March (inclusive)
Pupils return	Tuesday 30 March
Easter Holidays (last day of term)	Friday 2 April
	Monday 5 April to Friday 16 April
Pupil and Teachers Return	Monday 19 April
May 2027	
May Day (closed)	Monday 3 May
In Service Day	Thursday 6 May
Pupils return	Friday 7 May
May Weekend	Friday 28 May to Monday 31 May (inclusive)
Pupils return	Tuesday 01 June
June 2026	
Last day of term	Wednesday 30 June

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

Applications for lets should be made to: letting@eastdunbarton.gov.uk

1.6 Attendance and Absence

Attendance at School

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

Attendance must be recorded twice a day, morning, and afternoon. Each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

ATTENDANCE PERCENTAGE	NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR	FURTHER INFORMATION
95%	9 Days	Attendance at or above this level gives a learner the best chance of success.
90%	19 Days	Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.
80 – 85%	27 – 36 days	Attendance at this level has serious implications for learning and progress.

There are a key rights, duties and legal obligations in relation to attendance as outlined in 'Included, Engaged and Involved (Part 1)'. These are set out below:

· All children and young people have a right to education; and education authorities have a duty to provide education.

· All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.

· All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.

· Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.

· Schools and partners should work collaboratively to promote and support good attendance.

· The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

All children and young people have a right to education; and education authorities have a duty to provide education. All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential. All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school in order to encourage good attendance. Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed. Schools and partners should work collaboratively to promote and support good attendance. The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation. Included, Engaged and Involved (Part 1)

Un-notified Absence Policy

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

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.

Missing in Education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time. Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education – Schools – gov.scot). Schools should ensure that their Child Protection Co-ordinator is notified and seek central support from the ASN and Children's Services team if they have concerns.

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.

Child Friendly Complaints

Child-friendly complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensures accessibility, and provides appropriate support.

Child-friendly complaints processes are structured to **empower children and young people** to express concerns about services, treatment, or decisions affecting them. These processes are guided by the **United Nations Convention on the Rights of the Child (UNCRC)**, ensuring that children's rights are central to complaint handling and that their views are taken seriously

The benefits of ensuring our Child Friendly Complaints processes are fully embedded to ensure that:

- They can voice their concerns safely and confidently
- Receive responses that respect their rights and needs
- Contribute to improvements to the Council through meaningful feedback

In embedding these principles East Dunbartonshire are complying with our legal obligations under the **UNCRC**, and fostering a culture of respect, inclusion and accountability for children and young people.

Further information can be found using the following link - Child Friendly Complaints | SPSO

We will take account of our parent/carer needs and will respond with patience and understanding when parent/carers have specific requirements of us. We recognise that some of our parent/carers will encounter the Council at difficult times in their lives and/or when experiencing challenging circumstances, and that this may cause them to act in ways that are out of character, however, the Council has clear expectations around how we aspire to deliver excellence in parent/carer services. We would always suggest that contacting your child's school in the first instance to try and respond to any complaints quickly.
For further information around Council policy please see the link below:

Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council

1.8 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

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

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



SECTION TWO - PARENTAL INVOLVEMENT

2.1 Parental engagement 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/carers 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/assemblies.

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 Emma Alkirwi Mrs Deniz Uster-Harrup Mr Andrew Mawston Mr Sravan Kumar Vadaga Mrs Katie Edwards Mr Fraser Gallacher Mrs Rebecca Houston Mrs Mhairi Sermanni Ms Kerry Simpson Ms Natalie Marwaha
Staff Member	Mrs Lesley Davidson (Head Teacher) Mrs Fiona Donaghey (Head Teacher Mrs Maria Kerr (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)

Chairperson	Mrs Kirsten Grindlay
Treasurer	Mrs Lyndsey 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@conect.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

EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS



The Vision for the Education Service is 'Excellence for All - A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life'.

This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and young people.

Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.

These are as follows:

Equity & Opportunity
To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships
To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning and Teaching
To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred and Future Focussed
To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion and Empowerment
To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.



The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as a symbol of care, compassion and emotional intelligence; the open book as the traditional symbol of knowledge and learning and finally the laurel symbolising growth, harmony and aspiration.

Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.

"The culture of high levels of trust, high aspirations and high expectations permeates all levels of the system. The relationship-based approach leads to highly effective collaboration at all levels with a strong focus on improving experiences for children and young people."

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 For All

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

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, disability, gender reassignment, marriage and civil partnership, [pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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

The Equality Act (2010)

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.
Technical guidance for schools in Scotland | EHRC (equalityhumanrights.com)

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.

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment.
The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.
In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.
If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.
For example:
School uniform recycle
Assistance with trips/outings
Festivals and fundraising events

Child Poverty Report and Action Plan - East Dunbartonshire Council

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1 and individual service briefings, have helped to inform the plan and can be viewed here https://thepromise.scot It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Implementation of the UNCRC July 2024 ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture

- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

3.3 Promoting Positive Behaviour

Promoting Positive Relationships, Behaviour and Learning in Education

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.
East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

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 break times 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 values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence 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 children to make connections in

their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

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

In line with Education Scotland, our school is committed to providing high-quality learning experiences through Scotland's Curriculum Improvement Cycle. This national approach supports continuous improvement by ensuring that the curriculum remains relevant, inclusive and responsive to the needs of children and young people in a changing world. It enables schools to review evidence, reflect on practice, implement improvements and evaluate their impact, ensuring that learning continues to meet the aspirations of Curriculum for Excellence.

Through this process, we ensure our curriculum continues to develop the four capacities of Curriculum for Excellence, promotes equity and inclusion, reflects the principles of Getting it Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC), and supports every learner to achieve their full potential. Curriculum improvement is closely aligned with our School Improvement Plan and our self-evaluation using *How Good Is Our School? (4th Edition)*, ensuring that our learners are equipped with the knowledge, skills, attributes and values they need for learning, life and work.

Curriculum Areas

Expressive Arts – Art & Design, Drama, Dance and Music

Health and Wellbeing

Literacy & English

Numeracy & Mathematics

Religious and Moral Education (RME)

Sciences

Social Studies

Technologies

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.

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
Southbank House
Strathkelvin Place
Kirkintilloch
G66 1XQ

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

Pupil Records and Reporting

Evidence of progress will be recorded in each child's SeeSaw profile focussing Curricular areas o including 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 AND ENROLMENTS

6.1 Early Learning and Childcare

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

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.
Early learning and childcare provisions are non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

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

Funded places are available in local authority early years centres or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary, and independent sector, as well as childminders who are part of East Dunbartonshire Councils early years partnership framework to provide funded early learning and childcare.

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

Some two-year-olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. The criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two-year-old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying eligibility, 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 must also complete an application for their child's 3- and 4-year-old place.

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

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.
A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred

entry year. Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website.
It is important to note that parents/carers who are applying for deferred entry for their child must also register their child for Primary 1. The Early Years Admissions Policy provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

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

Transfer from Early Learning and Childcare Centre to primary

Registration and enrolment

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

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

6.2 Primary School Admissions – Enrolment & Class Sizes

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 checked using the following webpage School catchment areas - East Dunbartonshire Council If parents have any queries on catchment areas they can email sharedservices.education@eastdunbarton.gov.uk for assistance.

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

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.
You are still required to enrol your child(ren) at your catchment school even if you are also applying to defer their entry and take up an additional year of early learning and childcare.

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

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

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.

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:

Year Group class	Primary 1	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.

6.3 Primary to Secondary Transfer

Transfer Information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

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 **School placing requests - East Dunbartonshire Council.**

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

In East Dunbartonshire Council we have our Including Every Learner Policies – *Promoting positive relationships and managing behaviour that challenges* and *Policy and provision for children and young people with additional support needs*. These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.
Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs then a rigorous process of assessment, planning and support is put into place.
There are a number of resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication including those diagnosed with autism. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for all Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.
Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.
Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

School Counselling

Lifelink is the School Counselling provider for East Dunbartonshire Council. Having delivered counselling and groupwork services since 2022, Lifelink will continue with a similar suite of services from 1st August 2026 for two years, with the option of a further two-year extension thereafter. Services include universal 1:1 school-based counselling, groupwork and Holiday Support for pupils from 10 years of age. Schools have designated therapists assigned within a cluster-based model.

Targeted Intervention Tier 2 provision:

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs. East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).
The GLG is the decision-making forum for all specialist placements.

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

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

Advocacy

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

My Rights My Say
Enquire: www.enquire.org.uk 0845 123 2303
Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410
Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

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 parenting 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**.** Further information can be found on website Parent and family learning - East Dunbartonshire Council

7.3 Protecting Children and Young People

2026 National Guidance and the East Dunbartonshire Child Protection Procedures (PM 3/21) adopted a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".

(National Child Protection Guidance, 2021, p.12)
Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.
The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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

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

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

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

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

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.

7.4 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.

At 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.

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 Specialist Support Service

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.

7.6 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.

7.7 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 EDC Including Every Learner Policy 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. This is in line with GIRFEC National Practice Model.
.

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 following a model of staged intervention.

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?

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 as amended.

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

7.8 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.

7.9 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 key achievements and areas of future focus for improvement. 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:

- Wellbeing & Inclusion
- Pedagogy & Metaskills

8.4 Transferring Educational Data about Pupils

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data about Pupils
The Scottish Government and its partners collect and use information about pupils 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. Clothing Grants are available for families to help with the cost of uniforms. The use of recycled uniforms is highly supported.

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.

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. This account is used to pay for school meals, and children n 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 or via Parents Portal.

Packed lunches will be supervised within the dinner hall.

Free School Meals

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

Some families may also be may 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.

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-notices

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

This policy sets out the East Dunbartonshire Council framework on the use of mobile devices (*e.g.* phones, tablets and smartwatches) in schools. It aims to support learning and teaching, safeguard young people, promote consistency, and ensure equity of access across schools. The policy aligns with Scottish Government guidance (2024) and reflects the outcomes of extensive stakeholder engagement. Mobile device use should be guided by clear educational purposes that reflect teacher professionalism and context specific judgement.

Operational Guidance

Primary Schools

- Pupils are strongly encouraged to leave personal mobile devices at home.
- Where mobile phones are brought solely for use during travel to and from school (*e.g*. for safety, communication during pickups, or family transition arrangements), they must remain switched off and stored securely in school bags throughout the school day.
- Smartwatches must be set to airplane mode, to disable messaging, notifications, and camera functions.
- Personal mobile phones and smartwatches must not be used during lessons and not used during lunch or interval. Local arrangements are subject to Head Teacher discretion in consultation with stakeholders.
- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- All parent/carer communication should be directed through the school office.

Safeguarding and Prohibited Uses

All schools must ensure rigorous measures are in place to ensure that mobile technologies are not misused. Staff are required to be vigilant and report breaches to their line manager. The following are strictly prohibited:

- Recording or photographing staff, pupils, or premises without explicit consent.
- Audio recording of lessons or individuals.
- Sharing school-related content on social media without approval.
- Engaging in any form of online cyberbullying.
- Accessing, viewing or sharing content which is of a violent or adult nature.

Policy Exceptions

Exceptions may be granted where justified and supported by appropriate documentation. This may include:

- A medical requirement (*e.g.* continuous glucose monitoring).
- A communication need (*e.g.* augmentative technology).
- A documented additional support need (*e.g.* ASN Action Plan).
- Young carers who require ongoing contact with family members.

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 & Education Convenor	Mr G Bremner Chief Education Officer Southbank Marina Strathkelvin Place Kirkintilloch G66 1TJ Tel: 0300 123 4510 Cllr Williamson East Dunbartonshire Council Southbank Marina Strathkelvin Place Kirkintilloch G66 1TJ Tel: 0300 123 4501

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.