

Meadowburn Primary School/ Bun Sgoil Innis an Uillt



School Handbook 2026 - 2027



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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>

Dear Parents and Carers,

Welcome to Meadowburn Primary School. I hope you find this handbook both interesting and informative as you and your child begin your journey with us.

At Meadowburn, we are committed to providing a safe, happy, and nurturing environment where children learn to respect themselves and others. We offer a broad and balanced curriculum designed to help every pupil reach their full potential. Our goal is to empower our children to become independent learners who are creative, healthy, and equipped with a positive attitude towards life.

Meadowburn is a vibrant and busy school community. We strongly believe in building strong partnerships with parents and the wider community. We are fortunate to have an active Parent Council, Comman Nam Pàrant, and a Parent Teacher Association (PTA) that organize a variety of social and fundraising events throughout the school year. Many parents also support the school in other ways, including volunteering regularly as parent helpers.

If you require any further information after reading this handbook, please visit our school website at www.meadowburn.e-dunbarton.sch.uk.

To speak directly with a member of staff, please call us on **0141 955 2293** or email your request to **office@meadowburn.e-dunbarton.sch.uk**.

Contact details for the Parent Council, Comman Nam Pàrant, and the PTA can be found on our website or by getting in touch with the school office.

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

Yours sincerely,

Deborah Hart

Acting Head Teacher



Vision

Meadowburn ...

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

Lèirsinn

Innis an Uillt ...

Coimhearsnachd dùbhlach, 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' libhrigeadh 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 Information about the school

School Name	Meadowburn Primary School
Head Teacher (Acting)	Mrs Deborah Hart
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

The agreed working capacity of the school is 354 and the present roll is 339 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)

For further information on letting procedures contact:

East Dunbartonshire Council

Southbank Marina

KIRKINTILLOCH

G66 1TD

Tel 0300 123 4510

Email: letting@eastdunbarton.gov.uk

PLEASE NOTE: The use of the word 'parent' throughout this document refers to parents, carers and guardians, if not already stated.

TEACHING STAFF

Head Teacher (Acting)	Mrs Deborah Hart
Depute Head Teacher	Mrs Caron Doherty
Principal Teacher (Mainstream Primary)	Ms Jillian Gough (0.8)
	Mr Pritpal Dhaliwal (0.2)
Principal Teacher (Gaelic Medium Primary)	Mrs Anne MacDermaid

Mainstream Primary classes

Primary 1	Mrs R Gardiner/Miss M Zahid /Mrs R Rutherford
Primary 2	Ms E Gibb/ Mrs S Leyva
Primary 3	Miss S Kerr/Mrs M McCooe
Primary 4	Mrs D Black
Primary 4/5	Ms J Gough/Mrs T Main
Primary 5	Mrs L McArthur
Primary 6	Miss Currie
Primary 6/7	Ms Angus
Primary 7	Ms J McCall

RCCT/Raising Attainment	Mrs C Murray, Mrs K McSorland
	Ms I Moodie, Mrs M McCooe

Gaelic Medium Primary classes

Clas 1/2	Mrs I Lynch
Clas 3/4	Ms F Graham
Clas 5	Mgr M Gurillo
Clas 6/7	Mrs D MacRitchie
RCCT/Raising Attainment	Mrs A MacDermaid

School Support Staff

Administrative Assistant	Ms K Boyle
Clerical Assistant	Ms F McGregor (W-Th)
Clerical Assistant	Ms L Glendinning (M,T,F)
Pupil Support Assistant	Mrs B McGarry
Pupil Support Assistant	Mr J Rae
Pupil Support Assistant	Mrs E McGrath
Pupil Support Assistant	Mrs E Henderson
Pupil Support Assistant	Mrs H McInnes
Pupil Support Assistant	Mrs Hooper
Pupil Support Assistant	Mrs L Lewsley
Pupil Support Assistant	Mrs E McGrath
Pupil Support Assistant	Mrs J MacIver
Pupil Support Assistant	Mrs A Gurillo
Pupil Support Assistant	Mrs Kelly Black
Pupil Support Assistant	Mrs R Innes
Pupil Support Assistant	Mrs M MacDonald

Family Learning Assistants	Mrs S Mulvee-Donnelly
	Ms I Picken

Housekeeping Assistant

Mrs H Smith

Specialist Visiting Staff

Cello Instructor

Ms E Mackay

Woodwind Instructor

Mrs G McKane

Traditional Instrument tutor

Mr A MacPherson

Please note that the staff list is for Session 2026 – 2027 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 Early Years Centre

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

Gaelic Early Years Centre

Allocated hours Session	9.00am – 3.00pm
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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

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

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

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

There are a key rights, duties and legal obligations in relation to attendance as outlined in ‘Included, Engaged and Involved

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

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Un-notified Absence

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

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

Missing in Education

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

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education - Schools - gov.scot).

Schools should ensure their Child Protection Co-ordinator is notified and seek central support from the ASN and Children's Services team if they have any concerns.

Family Holidays

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

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

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

Information regarding exceptional closures

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

Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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

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

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

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

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

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

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

Further information can be found using the following link - [Child Friendly Complaints | SPSO](#)

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

For further information around Council policy please see the link below:

Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council

Section Two – Parental Engagement in the School

[Scottish Schools \(Parental Involvement\) Act 2006](#)

[Family engagement and support for parents - East Dunbartonshire Council](#)

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

Praise postcards

Parent prompts and Information leaflets

Groupcall instant messages and alerts

Newsletters

School website

Services - Christmas, Easter, Summer

Class assemblies

Parent Volunteer Helpers in school

Educational Outings

Annual Christmas Fair

Family Fun Night

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 Hilary Mack. 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 Mack.

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 Mrs Amanda MacDonald. 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

The Eco Committee

The Health & Sport Committee

The Enterprise Committee

Digital Ambassadors.

Reading Schools

Rights Respecting (UNCRC)

STEM Committee

Outdoors/Playground Community

Dyslexia

All pupils are members of a committee.

Pupils' views are regularly sought in relation to target setting and reviewing their progress. SLT carry out learner conversation with pupils to gauge their interest and understanding of learning.

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	Fìreantachd
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 our wider achievement tracking.

EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS



EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



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

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

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

These are as follows:

Equity & Opportunity

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

Family & Community Partnerships

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

Learning and Teaching

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

Child Centred and Future Focussed

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

Inclusion and Empowerment

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



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

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

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

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.

We aim to:

- Ensure all schools and early years centres have clear guidance on children’s rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

EQUAL OPPORTUNITIES FOR ALL

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

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

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

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

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

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

[Technical guidance for schools in Scotland | EHRC \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/technical-legal-guidance/technical-guidance-schools-scotland)

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

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

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

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

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment.

The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.

In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.

If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

[Child Poverty Report and Action Plan - East Dunbartonshire Council](#)

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current

plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

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

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

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 **EDC Gaelic Language Plan 2026- 2031** is an active roadmap that focuses on staff language training, reviewing internal language capacity audits, and encouraging staff to incorporate Gaelic into their daily work where relevant.
- 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.



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

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.

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

We aim to:

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

Positive Relationships

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 class charter as part of ur Rights journey. 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.

Section Four – Curriculum for Excellence

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

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

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

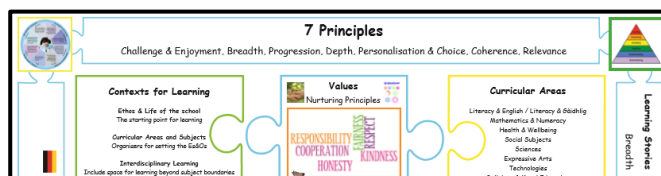
In line with Education Scotland, our school is committed to providing high-quality learning experiences through Scotland's Curriculum Improvement Cycle. This national approach supports continuous improvement by ensuring that the curriculum remains relevant, inclusive and responsive to the needs of children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

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

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. We use Retrieval and Spiral approaches to embed mathematical concepts. The core resources used are Heinemann Active Maths, Heinemann Mathematics and Leckie. 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 Wellbeing

'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 Primary School and Bun-sgoil Innis an Uillt in East Dunbartonshire are proud to have been awarded Education Scotland's STEM Nation Award, which celebrates high-quality STEM learning and leadership. To earn the award we provided evidence of leadership in STEM, family and community engagement, employability and partnerships, curriculum and learner pathways and equity and equality. We were praised for our strategic and collaborative approach to embedding STEM across the curriculum, and for successfully meeting all five criteria of the award.



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.

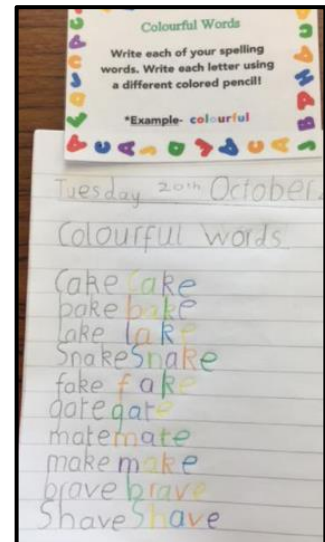
It is our aim to ensure that homework:

- 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 1 to Primary 7 take part in a variety of 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.

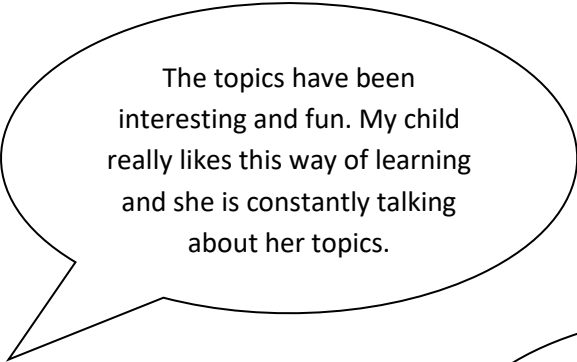
When children are going on school trips parents will be required to give their permission and also provide relevant medical information. Parents are informed, in advance and in writing, of the full details of any trips or extra-curricular activities. Parents should note that pupils will not be allowed 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 have completed the PVG paperwork to allow them to volunteer to supervise these activities.

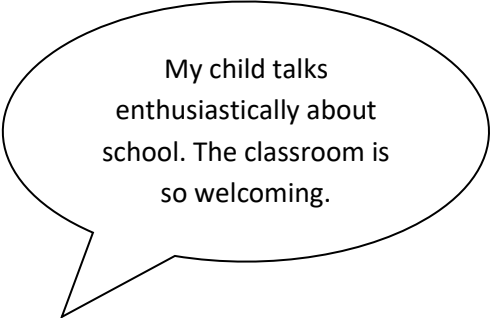
After school clubs and lunchtime clubs that have previously been being offered include:

Football Training	Baking
Athletics	STEM
Drama Club	Dancing
Euro Quiz Club	Netball

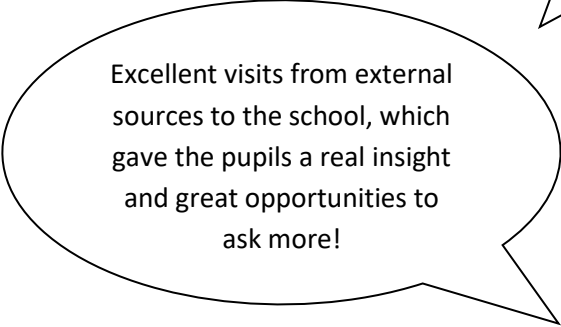
Comments from Parents about the Curriculum



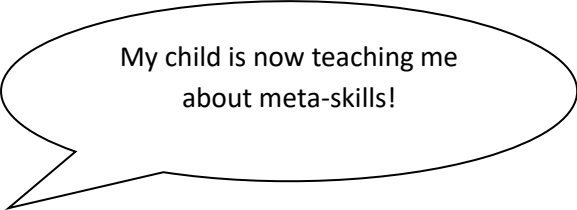
The topics have been interesting and fun. My child really likes this way of learning and she is constantly talking about her topics.



My child talks enthusiastically about school. The classroom is so welcoming.



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



My child is now teaching me about meta-skills!



Pupils are increasingly knowledgeable about Health and Wellbeing – my daughter came home talking about zones of regulation.

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.

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 October 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.

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

Southbank House

Strathkelvin Place

Kirkintilloch

G66 1XQ

Tel: 0300 123 4510

Email greg.bremner@eastdunbarton.gov.uk

Section Six – Transitions

Early Learning and Childcare Provision

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

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

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

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

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

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

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

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

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

A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. Full information can be found on the council's website, [Deferred entry to primary school - East Dunbartonshire Council](#)

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

Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it

would be considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

Transfer from early learning and childcare to primary

Registration and enrolment

Information on new school entrants can be found on the council's website, [Primary, Secondary, and Early Years Education - East Dunbartonshire Council](#). Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school should contact sharedservices.education@eastdunbarton.gov.uk

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

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be checked using the following webpage [School catchment areas - East Dunbartonshire Council](#) If parents have any queries on catchment areas they can email sharedservices.education@eastdunbarton.gov.uk for assistance.

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

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

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

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

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

Secondary School Admissions

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

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

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

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 [School placing requests - East Dunbartonshire Council](#).

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

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

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

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

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

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

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

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

Mid-Session Transfers

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

Transport for Placing Requests

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

Section 7 Support for Pupils

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

Guiding Principles

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

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

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

- A coherent curriculum from 3 to 18;

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

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

Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs, then a rigorous process of assessment, planning and support is put into place.

There are several resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other

supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

School Counselling

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

Targeted Intervention Tier 2 provision:

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

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.

East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

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

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

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

Targeted Intervention Tier 3 provision:

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

The GLG is the decision-making forum for all specialist placements.

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

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

Advocacy

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

My Rights My Say

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

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

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

Supporting Families Service

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

Protecting Children and Young People

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

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

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

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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

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

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and

information will only be passed to those who need to know to protect and support the child or young person.

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

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

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

Child Protection and Safeguarding

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

Specialist Support Service

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children who have social, emotional or behaviour needs

- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

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 SC012741.”

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

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

WELLBEING SQUAD

Our brilliant pupils have brought the SHANARRI indicators to life by designing an amazing set of wellbeing characters! Each unique character creatively represents each indicator to help everyone in our school community thrive. These pupil designs help make learning about wellbeing fun, engaging and meaningful for all our pupils from our EYC, Sgoil Araich and school pupils.

Safe Sam

Healthy Halle

Active Andy

Nurtured Nellie

Achieving Axel

Included Isla

Respected Ruairidh

Responsible Robert



It is the entitlement of every child to be supported throughout their education. The EDC Including Every Learner Policy provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person. This is in line with GIRFEC National Practice Model.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact 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 following a model of staged intervention.

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

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

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in the Children and Young People (Scotland) Act 2014 and the Additional Support for Learning (Scotland) Act 2004 as amended.

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

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 2026-27 are:

- Wellbeing & Inclusion (Dyslexia, Zones of Regulation, NVR New Vision Relationships)
- Pedagogy & Meta-Skills (Play & PEBL)
- Raising Attainment in Literacy –Listening and Talking (Fream Canan)

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.

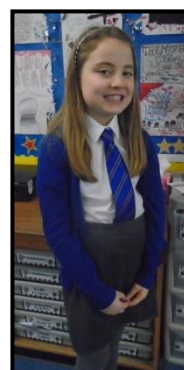
A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

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)
- **Royal blue hoody** with school crest (English and Gaelic versions available)

OR

- Shirt with school tie and school sweatshirt, jumper or cardigan



School uniform can be purchased from Baru.

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. 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-notice

Accessing your child's pupil records

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

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

<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.

THE USE OF MOBILE DEVICES IN SCHOOLS

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

Operational Guidance

Primary Schools

- Pupils are strongly encouraged to leave personal mobile devices at home.
- Where mobile phones are brought solely for use during travel to and from school (*e.g.* for safety, communication during pickups, or family transition arrangements), they must remain switched off and stored securely in school bags throughout the school day.
- Smartwatches must be set to airplane mode, to disable messaging, notifications, and camera functions.
- Personal mobile phones and smartwatches must not be used during lessons and not used during lunch or interval. Local arrangements are subject to Head Teacher discretion in consultation with stakeholders.

- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- All parent/carer communication should be directed through the school office.

Safeguarding and Prohibited Uses

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

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

Policy Exceptions

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

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

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.