

# Wester Cleddens Primary



School Handbook  
2022

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# Welcome to Wester Cleddens Primary

Dear Wester Cleddens Families

I am very proud to welcome you to Wester Cleddens Primary and Enhanced Learning Resource. I would like to extend a warm welcome from all the team at Wester Cleddens Primary.

We hope you find our handbook informative and helpful. To get more of a feel for our school and our ethos, you can also look through our school website <http://www.westercleddens.e-dunbarton.sch.uk/> where we have a variety of videos and further information you can access. Alternatively, you can have a look at our school Twitter page [@Wester\\_Cleddens](https://twitter.com/Wester_Cleddens) or [https://twitter.com/Wester\\_Cleddens](https://twitter.com/Wester_Cleddens) (\*Please note that this is a restricted account, and you will need to request access).

We are a school that aims to provide the best learning opportunities and experiences for all our pupils. We have a dedicated team of Class Teachers and Support staff who ensure that our school is a safe, respectful, happy, and inclusive place for all our learners. We work together as a team, in partnership with our Wester Cleddens Families and wider community to support all our pupils at WCPS to grow and develop across all aspects of the curriculum. We have an active Parent Council and PTA who work in partnership with the school to support continued improvement and opportunities for all our pupils.

We have an active, stimulating, and responsive curriculum across the school, focussing on developing core literacy and numeracy skills, whilst also developing our pupils' health and wellbeing. At Wester Cleddens, we aim to foster in children, a love for learning, positive and caring attitudes, and an awareness that we are all unique and we all can achieve our best. As a school we celebrate and nurture children's wider achievements, both within and out with school.

Please do not hesitate to contact the school either by telephone 0141 955 2280 or by email at [office@westercleddens.e-dunbarton.sch.uk](mailto:office@westercleddens.e-dunbarton.sch.uk) if you would like any further information or have any questions, that we can help with.

As a school team, we look forward to getting to know your child/children and working in partnership with you.

Yours sincerely

*Fiona Kynigos*

Head Teacher



***Happy Together, Learning Together, Achieving Together***

## Section One – Practical Information about the School

### *Our School Vision*

**At Wester Cleddens Primary we are Happy Together, Learning Together and Achieving Together to STRIVE to be the best we can be in our inclusive and united community.**

### **S.T.R.I.V.E**

**Safe  
Included**

**Together  
Valued**

**Respected  
Equity for all**

### *Our School Values*

### *Our School Aims*

**SAFE:** Create a safe, happy, and stimulating environment in which our children learn positive attitudes, develop self-esteem and become confident individuals (Articles 19, 24, 28 and 29)

**TOGETHER:** Develop effective partnerships, to inform and involve parents and carers in the education of their children

**RESPECTED:** Ensure children develop an understanding of their own and others feelings, cultures and beliefs in order to become responsible citizens

**INCLUDED:** Ensure all our children access an inclusive curriculum, delivered through a wide range of learning and teaching experiences that provides the appropriate support and challenge (Article 3)

**VALUED:** Promote a nurturing community where all individual achievements are valued and celebrated

**EQUITY FOR ALL:** Promote equality of opportunity for all our learners

## Contact Information

<b>School:</b>	Wester Cleddens Primary School and Enhanced Learning Resource (ELR)
<b>Head Teacher:</b>	Mrs Fiona Kynigos
<b>Address:</b>	Wester Cleddens Road Bishopbriggs East Dunbartonshire G64 2NQ
<b>Telephone:</b>	0141 955 2280
<b>Email:</b>	<a href="mailto:office@westercleddens.e-dunbarton.sch.uk">office@westercleddens.e-dunbarton.sch.uk</a>
<b>Website:</b>	<a href="http://www.westercleddens.e-dunbarton.sch.uk">www.westercleddens.e-dunbarton.sch.uk</a>
<b>Twitter:</b>	<a href="https://twitter.com/Wester_Cleddens">@Wester_Cleddens</a> or <a href="https://twitter.com/Wester_Cleddens">https://twitter.com/Wester_Cleddens</a>
<b>Working Capacity:</b>	458
<b>Present Roll:</b>	290
<b>Stages Covered:</b>	Primary 1 – Primary 7 ( <i>including our Enhanced Learning Resource</i> ) 3-5 Years ( <i>Outreach Early Years Enhanced Learning Resource</i> )

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

Wester Cleddens Primary is a co-educational, non-denominational school which caters for children from Primary 1 to Primary 7. Within our school setting, we also have our Enhanced Learning Resource and Outreach Service, which caters for pupils from ages 3 to 12.

### Wester Cleddens Primary Enhanced Learning Resource (ELR)

Our Enhanced Learning Resource is a full-time educational provision that supports children with a variety of additional support needs, that live across East Dunbartonshire Council. Our ELR provides a nurturing and inclusive learning environment for children from Primary 1 – Primary 7. It is managed by the Head Teacher and Principal Teacher. Children attend the ELR on a fulltime basis and access the mainstream school for varying levels of inclusion based on the individual needs of the child.

Places at our ELR are allocated based on assessment by the Team Around the Child (TAC) in line with EDC policy and processes, including the GIRFEC Liaison Group. The ELR also has an Early Years Assessment nursery for children aged 3 to 5 and places are allocated through assessment and referral by the TAC and EYCAT.



## Our School Staff

Head Teacher	Mrs Fiona Kynigos		
Depute Head Teacher	Mrs Allison Kelly		
Principal Teacher	Mrs Lyndsay Harvey		
Principal Teacher (ELR)	Mrs Rosie Farrell (Mon – Wed)/Miss Colette Williamson (Thurs/Fri)		
Class 1	Mrs Karen Savage		
Class 2	Mr James McLeod		
Class 3	Miss Colette Williamson/Mr Martin McLachlan		
NCCT/Inclusion Support	Mr McLachlan/Mrs McEnaney		
Primary 1A	Mrs Michaela Dickson		
Primary 1B	Miss Caitlin Edwards		
Primary 2	Miss Colleen Clancy		
Primary 3A	Miss Sophie Elliott/Mrs Lyndsay Harvey (PT)		
Primary 3B	Miss Rebekah McNeill/Mrs Allison Kelly (DHT)		
Primary 4A	Miss Kirsty Hamilton/Mrs Jody Celino		
Primary 4B	Miss Nicola Gillon		
Primary 5	Mrs Ruth McGinlay		
Primary 6	Miss Sandra Sawers		
Primary 6/7	Miss Valance/Miss Wood		
Primary 7	Mrs Donna Crawford/Mr Adam Lockyer		
NCCT	Miss Jody Celino Mr Adam Lockyer		
Education Support Teacher (EST)	Mrs Helen Claasé		
Early Years Practitioners	Mrs Lorraine Wilson Miss Suzanne Haughey		
Support for Learning Assistants	Miss Emma Thomson Miss Linda Muldoon (ELR) Miss Ellen Cruikshank (ELR)	Mrs Ruth Alexander Miss Sarah Heggarty (ELR)	Mrs Cathie Crainie Mr Bryan Campbell (ELR)
Classroom Assistants	Mrs Hanan Al-Attabi	Mrs Kirsteen Griffiths	
Administrative Assistant	Mrs Linda Andrews		
Clerical Assistant	Mrs Lynn Moore		
School Support Coordinator (SSC)	Mrs Mary McBride		
Building Manager	Mr John Shaw		
Facilities Staff	Mrs Liz Wells Mrs Shona Rodger	Mrs Kuldeep Lande Ms Danielle Paintilin	Ms. Malgozata Kotarska
Catering Staff	Mrs Teresa Officer (Team Leader) Ms. Lynne Peddie	Mrs Janette Smith	
Quality Improvement Officer (QIO)	Marie Donald <i>(Wider School Setting QIO)</i>		
Quality Improvement Officer (QIO)	Maureen McLeod <i>(ELR QIO)</i>		
Link Education Psychologist	Claire Donohoe		
Speech and Language Therapy Link	Ilse Ogston		
Active Schools Coordinator	Lyndsey Jackson		
Instrumental Music Service	Dave Prentice (Brass) Chris Sergeant (Double Bass)	Yvonne Brydon (Violin/Viola)	
Woodhill Evangelical Church	Pastor David Gooding		

## School Hours

School Starts:	9:00am
Interval:	10.30 -10.45am
Lunch:	12.15pm – 1:00pm
School Finishes:	3.00pm

*\*Please note that due to current restrictions in place, our school start and finish times and lunch times are staggered.*

## School Term Dates 2022 – 2023

*\*Please note, dates below are accurate at time of publication. Please visit*

*<https://www.eastdunbarton.gov.uk/residents/schools-and-learning/school-holidays> for further information.*

August 2022	
Teachers Return (In-Service Day)	Monday 15 August
In-Service Day	Tuesday 16 August
Pupils Return	Wednesday 17 August
September 2022	
September Weekend	Friday 23 September to Monday 26 September (Inclusive)
Pupils Return	Tuesday 27 September
October 2022	
In-Service Day	Friday 14 October
October Break	Monday 17 October to Friday 21 October (Inclusive)
Pupils Return	Monday 24 October
December 2022 – January 2023	
Last day of term	Thursday 22 December
Christmas and New Year	Friday 23 December to Friday 6 January (Inclusive)
Pupils Return	Monday 9 January
February 2023	
February Break	Monday 13 February to Tuesday 14 February (Inclusive)
In-Service Day	Wednesday 15 February
Pupils Return	Thursday 16 February
April 2023	
Easter Break	Monday 3 April to Friday 14 April (Inclusive)
Pupils Return	Monday 17 April
May 2023	
May Day (Closed)	Monday 1 May
In-Service Day	Tuesday 2 May
Pupils Return	Wednesday 3 May
May Weekend	Friday 26 May to Monday 29 May (Inclusive)
Pupils Return	Tuesday 30 May
June 2023	
Last Day of School	Wednesday 28 June
School Closed	Thursday 29 June to Friday 11 August

## **Bishopbriggs Out of School Care**

A Breakfast Club and After School Care is provided by an external provider, Bishopbriggs Out of School Care each morning and afternoon within our school building.

Hours as follow:

- **Breakfast Club 7:45am – 9:00am**
- **After School Care 3:00pm – 6:00pm**

**Further details are available from:**

**Telephone:** 0141 370 0927      **Email:** [admin@bishopbriggs-osc.com](mailto:admin@bishopbriggs-osc.com)

**Website:** [www.bishopbriggsoutofschoolcare.co.uk](http://www.bishopbriggsoutofschoolcare.co.uk)

## **Attendance and Absence**

### **Attendance at School**

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

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

### **Un-notified Absence Policy**

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

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

### **Family Holidays**

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



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

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

### **Information regarding exceptional closures**

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

#### **(a) Parental Communication with School in Case of Emergency**

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

Where possible you should telephone **before 2.30pm** if there are any changes to childcare arrangements.

## **Comments, Compliments and Complaints Procedure**

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

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

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

In relation to making a complaint:

- **Stage 1** – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days unless there are exceptional circumstances.

- **Stage 2** – Investigation, if you are dissatisfied with the decision at Stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply, you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.



## Section 2 - Parental Involvement and Engagement

### Parents Welcome

All East Dunbartonshire Council schools welcome parental involvement, as research has shown that when parents are involved children do better in school.

At Wester Cleddens Primary, we recognise that parents play an important and integral part in their child's education. We value Parental Involvement as an effective way of enhancing our school and individual pupil achievements, promoting a positive ethos, and ensuring clear modes of communication. We do our best to ensure that we work closely with Parents to provide the best education appropriate to the individual needs of each child.

If Parents have any questions or concerns around their child's learning or other factors that may impact on their learning, we encourage them to contact the school and we work together in partnership to look at what the school can do to support.

At the heart of a successful home-school relationship is clear and consistent communication and opportunities for Parents to be involved in supporting their child's learning. Below are some of the ways in which we try to keep our Parents and WCPS families informed and involved in their child's learning:

<b>Parents' Afternoon/Evenings</b>	<p>There are two Parents' Afternoon/Evenings in a school session. These provide the opportunity for Parents to talk directly to teachers.</p> <p>Due to current Government restrictions, we have adapted our reporting to Parents and Carers, in line with East Dunbartonshire guidance, as in person face to face meetings cannot currently take place.</p>
<b>Open Afternoons</b>	<p>Open afternoons take place twice yearly throughout the school. This is an opportunity for Parents/Carers to visit their child's classroom and view the learning that has taken place. As this can not currently take place due to current restrictions, we have created 'Our Class Learning Journeys', which is a digital form of broadcasting what is happening within the classroom. Please read further information shared below.</p>
<b>Telephone Calls</b>	<p>Parents can contact the school to arrange a time to speak to a Class Teacher or other member of staff (e.g., Head Teacher or Depute Head Teacher) or to inform the school of any important information or change of details.</p> <p><b>Our school number is 0141 955 2280.</b></p> <p>At times, Class Teachers or another member of staff will also contact Parents via telephone call to share achievements and/or to discuss learning progress.</p>
<b>Letters</b>	<p>Where an issue is less urgent or needs to be a matter of record, the school will communicate with parents by letter.</p>
<b>Emails</b>	<p>Emails are sent via the school to Parents for a wide range of communication purposes. We now send most letters electronically via Email. During the current Pandemic, we are communicating frequently with Parents and families via Email.</p> <p>Parents can contact the school via our school office email <a href="mailto:office@westercleddens.e-dunbarton.sch.uk">office@westercleddens.e-dunbarton.sch.uk</a> We will respond to emails as quickly as possible and within 5 working days.</p>
<b>Text Messages</b>	<p>We use our Text Messaging service to send a variety of important information to our Parent body. These are used primarily for sharing key information which needs to be communicated quickly with our Parents.</p>

<b>Head Teacher Newsletters</b>	Head Teacher Newsletters are shared with our School Community monthly. These give an overview of key events and developments happening within the school and across the school community and sharing of learning taking place throughout the school.
<b>Class Newsletters</b>	All Class Teachers provide Termly Class Newsletters which provides information about the learning that will take place over the Term and share key information, e.g. days for P.E.
<b>Home Learning Diaries</b>	Throughout the school Weekly Home Learning Diaries are normally used to communicate information about Home Learning with Parents. This session, we are using Microsoft Teams to support and share the learning taking place throughout the week and use the Assignment feature to share Home Learning.
<b>Parental Surveys/Feedback</b>	Throughout the school session, we seek the views and opinions of our parents. We use the feedback we receive to improve and enhance the work we do.  We currently use Microsoft Forms as a way of surveying Parental views and opinions. Microsoft Form surveys are completed via a link sent to Parents via email.
<b>School Assemblies and Class Assemblies</b>	School assemblies take place weekly throughout the school and throughout the school year. Parents are invited into the school to see their child perform and share their learning with them.  Due to current restrictions and guidance in place, we hold our weekly assemblies virtually using Microsoft Teams. When restrictions allow, we will commence assemblies in person again.
<b>Parent Workshops</b>	Throughout the school session, we hold Parent Workshops to support Literacy, Numeracy and other areas of the curriculum (e.g. Book Week Scotland Reading Events, Literacy Workshops, Read, Write, Count Events, Resources to Support Additional Support Needs workshop etc.)  We are currently providing digital support through pre-recorded videos and guides.
<b>My Learning Update</b>	We have recently moved to using a 'My Learning Update' electronic profile through Microsoft Teams. This is an individual update on how your child is progressing in their learning and shares
<b>Reports</b>	A formal progress report is sent home once per year. This supplements communication shared by Class Teacher throughout the session and also during Parents' Afternoon and Evenings.
<b>'Our Class Learning Journey'</b>	Due to current restrictions in place, we are not able to hold our normal 'Open Afternoons' or events. We have subsequently created 'Our Class Learning Journey', through Microsoft Teams. This allows Parents/Carers to view learning that has taken place within their child's class throughout the school week. This includes videos, photos, links, and pupil voice.
<b>School Twitter Account</b>	Our School Twitter Account is used to share information about the school, including news, updates, events, links, and achievements. You can follow us by clicking on the link below: <a href="https://twitter.com/Wester_Cleddens">https://twitter.com/Wester_Cleddens</a>  Or alternatively search for us through a current Twitter account by typing in <a href="https://twitter.com/Wester_Cleddens">@Wester_Cleddens</a>
<b>School You Tube Channel</b>	We have our Wester Cleddens Primary School You Tube Channel to share videos with our Parent body and school community. This includes sharing 'How to' videos, Video Guides for Parents and Pupils and links to videos to support further learning. We also use You Tube to share video links or performances by the pupils.
<b>School Website</b>	Our School Website is used to communicate and share information with our wider Parent body and school community. Most information that is sent via email will also be shared on our School Website, where appropriate. You can access the School Website by clicking on the following link: <a href="http://www.westercleddens.e-dunbarton.sch.uk">www.westercleddens.e-dunbarton.sch.uk</a>

Further information on Parent Engagement can be found on Education Scotland's website by clicking on the following link: <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/parental-engagement-and-family-learning>



## 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).

## Parent Council Contact Information

**Co-Chairs:** Kate Ferguson and Sarah Humphris

**Staff Representatives:** Mrs Fiona Kynigos (HT) and Mrs Allison Kelly (DHT)

**Clerk:** Dora Hegadus

**Email:** [parentcouncilwcps@gmail.com](mailto:parentcouncilwcps@gmail.com)

Further information about the Parent Council can be found on our school website:

[www.westercleddens.e-dunbarton.sch.uk](http://www.westercleddens.e-dunbarton.sch.uk)

All correspondence should be sent to:

Parent Council Chair

c/o Wester Cleddens Primary School

Wester Cleddens Road

Bishopbriggs

G64 2NQ

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](http://www.parentzonescotland.gov.uk).

### Parent Teacher Association (PTA)

The PTA is responsible for arranging events for parents and raising funds for the school. Volunteers are always welcome - please contact the PTA if you want to join. PTA Newsletters are shared with our school community throughout the school year.

**Chair:** Mrs Jennifer Hamilton

**Staff Representatives:** Mrs Lyndsay Harvey (PT), Miss Colette Williamson/Mrs Farrell (PT ELR)

### All correspondence should be sent to:

Mrs Jennifer Hamilton  
Wester Cleddens Primary School  
Wester Cleddens Road  
Bishopbriggs  
G64 2NQ

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](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

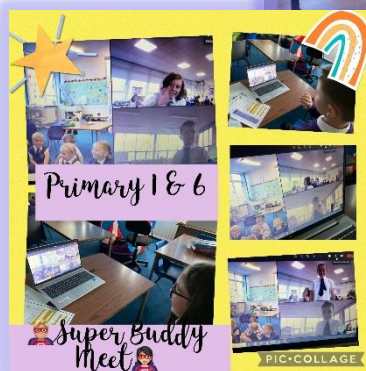
### Pupil Voice

Pupil Voice is fundamental to ensuring that children have their views heard and these are acting upon within the school. Throughout the school session we have a variety of opportunities for children to share their opinions and views on school development and other important developments. They are involved in a variety of different events and complete surveys that are then used to help plan developments.

In addition to this, we have a variety of groups that the children can join.

This includes the following:

- Rights Ambassadors
- Digital Leaders
- Outdoor Learning Committee
- Sports Ambassadors
- Active Leaders
- Buddy System
- Junior Road Safety Officers



## Section 3 - School Ethos

At Wester Cleddens Primary, our ethos is based on celebrating achievement and equal opportunities for all. We have high aspirations and expectations of all our pupils' academic and social abilities. We nurture self-esteem through the encouragement and reinforcement of positive relationships and achievement and through our school curriculum, we teach values and attitudes as well as knowledge and skills to promote responsible behaviour, encourage self-discipline, self-respect, and respect for others.

As part of the Bishopbriggs community, we endeavour to participate in the activities of the community and recognise that we have an important contribution we can make. Throughout the school session, there are a wide variety of opportunities and events that take place where pupils help to fundraise for local and national charities. We also have built links with local businesses, voluntary groups, and sports clubs in the area. All these opportunities help to give our pupils a wide variety of ways to learn and develop a wide range of skills for life, learning and work. Under normal circumstances (no restrictions in place) we attend Woodhill Evangelical Church for services and workshops at Christmas and Easter and the associated Pastor is a regular visitor to the school.

### Assemblies

At Wester Cleddens Primary we hold weekly assemblies, which focus on a particular theme and celebrate the achievements both within and out with school of our pupils. Assemblies are led by both our pupils and the Senior Leadership Team. We hold a variety of class assemblies, focussing on a particular topic (E.g. Remembrance, St. Andrew's Day, Nativity), where parents are invited to join.

### School Twitter

We take great pride in celebrating the learning taking place at Wester Cleddens and share regular updates for our wider school community through our School Twitter account. Please note, this is a restricted account and you will need to request access.

### Class Microsoft Teams Pages

Every class within the school has their own Microsoft Teams Page and within this, are our Class Learning Journeys. Our Class Learning Journeys give a detailed insight into the learning taking place within your child's class on a weekly basis, through videos, photos and comments from the Class Teacher and pupils.





## Learning Focus Weeks

In addition to developing all areas of the curriculum throughout our daily practice within the school, we also plan a variety of focussed learning weeks, which focus on specific themes. We encourage our learners to lead the planning and leading of activities throughout these weeks as much as possible. Previous focus weeks have included the following:

- Maths Week Scotland
- Book Week Scotland
- Robert Burns Week
- Children's Mental Health Awareness Week
- Autism Awareness Week
- Fairtrade Fortnight



## Learners as Leaders

At Wester Cleddens we encourage our learners to take on leadership roles and be leaders of learning. There are a wide variety of opportunities for pupils to lead, including our Active Leaders, Rights Respecting Ambassadors and Art Club Leaders. We also provide opportunities to ensure all pupils can share their views, make decisions and lead on different areas of school life.

## Equal Opportunities and Social Inclusion

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

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

## The Equality Act (2010)

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

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

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

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



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

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

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

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

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

### **Playground Supervision**

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

### **Including Every Learner: Promoting Positive Behaviour**

We greatly value partnership with our parents in ensuring that our learners endeavour to set themselves high standards in their behaviour. Our School and Class Charters encourage pupils to realise our Vision, Values and Aims. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

East Dunbartonshire Council (EDC) educational policy and guidance is based on the core principle that all learners should be included and engaged in their learning community. At the heart of a successful and achieving learning organisation is a safe and nurturing ethos and a culture based on positive and mutually respectful relationships. All schools and early years' establishments carry out processes of consultation and self-evaluation with parents, staff and children to ensure that policies that promote positive behaviour through supportive relationships are developed and maintained.

There are core principles on which all intervention and approaches should be based.

They are:

- All behaviour is communication, and any planning requires a shared understanding, through collaborative analysis and review of the underlying causes of each individual's patterns of behaviour including the context in which the behaviour is most likely to occur.
- Children and adults should have access to safe environments where risk is minimised and there is a shared understanding of expectations, responsibilities, and boundaries.
- Better relationships are the key to increasing pupil engagement and inclusion.
- All adults working with children and young people need regular opportunities for training and reflection on the underlying reasons for different behavioural responses in various contexts and to develop strategies to improve their own capacity to communicate effectively and develop trusting and affirmative relationships with young people.
- This training and reflective practice should be based on:
  - A solution focused approach
  - Restorative conversations and approaches to conflict and conflict resolution
  - Trauma, nurture and attachment informed practice
  - Becoming an attuned practitioner
  - De-escalation intervention
  - Supporting emotional awareness and development, through strategies, such as scaling, Emotion Coaching, 'Promoting alternative Thinking Strategies' (PATHs) and/or Emotion Works.

Where there is a concern regarding pupil behaviour, the Senior Leadership Team (Head Teacher, Depute Head Teacher or Principal Teacher) will inform the parents and discuss the situation that has arisen. Where appropriate, Parents are invited into the school to discuss their child's behaviour and ask for their cooperation.

Managing behaviour that challenges will always be a partnership approach between the learning community and families. Wester Cleddens has a robust Anti-Bullying Policy and Promoting Positive Relationships policy in line with authority guidelines and these can be found on our school website.

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



## Section 4 – Curriculum

### Curriculum for Excellence

#### Bringing learning to life and life to learning.

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



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

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of Literacy, Numeracy and Health and Wellbeing.

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

#### Curriculum Areas Covered

*'Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:*

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement'



(Education Scotland, nda)

There are eight curriculum areas within CfE:

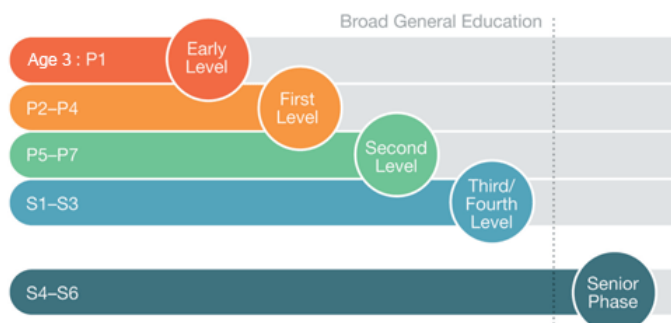
- Languages (including English, Gaidhlig, Gaelic learners and Modern Languages)
- Mathematics
- Health and wellbeing
- Expressive arts
- Religious and moral education
- Sciences
- Social studies
- Technologies.

Literacy, Numeracy and Health and Wellbeing are especially important, as these areas are the 'responsibility of all' staff. Within Wester Cleddens Literacy, Numeracy and Health and Wellbeing is developed where appropriate across other curricular areas.

Within CfE many of the curriculum areas are not always necessarily taught or developed in isolation and are intertwined through an interdisciplinary approach.

The curriculum is divided into two phases. The first phase is known as the Broad General Education (BGE) and covers Nursery to S3. The second phase is known as the Senior Phase and covers S4-S6 and college or other means of study.

Learning is also divided into Levels as follows:



**Early Level:** Age 3 – Primary 1

**First Level:** Primary 2 – Primary 4

**Second Level:** Primary 5 -Primary 7

**Third/Fourth Level:** S1 – S3

**Senior Phase:** S4 – S6

It should be noted that the above is a guide and that children will work through levels at their individual pace. Therefore, there may be pupils who are working on Levels before the stage highlighted in the diagram or it might be that some work on it at a later stage or for a longer period.

### Skills for Learning, Life and Work

Literacy, Numeracy and Health and Wellbeing are highly important in ensuring a child is ready for life outside of school. We deliver a well-rounded, inter-disciplinary curriculum which ensures these skills are developed and worked on throughout Nursery to Primary 7. Throughout the year, all children will undertake learning in Science, Social studies, Expressive arts, Technologies and RME (Religious and Moral Education) as well as the subjects above. The programmes for each of these subjects ensure progression year on year. Topic work allows depth to be added to learning and children are given the opportunity to explore areas of choice both within topics and school councils. We currently use Microsoft Teams to give parents the opportunity to view classwork, and photographs related to our curriculum. We also use our website to share policies, photos of classwork and events with the wider school community.

For further information on Curriculum for Excellence, please visit the Education Scotland Website at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) or alternatively, you can visit the Parent Zone section from Education Scotland by clicking on the following link: <https://education.gov.scot/parentzone/>

### Languages (including English, and Modern Languages) and Literacy

Literacy is fundamental to all areas of learning, as it unlocks the wider curriculum. Our ability to use Language and literacy lies at the centre of the development and expression of our emotions, our thinking, our learning, and our sense of personal identity.

The three organisers within the Literacy curriculum are:

- Listening and Talking
- Reading
- Writing



Within these organisers there are subdivisions.

- **Enjoyment and choice** highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.
- The **tools** include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.
- **Finding and using information** include, in reading, critical literacy skills; while the understanding, analysing and evaluating statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.
- **Creating texts** describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

At Wester Cleddens, we use a range of Literacy resources to support the teaching and learning listening and talking, reading, writing and spelling. We aim to provide structured and stimulating opportunities for pupils to develop and apply language skills in a variety of ways. We use a wide range of resources to support the development of literacy across the school including the following:

- Jolly Phonics
- PM Benchmarking
- Story Worlds
- Bug Club
- Barrington Stokes
- Moondog
- Read, Write, Inc.
- Class Novels
- Active Spelling Resources (based on the NLC scheme)
- Active Reading Resources
- Nelson Handwriting and Grammar

As part of the 1+2 Language Strategy, we teach French across P1-P7. In addition to French, and in line with our cluster Primary schools and feeder Secondary (Bishopbriggs Academy), we also provide opportunities for children to learn German.

### Numeracy and Mathematics

“Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.” (*Education Scotland, nda*)

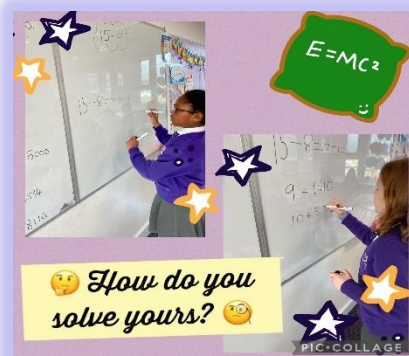
There are five main strands of learning in Numeracy and Mathematics:

- Use knowledge and understanding of the number system, patterns and relationships
- Use knowledge and understanding of measurement and its application
- Use knowledge and understanding of shape and space
- Research and evaluate data to assess risks and make informed choices
- Apply numeracy and mathematical skills.



At Wester Cleddens Primary, we develop Maths and Numeracy through both a structured and active approach. Numeracy skills are taught and reinforced across all areas of learning. We use a variety of resources to support and enhance the teaching and learning of Maths and Numeracy skills, including the following:

- Heinemann Active Maths
- Teejay Maths
- Numeracy Boards
- Numicon
- Base 10 resources
- Knex
- Place Value resource
- Beebots
- Maths Apps
- Sumdog



We encourage children to use concrete and pictorial resources to help support develop their understanding and confidence in maths. This session we have developed the Number Talks approach across the school at the beginning of maths sessions to help pupils apply, talk, and listen to each others' strategies to solve problems.

Throughout our daily teaching, we provide a variety of opportunities for our pupils to apply their skills through real life contexts, allowing them to see the link between maths and the wider world.

### Health and Wellbeing

Positive Health and Wellbeing is central to successful learning and participation in learning. At Wester Cleddens primary we have our Health and Wellbeing programme which focusses on the following areas:

We provide 2 hours of Physical Education each week over 2 sessions/week. This includes opportunities to work with visiting specialists to develop a range of sporting knowledge and skills (e.g. Rugby, Football, Dancing).

In addition to this to our PE programme, all classes take part in our Daily KM every day, where they may run, walk or scoot for 10 minutes during the school day.

### Expressive Arts

The Expressive Arts framework provides children with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to present and perform across Art and Design, Dance, Drama and Music. At Wester Cleddens, learning experiences are practical and experiential. Learners have opportunities to link their learning across expressive arts through class assemblies and performances. In addition, the curriculum includes opportunities for learners to participate in cultural and community events, and further opportunities to participate in the expressive arts through our lunchtime and afterschool clubs run by our school team.

We have a school choir, that changes each session and performs at a variety of community events. Throughout the school we use the Charanga music programme. This is an on-screen resource for learning and teaching that is based on listening and appraising, creating and exploring and singing and performing. In



addition to this, we also have our Youth Music Instructors who develop blocks of music with our Primary 4 pupils each session, and access to music development.

### Religious and Moral Education

Our RME course and programme of study is based exploring key themes of Christianity and other world religions. Our RME programme of study teaches knowledge and understanding of the different beliefs and values of others. Through our RME programme, we support learners to reflect on their own life experiences, personal beliefs, and values. The school follows national guidelines in relation to religious observance.

### Sciences

Our Sciences curriculum supports learners to develop their interest in and understanding of the living, material and physical world. The key organisers within the Sciences curriculum are:

- Planet Earth Forces
- electricity and waves
- Biological systems
- Materials
- Topical science



The curriculum is designed to encourage curiosity and a practical approach. Organisers are revisited at key stages to ensure that prior learning is developed and progressed.

### Social Studies

The Social Studies curriculum teaches children about other children and their values, in different times, places and circumstances. It also supports children to understand their environment. The Social Studies curriculum is structured under the following organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business



### Technologies

At Wester Cleddens technologies development is embedded across the curriculum. We have access to a wide range of ICT equipment to enhance learning and teaching and development of ICT knowledge and skills. Within Curriculum for Excellence, the technologies curriculum relates to developing technological skills, knowledge, understanding and skills, through creative, practical and work-related activities

### Home Learning

Home Learning is normally issued on a Monday and returned to school on the following Monday. Home Learning consolidates and reinforces Literacy and Numeracy learning taught in class. What is to be covered for Home Learning is assigned digitally, however, reading books, spelling and maths activities are sent home with each pupil at the start of the week.



### Sensitive Aspects of Learning



At Wester Cleddens Primary, we implement a comprehensive Sexual Health and Relationships Education Programme. Parents are informed of the content of the programme through information sessions and information booklets. *\*During session 21-22 parents will be provided with details of the new updated Relationships, Sexual Health & Parenting Education Programme (RSHPE)*

### 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.

### Extra-Curricular Activities

Throughout the year, there are various extra-curricular activities arranged for class or year groups. These include educational, cultural, and social activities related to the children's work in school. Due to current restrictions in place, our extra-curricular activities have not run as normal, however, these will be implemented when guidance allows.

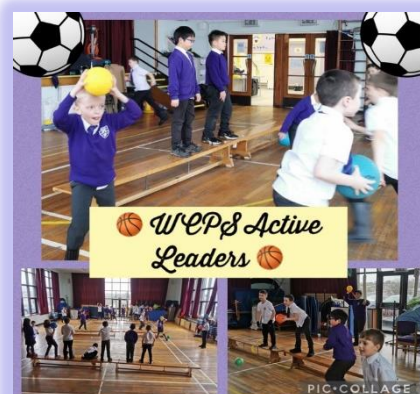
Extra-curricular activities include:

- Football
- Netball
- ABC Fitness Club
- Rugby
- Choir
- Dance
- Drama
- Tennis
- Art Club
- Cycling

Under normal circumstances we participate in various sporting events throughout the school session and are often supported by Parent helpers within the development of this. During the Summer term, we organise a Sports Day, which is very well attended by Wester Cleddens families.

Throughout the year, children may be taken to the theatre or a theatre group may visit the school.

Our Primary 7 pupils normally participate in a residential Outdoor Learning week during November, however, during current restrictions this has been adapted to ensure that our Primary 7s still have an opportunity to participate in a variety of team building outdoor activities to enhance their transition to secondary.





## Section 5 - Assessment and Reporting

We operate a policy of continuous assessment from Nursery information to Primary 7 to build a clear picture of each child's progress. Assessment also enables teachers to plan programmes of work and to check on the effectiveness of teaching methods and resources. We use a variety of summative and formative assessments, along with professional judgement to create a holistic overview of progress.

**Formative Assessment (or Assessment FOR learning)** is used to enhance and inform the learning that is taking place and build upon a child's knowledge and understanding. By formatively assessing throughout a lesson or daily practice, a Class Teacher can adapt the learning appropriately to meet the needs of individual children and be responsive in the development of the learning taking place.

It involves the following:

- Sharing the Learning Objective or Intentions
- Co-constructing Success Criteria
- Effective questioning
- Self and Peer marking
- Quality Feedback from the Class Teacher
- Ongoing review and reflection of progress being made
- Ensuring a wide range of opportunities for Pupil Voice to assess learning
- Observations of learning and interaction with learning

Formative assessment that takes place daily, helps to develop a genuine partnership between the Class Teacher and pupil

**Summative Assessment (or Assessment OF learning)** takes place periodically throughout the school session. This may include reading, spelling and maths assessments across all classes. In addition to these school-based assessments, all Primary 1, 4 and 7 pupils take part in the Scottish National Standardised Assessments (SNSA) which focus on Literacy and Numeracy.

Assessment information, whether formative and/or summative help to inform effective reporting to parents regarding their child's progress.

Twice a year, Parents are invited by appointment to discuss their child's progress with the Teacher. A variety of Parent/Teacher contacts are arranged throughout the session to keep you in touch with your child's progress.

Under normal circumstances the following takes place:

1. September - P1 Workshop
2. November - Parent/Teacher interviews
3. April/May - Reports issued and Parent/Teacher interviews based on them
4. Various dates - Class assemblies, open afternoons, review meetings for individual pupils.

This session there have been changes to how we assess and report and this has been shared with our Parent body. This information can also be found on our school website.

We have adapted our normal Profile of Progress and Achievements folio with an online 'My Learning Update' which shares photos and pupil voice with Parents of their child's individual progress via Microsoft Teams and this session will also be using Snapshot Jotters to support.

If at any time during the year, you have any concerns regarding your child's progress or welfare, please contact the school office to speak to the Head Teacher or Depute Head Teacher. If necessary, an appointment will be made to speak to a Class Teacher if this would prove helpful.

## Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

### **East Dunbartonshire Council**

**The Marina**

**Strathkelvin Place**

**Kirkintilloch**

**Glasgow**

**G66 1TJ**

**Tel: 0300 123 4510**

**Email: [greg.bremner@eastdunbarton.gov.uk](mailto:greg.bremner@eastdunbarton.gov.uk)**



## Section 6 Transitions and Enrolments

### Registration and enrolment

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

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

### School Admissions

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

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

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

Enrolment dates will be available through the East Dunbartonshire Council website at [www.eastdunbarton.gov.uk](http://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 December/January each year.

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

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

### Catchment Secondary School

Pupils will normally transfer to:

Bishopbriggs Academy  
Wester Cleddens Road  
Bishopbriggs  
G64 1HZ

There is a comprehensive transition programme for our P7 pupils during their final year at Wester Cleddens. The children have numerous opportunities to visit Bishopbriggs Academy throughout the year to meet staff and explore the school. The children 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 with meetings between the Principal Teacher for Support for Learning (Bishopbriggs Academy), Educational Psychologist, Primary School staff and parents. If it is felt beneficial, children would be offered 'extended transition' in Primary 7; a series of four extra visits to the Academy to find their way around, experience lunch and intervals and 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 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

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

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

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

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

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 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 Seven – Support for Pupils

### Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

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

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

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

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

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

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

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

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

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

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

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

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

Schools should also include information on the range of additional support needs catered for, and the specialist services provided should be detailed, noting where the school has a special resource and/or special class(es) should be detailed.

### **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](mailto:parenting@eastdunbarton.gov.uk) A member of the team will be in touch.

### **Protecting Children and Young People**

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

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

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

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

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

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

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

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

### **Additional Support Needs**

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

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

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

- Enquire: [www.enquire.org.uk](http://www.enquire.org.uk), 0845 123 2303
- Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.

### **Autism Adviser**

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an Educational Psychologist and a Quality Improvement Officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to



parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

Further information on how Additional Support Needs are identified and supported at Wester Cleddens is provided within Wester Cleddens Primary Universal and Targeted Support Guide which can be found on our website our by clicking the following link:

<http://www.westercleddens.e-dunbarton.sch.uk/media/11679/parent-guide-to-universal-and-targeted-support.pdf>

Our Autism Advisors within Wester Cleddens are:

- Mrs Fiona Kynigos (Head Teacher)
- Mrs Allison Kelly (Depute Head Teacher)
- Mrs Lyndsay Harvey (Principal Teacher)
- Mrs Rosie Farrell/ Miss Colette Williamson (Principal Teacher – ELR)

### **Specialist Support Service – teachers teaching in more than one school**

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

The teams support the additional needs of:

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

### **Pastoral Support**

At Wester Cleddens our whole school community take an active role in promoting the care and welfare of our children and young people. We deal sensitively and effectively with children's needs and concerns. There is a climate of trust and respects at Wester Cleddens where our pupils can seek support from their Class Teachers, Support Staff, each other or the Senior Leadership Team. We provide support for pupils dealing with loss through separation, divorce and bereavement using internal support resources, and accessing counselling services for our pupils that is available.

### **Promoting Wellbeing, Protecting and Safeguarding.**

The Scottish Government introduced Getting it Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The Getting It Right approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

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

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

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

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

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

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

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

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following 5 key questions in relation to the eight wellbeing indicators:

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

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

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

## Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141-777 3000, or the Police.

Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

**Wester Cleddens Primary Child Protection Coordinator:**

**Email:**

**Telephone:**

Mrs Fiona Kynigos (Head Teacher)

office@westercleddens.e-dunbarton.sch.uk

0141 955 2280

In absence of the Head Teacher, Mrs Allison Kelly, Depute Head Teacher takes on the role as Child Protection Coordinator.



## Section 8 -School Improvement

### Raising Attainment Monitoring

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.

### Education and Inspection Report

Our most recent School and Nursery inspections can be found by clicking on the following links:

**School:** <http://www.westercleddens.e-dunbarton.sch.uk/media/2280/wcps-hmie-inspection.pdf> and <http://www.westercleddens.e-dunbarton.sch.uk/media/2279/wcps-hmie-inspection.pdf>

**Enhanced Learning Resource Nursery:** <https://www.careinspectorate.com/index.php/care-services>

### Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

For a full overview of our achievements, the Wester Cleddens Primary Standards and Quality Report is published on the school website [www.westercleddens.e-dunbarton.sch.uk](http://www.westercleddens.e-dunbarton.sch.uk)

### School Improvement Plan

Our school website also hosts our Improvement Plans. The main areas for development have focussed on coherent and purposeful planning and assessment approaches, raising attainment through high quality learning experiences in Literacy and Numeracy and building the curriculum through the development of Social Studies. This session we have focussed on Recovery Planning due to the significant period of school closure.

This focusses primarily on the following:

- Health and Wellbeing (particularly nurture)
- Family Engagement
- Transitions
- Continuing to ensure equity and excellence including educational continuity

### 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 attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### Why do we need your data?

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

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

### Data policy

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

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

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

### Your data protection rights

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

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

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to



take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### Concerns

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



## Section Nine – School Policies and Practical Information

### School Uniform

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

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

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

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

Our school uniform is:

- Grey trousers, skirt or shorts
- White shirt
- School tie
- Purple cardigan or sweat shirt with the school badge.

You can also view a video about our school uniform by clicking on the following link:

<https://www.youtube.com/watch?v=oBT4GGenPjI&feature=youtu.be>

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

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

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

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

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

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

Parents/carers receiving income support or income-based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to

monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may also be eligible, the Community Hubs and education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs, and the education office.

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.

The school operates a cashless catering system. Each pupil has an individual account, which can be topped up online. This account is used to pay for school meals, and children do not have to bring lunch money to school. Meal selections are made by children in class at the start of the day or can be pre-ordered by Parents using the online system, and there is no requirement for any smartcard or other identification system. Your child's individual account number, as well as information on how to use the cashless catering system, will be provided.

## **Free School Meals**

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

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

From January 2015 all P1-P3 pupils are entitled to a Free School Meal, and this provision was expanded to include all P4 pupils from August 2021 and P5 pupils from January 2022.

Please do not apply for free school meals if your child(ren) is/are in P1, P2, P3 or P4 as a meal will automatically be given.



## Transport

### 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. Parents who consider they are eligible should obtain an application form from the school or education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

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

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

Parents should obtain an application form from the education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

### 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 parent's 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.

### 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.

Any information on transport appropriate to the school should also be included.

## 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**

If your child takes ill during the school day, the School Office staff will contact you. Depending on what the illness is we may ask you to collect your child with immediate effect. We will however, do all we can to make sure your child feels comfortable and on occasion, if they feel better may also return them to class. It is important that all contact details are up to date and you share any changes with the school.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, 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 will use your data please visit - [www.eastdunbarton.gov.uk/council/privacy-notices](http://www.eastdunbarton.gov.uk/council/privacy-notices).

### Accessing Your Child's Pupil Records

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

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

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

### FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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

### Use of Photographs and Video Film Involving Pupils

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

Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

### **School Campus No Smoking Policy**

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

### **Pupil Use of Mobile Phones in School**

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

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

All establishments will incorporate the following points into their policy:

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

### **Appointment of Adults to Voluntary Child Care Appointments**

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 childcare position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary childcare 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;

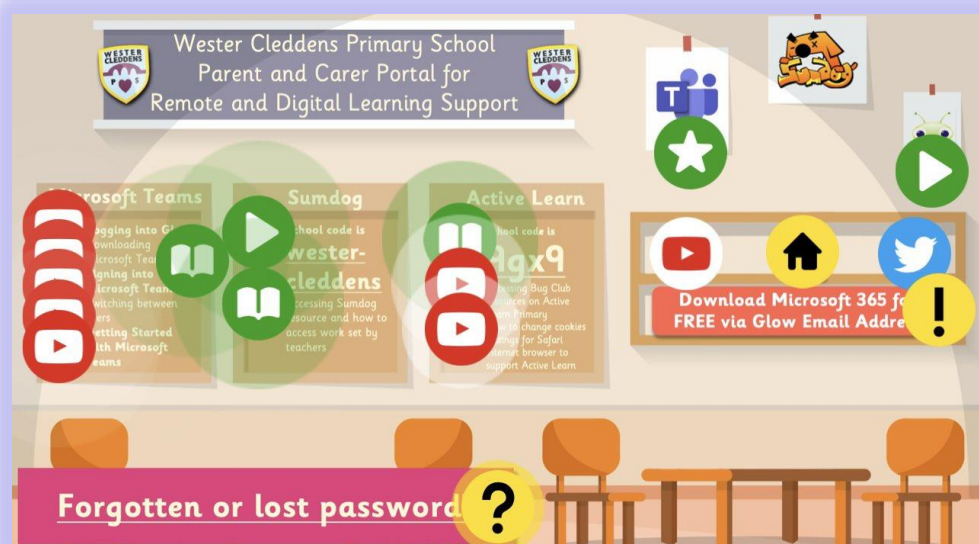
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

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.

***Although information within handbook is correct at the time of printing (January 2022), there could be changes affecting any matters dealt with in the document:***

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

***(b) in relation to subsequent school years.***



***Happy Together, Learning Together, Achieving Together***