

Meadowburn Primary School



Bun Sgoil Innis an Uillt

School Handbook 2022 - 2023

Contents

- Welcome to Meadowburn Primary School
- School Vision, Values and Aims
- Section One – School Information and Contact Details
- Section Two – Parental Involvement
- Section Three – School Ethos
- Section Four – Curriculum for Excellence
- Section Five – Assessment and Reporting
- Section Six – Transitions
- Section Seven – Support for Pupils
- Section Eight – School Improvement
- Section Nine – Policies and Practical Information



Meadowburn Primary School
Lendale Lane
Bishopbriggs
Glasgow
G64 3LL
0141 955 2293

Email: office@meadowburn.e-dunbarton.sch.uk

Website: <http://meadowburn.e-dunbarton.sch.uk>

Twitter: @Meadowburnprim

Dear Parents/Carers,

Welcome to Meadowburn Primary School. I hope you will find our handbook interesting and informative.

Here at Meadowburn we aim to provide a safe, happy and caring environment where children learn respect for themselves and for others. We offer a broad and balanced curriculum and work hard to ensure that our pupils fulfil their potential. We aim to help our pupils become independent learners, be creative, healthy and develop a positive attitude to life.

Meadowburn is a busy school. We encourage partnership with parents and the wider community. We have an active Parent Council, Comman Nam Pàrant and a Parent Teacher Association that organises many social and fundraising events over the school year. Many other parents support their children at school in a variety of ways, including those who volunteer regularly in the school as parent helpers.

If after reading this handbook you require further information about Meadowburn Primary you may find what you are looking for on our school website at www.meadowburn.e-dunbarton.sch.uk

To speak to a member of staff please telephone number on 0141 955 2293 or alternatively email your request to office@meadowburn.e-dunbarton.sch.uk

Contact details for the Parent Council, Comman Nam Pàrant and the Parent Teacher Association are available on our website or by contacting the school office at the number above or by email.

We hope that your child will be happy with us at Meadowburn Primary and we look forward to working in partnership with you.

Yours sincerely,

Jennifer Campbell

Head Teacher





Vision

Meadowburn ...

A motivating, challenging, inclusive & nurturing community where we learn, achieve & grow.

Lèirsinn

Innis an Uillt ...

Coimhearsnachd dùbhlanaich, brosnachail, in-ghabhailta & àrachaidh far am bi sinn ag ionnsachadh, a' coileanach 's a fas.

Values

Luachan



Aims

- To provide a stimulating and nurturing environment which encourages and supports all children to achieve success and equips them with a 'toolbox of skills' for life-long learning.
- To deliver a creative, balanced and pupil-centred curriculum to meet the needs of all learners.
- To aim high and raise attainment and achievement for all by working in partnership with pupils, parents and staff.
- To promote and develop Gaelic Medium Education and celebrate Gaelic language and culture throughout the school and wider community.
- To encourage an ethos of respect and equity and to value diversity across the whole school.

Amasan

- A' solarachadh àrainneachd thogarrach is àrachaidh a tha a' brosnachadh 's a' cuideachadh nan sgoilearan gus soirbheas a choileanadh agus a tha gan uidheamachadh le sgilean airson foghlaim fad-beatha.
- A' lìbhrigeadh curraicealam cruthachail agus cothromach a tha stèidhte air an sgoilear gus feuman an luchd-ionnsachaidh uile a choileanadh.
- Ag amas air àrd ìre agus a' togail buileachadh is coileanadh don a h-uile duine le bhith ag obair ann an com-pàirteachas le sgoilearan, pàrantan agus luchd-ionnsachaidh.
- A' leasachadh 's ag adhartachadh foghlam tro mheadhan na Gàidhlig agus a' comharrachadh cànan 's cultar na h-Alba tron sgoil 's tron choimhearsnachd nas farsainge.
- A' brosnachadh spèis is cothromas ann an ethos na sgoile agus a' cur luach ann an iomadachd tron sgoil gu lèir.



Section One – Practical

| | |
|------------------|--|
| School Name | Meadowburn Primary School |
| Head Teacher | Ms Jennifer Campbell |
| Address | Lendale Lane Bishopbriggs Glasgow, G64 3LL |
| Telephone Number | 0141 955 2293 |
| E-mail Address | office@meadowburn.e-dunbarton.sch.uk |
| School web site | www.meadowburn.e-dunbarton.sch.uk |
| School Twitter | @Meadowburnprim |

The agreed working capacity of the school is 354 and the present roll is 325 in the primary units and 109 in the Early Years' Centres.

P1- P3 Class Size Reduction

The class size limit for P1 is 25, for P2 and P3 class size limit is 30 however this size can increase in a Team Teaching situation with 2 teachers.

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

The school provides both nursery and primary education.

We provide **pre-school and primary Gaelic Medium Education** for pupils whose parents wish them to be taught through the medium of the Gaelic language. Further details about the benefits of Gaelic Medium Education can be found in Section 3. Please contact the school if you wish further information about Gaelic Medium Education.

| | |
|-------------------------------|---|
| Denominational Status | Non-Denominational |
| Single Sex or Co-Educational | Co-Educational |
| Community Facilities | Breakfast Service & Out of School Care (Mon – Fri) |
| Named Person Service Contact: | Ms Jennifer Campbell |

For further information on letting procedures contact:

School and Community Centre Letting
East Dunbartonshire Council
Suite 4
6 Strathkelvin Place
Kirkintilloch
G66 1XT
Tel 0300 123 4510
Email: letting@eastdunbarton.gov.uk

Under the direction of the Education Authority the Parent Council assists in the letting of school premises.

TEACHING STAFF

Head Teacher
Depute Head Teacher
Principal Teacher (Mainstream Primary)

Principal Teacher (Gaelic Medium Primary)

Ms J Campbell
Mrs C Doherty
Mrs C Craig (0.8)
Mr P Dhaliwal (0.2)
Mrs A MacDermaid

Mainstream Primary classes

Primary 1
Primary 1/2
Primary 2
Primary 3
Primary 3/4
Primary 4/5
Primary 5/6
Primary 6
Primary 7

Mrs R Rutherford/Ms Morrison
Ms L Mitchell
Ms Angus/Ms Gough
Mrs C Douglas/Mrs T Main
Mrs D Black
Mrs N Murphy
Ms E Gibb
Ms McCall
Mrs M McCooe/Ms A Dalglish

NCCT/Raising Attainment

Ms J Gough, Mrs T Main,
Mrs K McSorland, Ms Morrison

Gaelic Medium Primary classes

Clas 1/2
Clas 2/3
Clas 4/5
Clas 6/7
RCCT/Raising Attainment

Ms F Graham
Mrs I Lynch
Mrs D MacRitchie
Ms Gillanders/Mrs A MacDermaid
Mgr Gurillo/Mrs A MacDermaid

Mainstream Early Years Centre

Early Years' Teacher
Deputy Head of Centre
Senior Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker
Early Years' Worker

Mrs C Riddell
Louise Martin
Ilona Cassidy
Jillian Towill
Lesley Flockhart
Debbie Armstrong
Mark Hutton
Karen Harvey
Abbey Chal
Rebecca Pollock
Chantelle Lamb
Kirsty Welsh
Michelle McBride
Wendy Hill
Hayley Burns
Katie Templeton
Sarah Hutchison
Ashleigh Herriot
Nicola Brown

Early Years' Support Worker
Early Years' Support Worker

Liz McMillan
Carolanne Ralton

Clerical Assistant
House Keeper

Lauren Byars
Pauline Welsh

Gaelic Medium Early Years Centre

| | |
|-----------------------------|------------------|
| Early Years' Teacher | Ms R Hastie |
| Early Years' Worker | Ms S Pickett |
| Early Years' Worker | Ms D Lamont |
| Early Years' Worker | Ms C Mhoireasdan |
| Early Years' Support Worker | Mrs F Threshie |

School Support Staff

| | |
|---|--------------------------|
| Administrative Assistant | Mrs P MacKenzie |
| Clerical Assistant | Ms F McGregor (W-Th) |
| Clerical Assistant | Ms L Glendinning (M,T,F) |
| Clerical Assistant (Mainstream Nursery) | |
| Classroom Assistant | Mr J Rae |
| Classroom Assistant | Mrs E Henderson |
| Classroom Assistant | Mrs H McInnes |
| Classroom Assistant | Mrs R Bythell |
| Support for Learning Assistant | Mrs L Lewsley |
| Support for Learning Assistant | Mrs E McGrath |
| Support for Learning Assistant | Mrs P McMaster |
| Support for Learning Assistant | Mrs M MacDonald |

Specialist Visiting Staff

| | |
|------------------------------|-----------------|
| Education Support Teacher | Mrs S McLean |
| Woodwind Instructor | Mrs G McKane |
| Clarsach Instructor | Mr I Hood |
| Traditional Instrument tutor | Mr A MacPherson |

Please note that the staff list is for Session 2022 – 2023 and may vary from session to session.

SCHOOL HOURS

Primary

| | |
|-----------|-------------------|
| Start | 9.00am |
| Interval | 10.30am - 10.45am |
| Lunch | 12.15pm – 1.00pm |
| Dismissal | 3.00pm |

Primary 1 children will attend school for the full day from the start of the term.

Mainstream Nursery

| | |
|-------------------------|------------------|
| Morning Session | 8.40am – 11.50am |
| Afternoon session | 12.50pm – 4.00pm |
| Extended hours sessions | 8.00am – 6.00pm |

Gaelic Nursery

| | |
|-------------------------|-----------------|
| Allocated hours Session | 9.00am – 3.00pm |
|-------------------------|-----------------|

AFTER SCHOOL CARE

Out of school care is provided in the school Bishopbriggs Out of School Care.

The hours are: 7.45am-9.00am 3.00pm-6.00pm Monday to Friday

Further details are available from the school office.

Gym times for classes are organised termly. Groupcall and Seesaw accounts are used regularly to provide parents with this information and any changes to it as they occur throughout the session.

We hold whole school assemblies on Friday mornings from 9.30 – 10.30.



Attendance at School

Under Section 30 of the Education (Scotland) Act 1980 parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must take steps to ensure attendance, maintain an attendance register and record pupil absence. All schools must record pupil absences in respect of each morning and afternoon of every day the school is open to parents. Authorities are supported in this process by Children Missing from Education (Scotland), a national co-ordinating body, piloted by the Scottish Government, developed to track and trace children and young people missing from education.

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

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time. Children missing from education will have well-being needs around inclusion and achievement. Consideration also needs to be given to other issues in their lives relating to non-attendance.

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

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

Un-notified Absence Policy

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

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

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays

will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration. Clearly with no explanation from the parents, the absence is unauthorised.

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk.

(a) Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given. Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledged in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

Section Two – Parental Engagement in 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.

A close partnership between home and school is essential if children are to benefit from their time at school. We encourage parents to contact the school at any time by phone or email to discuss matters of concern or to discuss specific issues with staff. We try our best to respond to parental concerns or requests within 24 hours or sooner if possible. Our response may be in the form of a phone call, a letter or an email. There are presently a number of ways in which the school seeks to develop and strengthen links with parents and to keep parents informed and involved in the life of the school:-

Meet the Teacher Information at the start of term

Parent / teacher meetings

Progress reports

Seesaw

Induction Programme for Primary 1

Parental Workshops

Open evening and classroom visits

Curriculum Evenings

Family Learning Activities

Homework and Home-link diaries

Parent prompts and Information leaflets

Groupcall instant messages and alerts

Newsletters

School website

School Twitter Page

Services - Harvest, Christmas, Easter, Summer

Class assemblies

Parent Volunteer Helpers in school

Educational Outings

Annual Christmas Fair

Family Fun Night in June

Christmas School Show

Concerts

PTA Social Events



Parental broad views on the school's performance are sought throughout the year as well as after curriculum or open events. These views are used to support our self-evaluation and help us improve our provision for the children of Meadowburn Primary.

Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

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

The chair of our Parent Council is Mrs Kirsten Sawers. Her contact details are available from the school office. The Parent Council meets at least six times per year. If you have an issue you would like them to address, please contact Mrs Sawers.

Each Parent group is represented on the Parent Council.

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.

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 Acting Chair of the Parent Teacher Association is Ms Joanna Robertson. The PTA can be contacted through the school office.

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

Comman Nam Pàrant (CnP)

CnP represents parents of children in the Gaelic Medium Unit. The Chair is Ms Michahaila Downie. Her contact details are available from the school office. CnP support the unit by raising awareness of

the benefits of Gaelic Medium Education, organising and raising funds for Gaelic Youth club and organising Fèisean, cultural events for the children in the school.

Pupil Involvement

The school has a number of committees for pupils. Currently these are:-

The Pupil Council which helps make school improvements

The Eco Committee which organises recycling and environment improving activities

The Health Committee which organises Health and Well-being initiatives in the school

The Enterprise Committee which encourages enterprise activities such as fund-raising, competitions and community involvement

Digital Ambassadors who support the development of Digital Literacy in the school.

All pupils are encouraged to become members of committees.



Section Three - School Ethos

School Vision Statement

Our school vision, values and aims were updated in consultation with pupils, parents and staff and our shared vision for Meadowburn is ...

‘A motivating, challenging, inclusive and nurturing community where we learn, achieve and grow.’

School Aims:

- To provide a stimulating and nurturing environment which encourages and supports all children to achieve success and equips them with a ‘toolbox of skills’ for life-long learning.
- To deliver a creative, balanced and pupil-centred curriculum to meet the needs of all learners.
- To aim high and raise attainment and achievement for all by working in partnership with pupils, parents and staff.
- To promote and develop Gaelic Medium Education and celebrate Gaelic language and culture throughout the school and wider community.
- To encourage an ethos of respect and equity and to value diversity across the whole school.

School Values

| | |
|----------------|--------------|
| Respect | Spèis |
| Fairness | Cothromachd |
| Kindness | Caoimhneas |
| Honesty | Fireantachd |
| Cooperation | Co-obrachadh |
| Responsibility | Uallach |



We celebrate our pupils’ achievements both within the school and out of school activities through our weekly assemblies where merit certificates are awarded, monthly wider achievement assemblies and newsletters. Our pupils’ achievements are also displayed on wall displays throughout the school and recorded in their individual online Learning Stories.

School and Community

The school is an integral part of the community and close links are maintained with a range of individuals, groups, organisations and official bodies. The school works closely with the Council and regularly takes part in Community Chess Competitions. Members of the police and fire and rescue service visit the school on a regular basis and have input to our health and wellbeing programme. We also have close links with the school nurse who is involved in aspects of topic work in the area of health education in addition to her regular duties.

Every year the school is pleased to assist in the training of student teachers. We also provide work experience to students from Bishopbriggs Academy throughout the year as well as those involved in community projects.

The list of community links could be extensive, however, it is important to note that parents are kept fully informed of all school events through the regular newsletters. We try at all times to further extend our links with the community by involving the children in competitions, visits and fund raising for charity.

Equal opportunities and social inclusion

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

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

The Equality Act (2010)

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

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

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

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

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

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

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

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

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

Gaelic Medium Education

East Dunbartonshire Council is committed to the promotion and support of Gaelic Medium Education. Currently, provision is available from nursery through to Primary 7 at Meadowburn Primary School and at Bishopbriggs Academy for pupils of secondary school age. Gaelic Medium pupils leave Meadowburn Primary School with the advantage of having become proficient in two languages, Gaelic and English.

As a parent / carer you have the right to apply for a place at Meadowburn Primary School's Gaelic Unit. In March 2018, following consultation, changes to the catchment area for Gaelic Medium Primary Education were made which means that the catchment for the Gaelic Unit at Meadowburn Primary School is now the whole of East Dunbartonshire. This ensures that children in the primary stages who live in East Dunbartonshire are able to register for Gaelic Medium Primary Education without the barrier of having to submit a placing request.

There are many publicised educational benefits to learning Gaelic. Gaelic Medium Education is recognised for successful and high-quality achievement in which young people gain all the benefits of bilingualism such as communication, cultural, cognitive and employment advantages.

In Meadowburn, we currently have four Gaelic Medium Classes as well as a Gaelic Medium Early Years' Centre (Sgoil Araich). During the early years and first three years of Primary, children have 'total immersion' in Gaelic. The next stage of learning in Gaelic Medium Education is the 'immersion phase' where the curriculum in its entirety continues to be taught through the medium of Gaelic. Children should then have a secure base in Gaelic language to transfer to developing reading and writing skills in English Language and to learn at a quicker pace across the curricular areas and contexts.

Please contact the school if you wish further information about Gaelic Medium Education.

Where can I find further information about Gaelic Medium Education?

- The Highland Council video, "**Educational Growth**" explains the benefits of Gaelic Medium Education and of being bilingual.
- **Bòrd na Gàidhlig** – This is a statutory body, which has a remit for promoting the use and understanding of Gaelic language, culture and education.
- **Stòrlann Naiseanta na Gàidhlig** is a government funded group that provides books, resources, support and advice for young people and teachers in Gaelic education.
- **Comann nam Pàrant** is a parental network that gives support and advice on all aspects of Gaelic Medium Education.
- The **Gaelic4parents** website provides live online support with GME homework across subjects. The website also has audio books for enjoyment and as part of Gaelic reading schemes used by GME schools.
- **Comhairle nan Eilean Siar's website** has a range of information on Gaelic Medium Education. It includes a video on the benefits of Gaelic Medium Education, as well as useful advice.



Pupil Conduct

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

School Discipline

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

We aim to provide a caring, happy, safe and secure environment in which the opportunities for learning are maximised, children are motivated to learn and good relationships are encouraged.

The children are actively involved in creating their own set of class rules and expectations at the start of each new session. Award systems are used in every class and as part of a whole school reward system to encourage high standards of behaviour and to reward effort.

The school uses restorative practices to resolve disputes and mend relationships amongst children. All staff have been trained in this approach which encourages participants to say what they feel happened, how it made them feel and how they think it can be resolved. In most cases this works very well and supports children in resolving disputes.

Our pupils are involved in anti-bullying activities and we have a robust anti-bullying policy in line with East Dunbartonshire's Anti-Bullying Policy and Procedures which was recently updated in partnership with pupils and parents. This is available from our website or on hardcopy on request from the school office. We also follow the advice and procedures as set out in Anti Weapon/Knife Crime in Schools Guidance, May 2017.

Although we employ a very positive approach to discipline there are occasions when sanctions are necessary to discourage children from repeating inappropriate behaviour. Incidents of any inappropriate behaviour are recorded by teaching staff and reported to a member of the Senior Management Team. At all times we will seek the involvement and support from parents to resolve any behaviour issues emerging.

House System

Pupils are allocated to one of our four houses, Rannoch/Ràineach (Yellow), Ness/Nis (Blue), Lomond/Laomainn (Red) or Fyne/Fine (Green).

Presentations are held at the beginning of each session to elect Captains and Vice-Captains from Primary 7 and all pupils are encouraged to wear their issued house badge. Inter-house activities are held throughout the year and the children compete in house teams on Sports Day, normally held in June. House point tokens are allocated by the Senior Management Team and Support Staff for good conduct and behaviour throughout the year.



Section Four – Curriculum for Excellence

Bringing learning to life and life to learning.

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

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

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

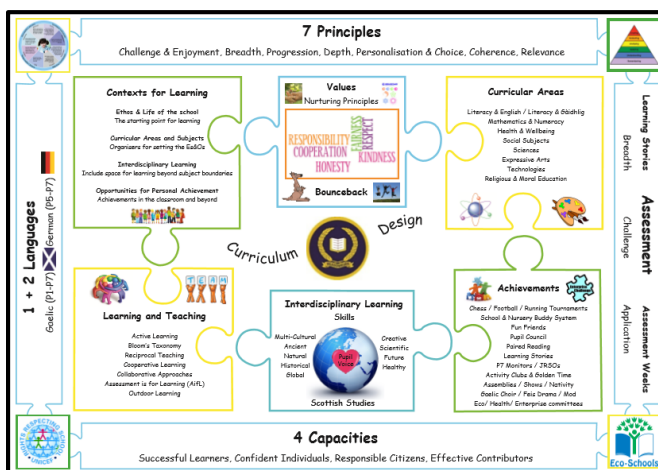
There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is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

The curriculum of the school has been designed collaboratively and underpins our key values for learning and for the development of the whole child. It is planned giving breadth, depth and coherence which will encourage progression in all elements of learning. It seeks to provide relevance to the world the children live in and provide opportunities to give personalisation and choice to our learners fostering independent learning. It affords equality of opportunity to all children and seeks to provide challenge and enjoyment through all learning activities offered.

Further information on our recently updated Curriculum Design and Rationale can be found on the school website.

The principal areas of the curriculum are:

- English Language and Literacy
- Numeracy and Mathematics
- Health and Wellbeing
- Modern Languages including Gaelic
- Sciences
- Expressive Arts
- Religious and Moral Education
- Social Studies
- Technologies



Literacy and English

Literacy skills are taught and reinforced across all areas of learning.

The outcomes in Literacy and English are Reading, Writing, Listening and Talking. The core resources used are Bug Club, Storyworlds P 1 – P3, Literacy Evolve and Chapter Books P4 –P7, Write to the Top, Talk for Writing, Nelson English Grammar, Nelson Spelling and Nelson Handwriting.

Numeracy and Mathematics

Numeracy skills are taught and reinforced across all areas of learning. The core resources used are Heinemann Active Maths and Heinemann Mathematics. The outcomes in mathematics are Number Processes, Money and Measurement, Shape, Position and Movement, Data Handling.

Primary Modern Languages

In Meadowburn Primary School our Primary 5, 6 and 7 pupils are taught German. We have close links with Bishopbriggs Academy's Modern language Department and the Goethe Institut which is the main cultural organisation supporting German language studies. We also provide Gaelic Language in the Primary School for our mainstream primary pupils from Primary 1 to Primary 7. Our children therefore benefit from an early introduction to additional languages.

Social Studies

The school planners for Social Studies, Sciences, Technologies and a Framework for Interdisciplinary Learning outline specific skills development for each stage of the school and ensure a balanced programme of study taking account of the key areas which are:

| | |
|----------------|---|
| Social Studies | People, past events and societies People, place and environment People in society, economy and business |
| Sciences | Biological systems, Forces, electricity and waves Planet Earth Materials Topical science |
| Technologies | Technological developments in society ICT to enhance learning business Computing science Food and textiles Craft, design, engineering and graphics. |



In all above subject areas pupils are encouraged to 'Develop Informed Attitudes' and skills in preparing for tasks, carrying out tasks and reviewing and reporting on tasks are developed.

While children are engaged in their topics, visits to places of interest, visitors to class and partnership with secondary school departments are encouraged to come in and join our pupils' to enhance the topic.

Health and Well-Being

'Learning and health go hand in hand. Good health of children and young people is a prerequisite for educational achievement. Good health of teachers is important to the development of effective schools. Health promoting schools aim at empowering students, staff and parents to actively influence their lives and their living conditions.'

Education and Health in Partnership: European Conference, 2002

In Meadowburn Primary School we aim to promote physical, emotional and social health by:

- Raising self-esteem and self-reliance to contribute to raised achievement and attainment;
- Encouraging healthier eating by promoting healthy eating options;
- Raising awareness of the dangers of misusing harmful substances including illegal drugs as well as tobacco, alcohol and medical drugs and give them strategies to enable young people to choose not to misuse them;
- Encouraging an increase in physical exercise;
- Encouraging safe practices to promote personal safety, security and well-being at school, as well as in the environment of young people;
- Providing factual and appropriate information in Sexual Health and Relationships.

In our Drug Education programme we aim to:

- Use an interactive approach to engage pupils in discussion, giving them opportunities to voice opinions, hopes and fears;
- Allow pupils to develop knowledge and understanding about drugs, alcohol and tobacco, their effects and implications of misuse;
- Provide opportunities for pupils to develop healthy beliefs and attitudes;
- Allow pupils to develop skills which enable them to make healthy choices and decisions, including those which allow them to resist peer pressure;
- Provide opportunities for appropriate outside agencies (eg police) to assist staff in delivering certain aspects of drug education

In our Relationships, Sexual Health and Parenthood programme we aim to:

- Present facts in an objective and sensitive manner within a framework of sound values
- Make sure that Sex and Relationships Education takes account of each child's age, understanding and stage of development
- Work in partnership with parents
- Ensure that pupils have access to a planned, consistent and progressive sexual health education programme
- Respect the different cultures, ethnic and religious environment of the home
- Respect the different home circumstances and needs of all young people
- Help young people to make informed, responsible and healthy choices about their lives, relationships and their contribution to society

Overviews of the content of our Relationships, Sexual Health and Parenthood programme are available on our school website or on request from the school office and the whole programme is available on <https://rshp.scot/> The key themes explored are:

- Bodily autonomy, consent and protection from harm
- Emotional wellbeing and help-seeking behaviour
- Equalities and inclusion
- Gender equality, discrimination and gender-based violence
- Parenthood and families
- Relationships and friendships
- Sexual health and reproduction

Technologies

ICT skills are not taught in isolation but are developed throughout all areas of the curriculum. Children develop basic computer skills in Primary 1 and build on these each year. ICT is used to enhance learning and teaching in all subjects and develop skills which the children will need for lifelong learning.

Meadowburn has a PC and an interactive whiteboard in each classroom and in each early years' playroom and also one in the nurture room. We also have a projector which is mobile and can be used in the hall linked to a laptop. We use various applications, topic related websites and interactive software to enhance learning experiences.



We also have wireless laptops and ipads which classes can use as well as a Digital Literacy Base which has 16 desktop PCs and an interactive whiteboard. As well as using computers children are encouraged to use a range of technologies including listening centres, electronic books, CD Roms, DVD players, digital cameras, digital video cameras, webcams, electronic microscopes, ipads and ipods.

Meadowburn embraces new technologies and uses these to enhance motivation for pupils and were proud to be awarded a 'Digital School Award' in 2019. We also use Lego Education We Do and games-based learning across the curriculum to improve pupil motivation and attainment.

Glow, the Scottish Schools intranet, is used by pupils and teachers to engage in discussions and video conferencing and access resources useful for learning and teaching. Internet safety is an important part of the pupils' education and a programme is in place to support them to learn safely online.

Religious and Moral Education

The Religious and Moral Education programme in Meadowburn was updated recently to reflect current guidelines in Scottish Education. Children learn about Christianity, Islam and Sikhism in order to celebrate and ensure representation of the diversity of culture and demographic within Meadowburn Primary. Other religions such as Hinduism may be explored if relevant to particular learning contexts or as part of the 3 yearly 'Our Multicultural World.'

Weekly assemblies are designed to provide opportunities for religious observance and in addition, address a variety of topics for personal and social education and other curricular areas. Christian services are conducted by, Rev. John B. McGregor of Cadder Church, assisted by various classes, at Christmas, Easter, Harvest and at a leavers' service in June.

Religious Instruction and Observance

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

Expressive Arts

The areas associated with the Expressive Arts are Music, Drama, Art and Design and Dance. All pupils are given opportunities and are encouraged to participate in performances and presentations throughout their time in school.



Additional information on Curriculum for Excellence is available from the following websites:-

www.educationscotland.org.uk

www.parentzone.gov.uk

<https://www.skillsdevelopmentscotland.co.uk>

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

Homework

The school has a clearly defined policy on home learning, a copy of which can be obtained from the Head Teacher or from the school website.

It is our aim to ensure that homework:

- is an integral part of the curriculum
- reinforces work undertaken in the classroom
- involves parents in their child's learning
- helps to form good study/work habits
- involves children as active learners

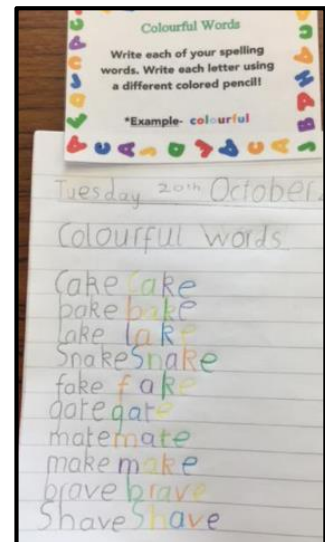
Children will be set homework Monday-Friday with a homework overview shared on Seesaw. Homework tasks may include:

Primary 1 – 3

- practise words and stories previously prepared by teacher
- reinforce basic mathematics work of group
- simple research related to topic
- practise phonics and spelling
- book reports as appropriate
- health related activities

Primary 4 - 7

- practise reading aloud stories previously prepared by teacher
- reading for pleasure
- Heinemann Maths Home Link activities
- research related to class topic
- practise spelling words
- book reports as appropriate
- handwriting
- health related activities
- general knowledge questions



During the year there may be homework grids related to children's interdisciplinary topic work. This homework format gives parents and children the opportunity to work together on a variety of tasks.

Each child has a Seesaw account which has details of the set homework every week.

Extra-Curricular Activities

A wide variety of extra-curricular activities are normally available throughout the school year. Individual classes organise topic related trips during the school day and Primary 7 children are offered Outdoor Education activities. They have the experience of canoeing, hill-walking, abseiling, gorge walking and bouldering. All children, including children with additional support needs, benefit greatly from these experiences, over-coming personal challenges and goals under the instruction of experts. We have a school football club, a chess club, Gaelic Choir, additional music tuition in addition to various after school and lunchtime clubs. Our pupils from Primary 4 to Primary 7 commit to a variety of 6 week Friday clubs developing skills such as chess, gardening, baking, knitting, football, dance and technology.

The school is normally used by gymnastic and badminton clubs out with the school day.

When children are going on school trips parents will be required to give their permission and also provide relevant medical information. Parents are informed, in advance and in writing, of the full details of any trips or extra-curricular activities. Parents should note that pupils will not be allowed to use mobile phones on any school excursions.



Parents should contact the school with any queries well before any excursion occurs and attend any parents evening regarding any residential school excursions. We are grateful to the staff and parents who volunteer their time and expertise to supervise these activities and volunteers and ideas for extra-curricular activities are always welcome.

After school clubs and lunchtime clubs that have previously been being offered include:

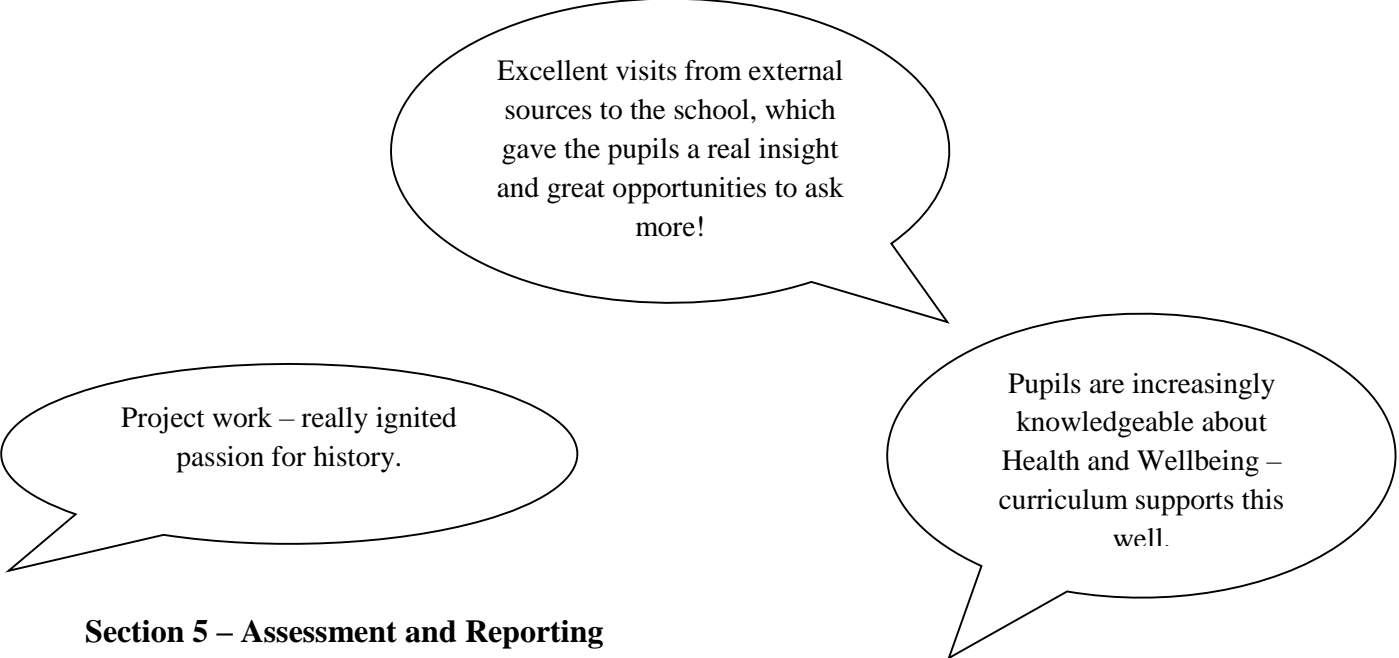
| | |
|-------------------|---------|
| Football Training | Baking |
| Athletics | Chess |
| Drama Club | Dancing |
| Euro Quiz Club | Netball |



Comments from Parents about the Curriculum

The topics have been interesting and fun. My child really likes this way of learning and she is constantly talking about her topics.

The projects give the children an opportunity to explore new things and use their imagination.



Excellent visits from external sources to the school, which gave the pupils a real insight and great opportunities to ask more!

Project work – really ignited passion for history.

Pupils are increasingly knowledgeable about Health and Wellbeing – curriculum supports this well.

Section 5 – Assessment and Reporting

Children's progress is assessed through on-going observation of their performance in class, through progress check-ups at the end of units of learning, through teachers' professional judgements as to how well the child applies their learning in specific contexts and through Scottish National Standardised Assessments in literacy and numeracy at P1, P4 and P7. Further information on these assessments can be found in Authority guidance for parents document 'Assessment within East Dunbartonshire schools: A guide for Parents and Carers' which can be found on the school website. All of these assessments provide us with information in relation to children's attainment against standardised national norms and pinpoints any area of difficulty which can then be addressed. At Primary 3 we use a holistic screening assessment which covers a wide range of areas of learning. This approach enables us to identify where a child may be having difficulty in progressing in their learning.

Our process for recording and reporting in light of Curriculum for Excellence is done through Seesaw, which provides an ongoing individual update of children's learning experiences, achievements and their attainment progress.

Each child will have their own personal online Seesaw account which contains samples of work that demonstrate what they have been learning and how they are progressing. The Seesaw accounts will be used regularly to discuss progress and set new targets. Evidence of learning will be recorded using photos, comment cards, certificates, photocopied jotter work and test scores.

Curriculum for Excellence Levels

Curriculum for Excellence levels are broad and designed for learners to revisit concepts more than once so that over a period of three or more years they can be introduced to a broad range of concepts and then have opportunities to develop depth of understanding, be challenged to think about what they have learned in different contexts and demonstrate that they can apply their skills and knowledge to situations in the real world.

Children will progress through these stages differently which is one of the reasons a more personalised approach to reporting is necessary.

| Level | Stages |
|--------|---|
| Early | Pre-school to end of primary 1 or earlier or later for some children. |
| First | Primary 2 – Primary 4 or earlier or later for some children. |
| Second | Primary 5 – Primary 7 or earlier or later for some children. |

How can you support at home?

The Seesaw account will be available for you to see online and share with your family. As you look through your child's Seesaw page you can add comments on your child's progress. We would also ask you to share any learning that has gone on outside school using photographs, certificates or comment cards.

Reporting to parents

Your child's teacher will provide a verbal report on your child's progress in November at the parent/teacher meetings. Your child's teacher will provide an end of session summative report at the end of June following parent / teacher meetings in March. You are encouraged to make written comments on your child's progress report. Snapshot of Learning Jotters have also recently been introduced and will be sent home 3 times a year to demonstrate what children have been learning in class and the progress they are making.

We encourage you to contact the school at any time if you have concerns about any aspect of your child's education.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

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

Tel: 0300 123 4510

Email: greg.bremner@eastdunbarton.gov.uk



Section Six – Transitions

Early Learning and Childcare Provision

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

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

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

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

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

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

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

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

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

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

Early learning and childcare provision is non-denominational. This means that all Early Learning and Childcare Centre's are open to children and parents of all religions and beliefs. Placement in the Early

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

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



School Admissions

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

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

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

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

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

Secondary School Admissions

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

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(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 make a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Primary to Secondary Transfer

The associated catchment Secondary School for Meadowburn is:

Bishopbriggs Academy
Wester Cleddens Road
Bishopbriggs
G64 1HZ

There is a comprehensive transition programme for our P7 pupils during their final year at Meadowburn. The children normally have opportunities throughout the year to visit Bishopbriggs Academy throughout the year to meet staff and explore the school. The children normally participate in social events with the pupils from the other associated Primary schools. For children with additional support needs, planning for transition begins in Primary 6 through TAC meetings. If it is felt beneficial, children can be offered ‘enhanced transition’ in Primary 7; this includes a series of extra visits to the Academy to find their way around the school and to get to know relevant staff.

Placing Requests

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

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

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

Placing Requests can only be approved when there are sufficient places remaining in the class after all the 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 Admission Policy and requests accepted and refused accordingly.

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

Any Placing Requests received after the 15th March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents/Carers will be notified of the outcome of their request within 2 months of receipt 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 associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid-Session Transfers

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

Transport for Placing Requests

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

Section Seven – Support for Pupils

Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

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

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

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

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

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

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

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

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person.

If your child requires additional support at school, you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

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

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

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

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

Support for Learning Services

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

These are:-

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

The Services support pupils through:-

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

Supporting Families Service

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

Protecting Children and Young People

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

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

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

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

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

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

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

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

Additional Support Needs

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

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

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

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

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

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

The Depute Head Teacher, Mrs Doherty, is the person who has responsibility for overseeing the Additional Support Needs processes within Meadowburn. In partnership with class teachers and any other support agency involved she would provide an overall picture of your child's progress. The Depute Head Teacher can be contacted through the school office.

Autism Adviser

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

Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:

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

The following organisations can provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) 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;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

This is a summary of the information available for parents and young people which explains East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs. This summary and the further information referred to, has been prepared to meet the Council's duties arising from the Education (Additional Support for Learning) (Scotland) Act 2004 and the Education (Additional Support for Learning) (Scotland) Act 2009. This legislation as well as placing duties on education authorities provides rights for parents of children with additional support needs and young people with additional support needs.

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 is based on the United Nations Convention for the Rights of the Child, is:

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

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

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

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

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

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

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

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

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

All pupils who are considered for Targeted Support, access this through their Pupil Support (called School Liaison Group or SLG in Meadowburn Primary) or Support for All Group. This ensures staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

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

Child Protection and Safeguarding

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

Section Eight – School Improvement

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's progress and major achievements across all aspects of the schools' work. A copy of our Standards and Quality report can be accessed from our school website or a hard copy provided on request.

School Improvement Plan

Every school has a school improvement plan which outlines the main areas of improvement to be undertaken. These areas are identified through our internal evaluation, parents' evaluations and pupils' evaluations. The school's current improvement plan can be accessed from our website or a hard copy can be provided on request. Our Improvement Plan Priorities for 2022-2023 are:

- Raising Attainment and Achievement – Literacy (Talk for Writing)
- Health and Wellbeing (Nurture, UNCRC, Positive Relationships)
- Raising Attainment and Achievement – Maths Recovery



The SCOTXED Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme. The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

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

Why do we need your data?

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

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

Data Policy

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

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

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

Your data protection rights

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, 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 them 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 of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Section Nine – School Policies and Practical Information

School Uniform

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

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

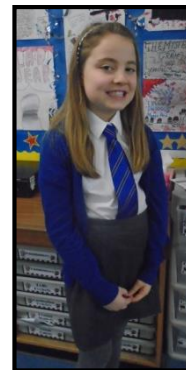
The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

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

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

Meadowburn's school uniform consists of:

- Grey/black trousers, skirt
 - Light blue polo shirt
 - **Royal blue sweatshirt crew neck** with school crest (English and Gaelic versions available)
 - **Royal blue sweatshirt V-neck** with school crest (English and Gaelic versions available)
 - **Royal blue cardigan** with school crest (English and Gaelic versions available)
- OR**
- Shirt with school tie and school sweatshirt, jumper or cardigan



School uniform can be purchased online from Gilmour Sports (www.schoolwearmadeeasy.com) and Tesco online (<https://www.tesco.com/direct/ues/?source=others>). The school continues to place an order with Gilmour Sports once a year in the final term by sending home a paper order form for any families who would prefer this option.

We also have a tartan option as part of our school uniform which was specifically designed by children in our school and current options consist of an elasticated skirt, pinafore and unisex kilt/skirt. The sole provider of our tartan option is Baru in Kirkintilloch.

Additionally, we have customized fleeces and waterproofs available, although these are not compulsory.

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

Please ensure that all items of clothing are **clearly labelled**, particularly ties, sweatshirts/ poloshirts 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 application forms for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals.

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

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

School Meals

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

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

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

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

Free School Meals

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

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

Meadowburn Primary operates a cashless payment system (iPayimpact) for school lunches. Parents will receive information about how to register. Once an account has been set up parents can top up their child's lunch account online.

Children choose their lunches at the start of the day using the Smartboard interactive system in their classroom. This information goes directly to the kitchen via the computer system.

Packed lunches are taken in the dining hall. Please do not send your child to school with fizzy drinks, cans or glass bottles. Please do not give your child peanut butter, nutella or any product which contains nuts as part of their packed lunch as we have a number of children with nut allergies.

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 from 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.

Adverse Weather Conditions

Driver's Responsibilities

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

Strathclyde Partnership for Transport/East Dunbartonshire Council's responsibilities

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

Parental responsibilities

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

Medical and Health Care

Routine medical examination of our children is undertaken by the Health Board during the child's school life, provided you give your consent. This is usually provided when your child is enrolled at our school. The initial examination can now be undertaken by either the family doctor or a doctor from the Health Centre. It is important that the questionnaire and consent form issued to parents of Primary 1 at the start of the session are completed and returned promptly to allow examinations to be organised.

Dental Care

Dental inspections are held once yearly for those pupils whose parents wish them to use the School Dental Service.

First Aid

The school will attend to any minor injury (minor cuts/bruises) occurring on the premises. However, in the event of a more serious or complicated injury parents will be contacted and asked to take the child for medical care. For this reason, it is very important that details of home/daytime phone numbers and emergency contacts are kept up to date. Mrs Henderson and Mrs McGrath have attended a First Aid courses and are in possession of current First Aid Certificates.

Medication

Parents should notify the school of any particular medical requirements of their children and an Administration of Medicines 'Parental Request Form' should be completed for the administration of any prescribed medicines.

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

Data Protection Act 2018

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

Accessing your child's pupil records

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

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

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

Freedom of Information (Scotland) Act 2002

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

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

Use of photographs and video film involving pupils

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

School campus no smoking policy

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

Pupil use of mobile phones in school

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

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

All establishments will incorporate the following points into their policy:

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

Childcare Information Service

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday playschemes and parent & toddler groups. It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

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

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

Appointment of adults to voluntary child care positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual

who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance (2002)* which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

Business Continuity Plan

The school maintains a Business Continuity Plan which outlines procedures for the pickup of pupils in the event of an early closure of the school due to an emergency situation or an issue with the building eg no heating. If a decision is taken to close the school, but the building does not need to be evacuated, parents will be called and asked to arrange for their child(ren) to be collected from school. In the event of the building having to be evacuated our muster site is Balmuildy Primary School. Pupils will be taken there and parents phoned to collect them.

If the school has to be closed before 9.00am, members of school staff will be at the school gates to turn away pupils who are accompanied by parents. Pupils who have arrived alone will be taken to the designated assembly point, which is the school gym hall, or the muster point which is Balmuildy Primary School until arrangements can be made for them to be collected.

It is essential that we have an emergency contact number for your child and that you keep us informed of changes to your or your emergency contact details.