Wester Cleddens Primary

&

Enhanced Learning Resource (ELR)





School Handbook 2026 - 2027

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Welcome to Wester Cleddens Primary School and ELR

Dear Wester Cleddens Families

I am delighted and proud to welcome you to Wester Cleddens Primary School (WCPS) and Enhanced Learning Resource (ELR). I would also like to extend a warm welcome from all our team at WCPS.

At Wester Cleddens Primary and ELR we aim to provide the best learning opportunities and experiences for all our pupils. We have a dedicated team of Class Teachers and Support Staff who work hard to ensure all our pupils are challenged and supported. We pride ourselves on working together collectively within our school, in partnership with our Wester Cleddens Families and our wider school community, supporting all our WCPS pupils to learn and develop across all aspects of the curriculum. Pupil voice and developing pupil leadership is also at the centre of our everyday practice at Wester Cleddens.



Our school team and I, hope you find this handbook helpful and it provides an informative overview of our current practice and how we hope to achieve our aims. If you would like any further information, or have any questions that we could help with, please do not hesitate to contact the school either by telephone 0141 955 2280, or by email at Office@westercleddens.e-dunbarton.sch.uk

I look forward to working alongside you, to support your child's learning journey at Wester Cleddens.

Yours sincerely

Fiona Kynigos

Head Teacher

Section 1

Practical Information about the School

Contact Information

School: Wester Cleddens Primary School and Enhanced Learning Resource (ELR)

Head Teacher: Mrs Fiona Kynigos

Address: Wester Cleddens Primary and ELR
Wester Cleddens Road
Bishopbriggs
East Dunbartonshire
G64 2NQ

Telephone: 0141 955 2280

Email: Office@westercleddens.e-dunbarton.sch.uk

Working Capacity:

Present Roll: 330

Stages Covered: Primary 1 – Primary 7 *(including our ELR)*

Parents should note that the working capacity of the school may very dependence upon the number of pupils at each sage and the way in which the classes are organised.

Wester Cleddens Primary School is a co-educational, non-denominational school which caters for children from Primary 1 to Primary 7. Within our school setting, we also have an Enhanced Learning Resource (ELR), which caters for children across Primary 1 – Primary 7.

Wester Cleddens Primary Enhanced Learning Resource (ELR)

Our ELR is a full-time educational provision that supports children with a variety of Additional Support Needs (ASN) that live across East Dunbartonshire Council (EDC). 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 for our ELR. Children attend the ELR on a fulltime bases and access the wider school (mainstream) setting for varying level of inclusion based on the individual needs of the child.

As part of our ELR provision, we also provide Early Years ELR Outreach Support to EDC Early Years and Childcare Centres, Partnership Nurseries and as part of transition planning in to Primary 1 across schools within EDC.

Places at our ELR are allocated based on assessment by the Team Around the Child (TAC) in line with policy and procedures, including the GIRFEC Liaison Group (GLG). Support from our Early Years Outreach team is allocated through TAC and the Early Years Community Assessment Team (EYCAT).

Our School Staff

Leadership Team	
Head Teacher	Mrs Fiona Kynigos
Depute Head Teacher	Mrs Allison Kelly
Principal Teacher	Miss Hannah Brownlie (Acting)
Principal Teacher - ELR	Mrs Farrell (Mon - Wed) Mrs Dickson (Acting) (Thurs - Fri)
ELR Teaching Team	
Class Jura	Mr Martin McLachlan Mrs Michaela Dickson (Mon-Wed) Mrs Emma Andrews (Wed-Fri)
Class Skye	Miss Erin Muir
Class Tiree	Mrs Karen Savage
Class Barra	Mrs Gemma Carmichael (Mon/Tues) Mrs Kelsey McEnaney (Tues – Fri)
NCCT	Mrs Rosie Farrell (Mon – Wed) Mrs Michaela Dickson (Thurs – Fri)
Wider School Teaching Team	
Primary 1A	Miss Nicola Miller (Mon/Tues/Thurs/Fri) Miss Hannah Brownlie (Wed)
Primary 1B	Miss Lucy McGhee
Primary 2A	Mrs Lisa Mackay (Mon-Wed) Miss Holly Abercrombie (Wed-Fri)
Primary 2B	Mrs Kirsty McCafferty (Mon – Wed) Mrs Rachael Wilson (Wed – Fri)
Primary 3A	Miss Colleen Clancy
Primary 3B	Miss Sophie Ireland
Primary 4	Miss Nicola Gillon (Mon-Tues) Miss Sandra Sawers (Tues – Fri)
Primary 4/5	Mrs Donna Crawford (Mon – Thurs) Miss Nicola Gillon (Thurs – Fri)
Primary 5	Miss Melissa Brown (Mon/Tues/Wed/Fri) Miss Hannah Brownlie (Thurs)
Primary 5/6	Mrs Jody Celino
Primary 6	Mrs Caitlin Mazzucco (Mon – Tues) Mr Adam Lockyer (Tues – Fri)
Primary 7	Mr Gareth Holmes
NCCT	Miss Nicola Gillon Mrs Caitlin Mazzucco

ELR Support Staff Team	
Pupil Support Assistant (PSA)	Miss Emma Crooks
Pupil Support Assistant	Mr Martin Crooks
Pupil Support Assistant	Miss Ruth Docherty
Pupil Support Assistant	Mrs Martine McGroarty
Pupil Support Assistant	Mrs Sarah White
Pupil Support Assistant	Miss Suzy Yuill
ELR Early Years Outreach Workers	
Early Year Outreach Worker	Miss Suzanne Haughey
Early Year Outreach Worker	Miss Linda Muldoon
Wider School Support Staff Team	
Pupil Support Assistant	Mrs Pamela McFarlane
Pupil Support Assistant	Mrs Fatemah Khaksar
Pupil Support Assistant	Miss Emma Thomson
Pupil Support Assistant	Mrs Carol Williamson
Pupil Support Assistant	Mrs Kirsteen Griffiths
Pupil Support Assistant	Mrs Carolanne Ralton
Housekeeping Assistant	Vacancy

Office and Administration	
Administration Assistant	Mrs Lynn Moore
Clerical Assistant	Miss Susan Gormley
School Support Co-ordinator (SSC)	Mrs Mary McBride

Visiting Instrumental Service (IMS)Tutors	
Brass	Mr Dave Prentice
Double Bass	Mr Chris Sargeant
Violin	Mrs Elaine Leitch

Facilities Team		
Building Manager	Mr Alan Taylor	
Kitchen Team Leader	Allison Simpson	
Kitchen Team	Leah Lyndsey	Lynn Peddie
Cleaning Team Leader	Laura	
Cleaning Team	Elena Lynn Peddie	Vacancy
School Crossing Patrol	Donald	

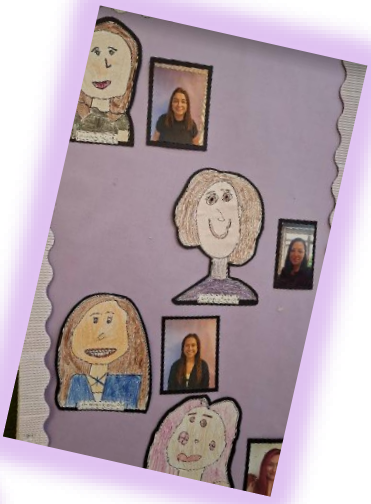
Other Supporting Professionals	
Quality Improvement Officer (QIO)	Vicky MacKenzie
Quality Improvement Officer (QIO)	Carolan Burnet *(ELR QIO)*
Link Educational Psychologist	Laura MacDonald
Link Speech and Language Therapist	Lindsey Skene
Active Schools Co-ordinator	Lyndsey Jackson
Woodhill Evangelical Church	Pastor David Gooding















School Hours

School Starts:	**9:00am**
Interval/Morning Break:	**10:30 – 10:45am**
Lunch:	**12:15pm – 1:00pm**
School Finishes:	**3:00pm**

Primary 1 Pupils attend school full time from the start of the new session.

Please note, that we start to take in children from 8:55am within our Primary 1 – Primary 3 Classes, and children within our ELR.

Out of School Care

Bishopbriggs Out of School Care are a private out of school care provision that operates within Wester Cleddens Primary. They operate using the Dining Hall and Gym Hall spaces within Wester Cleddens in the hours of 7:45am – 9:00am and 3:00pm – 6:00pm. You can contact them direct via email admin@bishopbriggs-osc.com or telephone on 0141 370 0927.

Auchninairn Afterschool Care and Forest Kindergarten is another private out of school care provision within the locality, who operate outwith the school grounds. They can be contacted by email on auchinairnafterschoolcare@outlook.com or telephone on 07584514181.



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

Gym Days

All classes within the school are allocated two slots for Physical Education (PE), ensuring children are experiencing their statutory entitlement of 2 hours of PE a week. This normally includes 1 inside slot and 1 outdoor slot; please note, this can vary due to weather, visiting coaches and unexpected changes timetables.

Information regarding what skills and learning will be covered during PE is shared with families, each term. Below is an overview of the current timetable, as this handbook goes to print. Please note, this may not be accurate at the time your child starts school, and the school can provide an update to this.

Class	PE Days
Jura - Mr McLachlan/Mrs Dickson/Mrs Andrews	• Monday (Inside) • Wednesday (Outside)
Skye - Miss Muir	• Tuesday (Outside) • Wednesday (Inside)
Tiree - Mrs Savage	• Tuesday (Inside) • Wednesday (Outside)
Barra - Mrs Lumsden/Mrs Carmichael/Mrs McEnaney	• Monday (Outside) • Thursday (Inside)
Primary 1A – Miss Miller/Miss Brownlie	• Tuesday (Inside) • Thursday (Outside)
Primary 1B – Miss McGhee	• Tuesday (Outside) • Wednesday (Inside)
Primary 2A – Mrs Mackay/Miss Abercrombie	• Tuesday (Inside) • Thursday (Outside)
Primary 2B – Mrs McCafferty/Mrs Wilson	• Tuesday (Outside) • Thursday (Inside)
Primary 3A – Miss Clancy	• Monday (Inside) • Thursday (Outside)
Primary 3B – Miss Ireland	• Monday (Outside) • Wednesday (Inside)
Primary 4 – Miss Gillon/Miss Sawers	• Monday (Outside) • Thursday (Inside)
Primary 4/5 – Mrs Crawford/Miss Gillon	• Monday (Inside) • Thursday (Outside)
Primary 5 – Miss Brown/Miss Brownlie	• Tuesday (Outside) • Wednesday (Inside)
Primary 5/6 – Mrs Celino	• Monday (Inside) • Thursday (Outside)
Primary 6 – Mrs Mazzucco/Mr Lockyer	• Tuesday (Outside) • Thursday (Inside)
Primary 7 – Mr Holmes	• Tuesday (Outside) • Friday (Inside)

Whole School Assemblies

Our Whole School Assemblies take place on a Friday and all pupils across our two provisions within the school (ELR and Wider School Setting) attend. Where there are timetable changes required, the day may be subject to change and this may not always be communicated with families in advance.

Each assembly has a specific focus, e.g. UNCRC Article of the Month, Class Assembly, or Committee Leads Leading. It provides a wonderful opportunity for the whole school to come together each week and share our successes and updates on developments or activities/events coming up within the next week, month or term in the school.

Our School Values ' Safe, Together, Respected, Included, Valued and Equity for All' **(S.T.R.I.V.E)** sit at the heart of our assemblies and are referenced throughout, through our V.I.P. (Values in Practice) Certificates, acknowledging and celebrating Wider Achievements of individual or groups of pupils to the school, and Recognition Awards.

In addition to whole school assemblies, we also have Family Assemblies, where every child has the opportunity to be part of an assembly/show/performance/showcase for their family members (e.g. Nativity, Primary 7 Leavers, ELR Summer Showcase).

This session we are trialling having a mixture of Whole School Assemblies,
Primary 1 – Primary 3 and Primary 4 – Primary 7 Assemblies.



School Term Dates

Session 2026 – 2027	
August 2026	
In –Service Days (Teachers Return)	Thursday 13th August Friday 14th August
Pupils Return	Monday 17th August
September 2026	
September Weekend	Friday 25th September to Monday 28th September
Pupils and Teachers Return	Tuesday 29th September
October 2026	
In-Service Day (Teachers)	Friday 9th October
October Break	Monday 12th October - Friday 16th October
Pupils and Teachers Return	Monday 19th October
December 2026 and January 2027	
Last Day of Term	Friday 18th December
Christmas and New Year Holiday	Monday 21st December - Monday 4th January
Pupils and Teachers Return	Tuesday 5th January
February 2027	
February Break	Monday 15th February - Tuesday 16th February
In-Service Day (Teachers)	Wednesday 17th February
Pupils Return	Thursday 18th February
March 2027	
Easter Weekend	Friday 26th March – Monday 29th March
Pupils and Teachers Return	Tuesday 30th March
April 2027	
Last Day of Term	Friday 2nd April
Easter/Spring Break	Monday 5th April – Friday 16th April
Pupils and Teachers Return	Monday 19th April
May 2027	
May Day (School Closed)	Monday 3rd May
Pupils and Teachers Return	Tuesday 4th May
In-Service Day (Teachers)	Thursday 6th May
Pupils Return	Friday 7th May
May Weekend Holiday	Friday 28th May – Monday 31st May
June 2027	
Pupils and Teachers Return	Tuesday 1st June
Last Day of School	Wednesday 30th June

Please note, on In-Service Days, Pupils DO NOT attend school; only school staff are present on these days.

Attendance at School

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

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

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

Attendance Percentage	Number of Days Missed Over an Academic Year	Further Information
95%	**9 days**	**Attendance at or above this level gives a learner the best chance of success.**
90%	**19 days**	**Attendance at this level leads to less chance of success.** **Data shows that learners missing this much school could drop a whole grade in secondary.**
80-85%	**27-36 days**	**Attendance at this level has serious implications for learning and progress.**

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

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

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Included, Engaged and Involved (Part 1)

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.
In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child

will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Missing in Education

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

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

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

Family Holidays

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

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

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

Information regarding exceptional closures

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

(a) Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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

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

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

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

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

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

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

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

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

For further information around Council policy please see the link below:
Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council

Section 2

Parental Involvement and Engagement and Family Learning



Parents Welcome

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

At Wester Cleddens Primary and ELR, 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 (e.g. wellbeing), 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. As a school, we very much understand that family life is busy, and it is not always possible to attend every event due to clashes with work commitments or personal responsibilities/commitments. Therefore, when planning events throughout the year, we try to ensure there is a balance of events during the school day, in the afternoon at the end of the school day and within the evening.

The following table highlights some of the ways in which we try to keep our Wester Cleddens Parents and WCPS Families informed and involved in their child's learning:

Meet the Teacher	Every session we have an opportunity for Parents' to 'Meet the Teacher' during the first term. This normally takes place early September. This provides an opportunity for families to meet their child's Class Teacher/Teachers, hear about the learning that will take place within the class and engage in some activities with their child. Where Parents' are not able to attend, we welcome other family members, to attend in their place.
Class Sway Newsletter	All Class Teachers provide Termly Class Sway Newsletters in the form of a Class Sway. These Sways provide information about the learning that will take place over the Term and other key information for families, e.g. Changes to Days for PE, Visits, Trips, Key Events.
Head Teacher Sway Newsletter	Head Teacher Sway Newsletters are shared with the School Community monthly. These give an overview of key events and developments happening within the school and across the school

	community, sharing learning that is taking place, and celebrating achievements within the school and wider community.
Parents' Afternoon/Evenings	There are two Parents' Afternoon/Evenings in a school session. These provide the opportunity for Parents to talk directly to teachers.
Open Afternoon	Every session we have an Open Afternoon for families. This is an opportunity for Parents to visit their child's classroom and view the learning that has taken place and will offer opportunities to participate in activities with their child.
Parent Workshops	Throughout the school session, we hold Parent Workshops to support Literacy, Numeracy and other areas of the curriculum *(e.g. P1 Stay and Play, P1 Family Phonics Sessions, Book Week Scotland Reading Events, Literacy Workshops, Read, Write, Count Events, Resources to Support Additional Support Needs workshop etc.)*
Family Assemblies	Every year group takes part in a Family Assembly or show during the school day. These performances may explore a specific curriculum topic or several curricular areas, giving children a valuable opportunity to present their learning on stage to their families.
Telephone Calls	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. Our school number is 0141 955 2280. 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 and/or wellbeing of their child within school.
Letters	Where an issue is less urgent or needs to be a matter of record, the school will communicate with Parents by letter. In some instances, this may include a recorded delivery. Letters, may also be attached in an email, instead of a physical copy and/or in addition to a physical letter.
Emails	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. Parents can contact the school via our school office email office@westercleddens.e-dunbarton.sch.uk . We will respond to emails as quickly as possible and within 5 working days.
Text Messages	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.
Parent Surveys/Feedback	Throughout the school session, we seek the views and opinions of WCPS Parents and Families. We use the feedback we receive to improve and enhance the work we do. We currently use Microsoft Forms as the main way of surveying families, as this can be more inclusive, easier and quicker for families to complete. Survey links are sent via our school email system.
School Pupil Progress Reports	A formal individual Pupil Progress report is sent home once per year (this is normally at the end of Term 2). This supplements communication shared by the Class Teachers throughout the session and also during Parents' Afternoons and Evenings.
'Our Class Learning Journey'	Through Class Microsoft Teams set up for each class within the school, Class Teachers and Pupils share regular updates about what they have been learning in Class.
School Website	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: http://www.westercleddens.e-dunbarton.sch.uk/
School YouTube Channel	We have a Wester Cleddens Primary You Tube channel to share videos with our Parent body and School Community. This includes sharing 'How to' videos, Video Guides for Parenst and Pupils, Learning Videos created by Wester Cleddens Staff Team, and links to videos to support learning at home. We also use You Tube to share private video links of performances by the pupils.

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
- ✓ express their views on school education generally and work in partnership with their child's school

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
- ✓ 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: Clare Clark and Ester Hillen

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

Email: parentcouncilwcps@gmail.com

Further information about the Parent Council can be found on our School Website:

http://www.westercleddens.e-dunbarton.sch.uk/parents-info/parent-council/

All correspondence should be sent to:

Parent Council Chair
c/o Wester Cleddens Primary and ELR
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 https://education.gov.scot/parentzone

Parent Teacher Association (PTA)

The WCPS PTA is responsible for arranging events for families and raising funds for the school. Volunteers are always welcome – please contact the PTA if you want to join or help out/support in the PTA in some way. This does not need to shared

Chair: Jacqueline Ramsay

Staff Representatives: Hannah Brownlie (PT) and Class Teachers (within WCPS, different Class Teachers attend at different meetings)

All correspondence should be sent to:

PTA Chair
c/o Wester Cleddens Primary and ELR
Wester Cleddens Road
Bishopriggs
G64 2NQ

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

Pupil Voice and Leadership at Wester Cleddens

Pupil Voice is fundamental to ensuring that children have their views heard and these are acted upon within the school. With Pupils at the centre of all we do within the school, we ensure that there is abundance of opportunities for all children not only to share their opinions and views on school development but also for them to lead on creating, planning and leading on these developments.

All Primary 4 – Primary 7 pupils are on a School Committee, which is one of their 3 choices. Our current Committees include:

- ✓ Charities and Fundraising
- ✓ Young STEM Leaders
- ✓ Reading Committee
- ✓ Rights Respecting Schools Committee
- ✓ Eco-Schools Committee

- ✓ Sports Committee

Each committee creates their own Committee Action Plan for the year, takes minutes of meetings and leads on events that take place throughout the session, supported by Class Teachers and Support Team; this also includes organising and presenting assemblies.

Our Primary 1 – Primary 3 Pupils are given activities and developments to help support from our Committees, ensuring that they are involved in these developments in some way too, although not explicitly associated with one specific Committee.

We also have a variety of other opportunities for Pupil Leadership during the school session including:

- ✓ **Digital Leaders/Tech Supervisors.** *Our Digital Leaders and Tech supervisors support with the set-up and running of our laptops and iPads, including setting up and supporting our School, Class and Family Assesmblies.*
- ✓ **P6 and P7 Buddy System**. *This starts in P5, during the transition period for children from Early Years to Primary 1. Our Primary 5 pupils then become the Primary 6 Buddy for the new P1 Pupils they have supported through the transition period. They stay Buddy's for two years.*
- ✓ **Active Leaders**. *Our Primary 7 Pupils are given the opportunity to train as Active Leaders, with our Active Schools Co-ordinator. They then collect pupil voice, around sports clubs/activities our Primary 1- Primary 6 Classes would like to*
- ✓ **Lunchtime Club Leaders.** *Throughout the session, our older Pupils (mainly Primary 6 - Primary 7) like to lead on Lunchtime clubs, which are supported by the Leadership Team and Class Teachers. This includes clubs such as Chess Club, Reading Club, Choir Club.*





Section 3

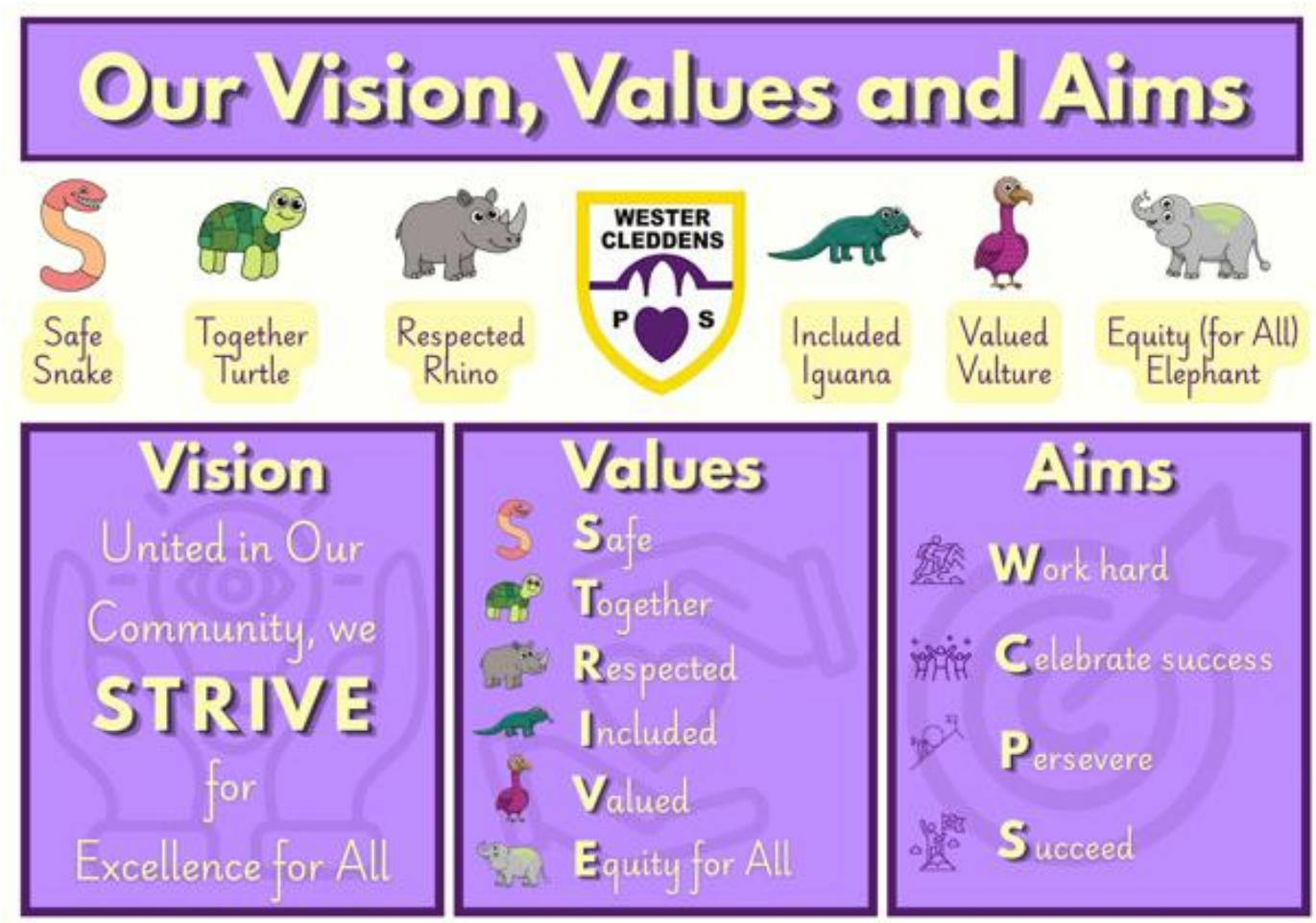
School Ethos



School Ethos

At Wester Cleddens Primary and ELR, we have recently refreshed our Vision, Values and Aims (VVA), which was led by our Rights Committee/Ambassadors. Our new VVA was launched in August 2026, at the start of the new school session.

Our Vision, Values and Aims reflect the ethos of the school and what we aim to achieve within Wester Cleddens Primary and ELR, for all our Pupils, Staff and Wider School Community; with high aspirations and expectations for our school community.



Our Vision for our school is **'United in Our Community, we STRIVE for Excellence for All**'. It acknowledges that at Wester Cleddens Primary and ELR, we are in a unique position that we have two distinct provisions, our Wider/Mainstream School Setting (Tier 1) and our Enhanced Learning Resource (Tier 2), however, we are very much one school. Our vision is what we want our school to be, a place where everyone is united and we achieve excellence for all our pupils and staff.

Our Values **STRIVE (Safe, Together, Respected, Included, Valued and Equity for All)** are well known to the pupils, as both pupils and staff were keen to keep our previous values. However, these have been further developed by creating mascots/visuals to support each

value; designed by our children within the school. Our Values highlight how we treat each other within the school and the behaviours both Pupils and Staff display throughout the school. We seek to represent these values in our day-to-day interactions in and beyond our school community.

Our Aims are clear and simple to remember and have been created using WCPS as an acronym: **W**ork hard, **C**elebrate success, **P**ersevere, **S**ucceed. Our school aims highlight the steps our Pupils and Staff do every day to achieve our vision, and what we aim to instil in our school community.

- ✓ **W**ork hard – *We always give our best effort and understand that mistakes help us to learn.*
- ✓ **C**elebrate Success – *We celebrate and recognise the achievements of all; we believe in ourselves and encourage others.*
- ✓ **P**ersevere – *We keep trying and push forward, even when things may seem difficult.*
- ✓ **S**ucceed – *We reach our goals, overcome obstacles and achieve our best.*

As a school, we recognise the importance of engaging with our local community and the important contributions we can make. As part of the Bishopbriggs community, we endeavour to participate in a variety of activities within the community and beyond. Throughout the school session, there is a wide range of events and activities that that take place where Wester Cleddens Pupils engage with our local community and beyond. Events and activities have included but not limited to:





- ✓ *Bishopbriggs Community Christmas Light Switch On*
- ✓ *Bishopbriggs Community Netball Tournaments*
- ✓ *Bishopbriggs Primary Cluster Football Tournaments*
- ✓ *Wester Cleddens Charities and Fundraising Committee - organising and leading a variety of events within the school, liaising with local community and fundraising for local and national charities.*
- ✓ *Workshops and partnership working with Woodhill Evangelical Church and associated Pastor, David Gooding, who is a regular visitor to the school*
- ✓ *EDLC Active Schools Tournaments and Events*

- ✓ *Visiting Coaches and Links with local Sports Clubs, including Bishopbriggs Bowling Club, Allan Glen's Rugby Club, Swimming Lessons at Bishopbriggs Leisuredrome Centre*

We have established links with our cluster Primary Schools, Thomas Muir Primary, Balmuildy Primary, and Meadowburn Primary, where we have a number of events throughout the session, where our schools participate in activities together.



EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS

The Vision for the Education Service is '*Excellence for All* - *A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life'.*
This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and young people.



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

These are as follows:

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

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

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

Child Centred and Future Focussed

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

Inclusion and Empowerment

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



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

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

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

EQUAL OPPORTUNITIES FOR ALL

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

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

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

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

- ✓ Eliminate discrimination, harassment and victimisation.
- ✓ Advance equality of opportunity between children and young people who share a characteristic and those who do not.

- ✓ Foster good relations between different groups.
- ✓ The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

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

Please also see the schools' Anti-Bullying Policy available on our website.

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

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

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

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

Child Poverty

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

In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background. If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.
For example:

- ✓ School uniform recycle
- ✓ Assistance with trips/outings
- ✓ Festivals and fundraising events

Child Poverty Report and Action Plan - East Dunbartonshire Council

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The finding of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-31, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current plan and can be viewed here https://thepromise.scot It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

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

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

We aim to:

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

develop a positive and inclusive ethos and culture

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

Promoting Positive Relationships, Behaviour and Learning in Education

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



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

We aim to:

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

At Wester Cleddens Primary and ELR, we promote positive relationships and aim to create a happy, safe and caring environment where children feel ready and motivated to learn. Relationships between pupils, teachers and support staff, like those between children and parents, rely on mutual consideration. We aim to foster these relationships throughout the school.

Promoting Positive Relationships, Behaviour and Learning at Wester Cleddens

At Wester Cleddens Primary and ELR, we promote positive relationships and aim to create a happy, safe and caring environment where children feel ready and motivated to learn. Relationships between pupils, teachers and support staff, like those between children and parents, rely on mutual consideration. We aim to foster these relationships throughout the school.

As a Gold Rights Respecting School, we adhere to the UNCRC and ensure there are Rights based approaches embedded throughout the school. Our School Vision, Values and Aims are at the centre of promoting positive relationships and behaviours within the school and ensuring there are consistent expectations of all, our pupils, staff and wider community.



Our mascots for the **STRIVE** Values are **S**afe Snake, **T**ogether Turtle, **R**espected **R**hino, **I**ncluded Iguana, **V**alued Vulture and **E**quity (for All) Elephant. Our Values are displayed throughout the school and set out the acceptable standards of behaviour expected within the school. Our mascots are referenced throughout the school to highlight when children are demonstrating the school values. For our older children within the school, and/or where appropriate we may just reference the words 'Safe', 'Together', 'Respected' etc. Our aim to is to highlight the positive behaviours that the children are displaying and provide opportunities for pupils to see how they are demonstrating the Values.

Our Values are discussed at assemblies, through daily classroom practice, and are highlighted throughout the school; whether in the playground, walking in the corridors, in the lunch hall or out in the wider community.

Where a pupil may be displaying distressed behaviours, which may include unsafe behaviours towards themselves or others, the school team will normally contact the pupil's

parents to discuss. This may be over the phone, or by inviting families into the school for a meeting.

The Head Teacher actively encourages an 'open-door' approach. Parents are welcome at the school and can arrange an appointment with the Senior Leadership Team (SLT), their child's class teacher, or both. The school aims to respond promptly, courteously and helpfully. Working together in partnership with Parents is key to ensuring positive relationships are developed and maintained throughout the school.

Our Pupil Rights Committee are instrumental in key developments throughout the school, and Pupil Voice is at the centre of continuing to develop and improve building positive relationships. With our new Vision, Values and Aims launched, our Rights Committee are currently reviewing our Anti-Bullying and Promoting Positive Relationship polices to ensure these are in line with our school VVA and are up to date with key developments. While these developments are taking place, our current school Anti-Bullying policy which outlines clear procedures for dealing with incidents of bullying can still be accessed on the school website and is in place.



All classes within the school are also involved in the following:

- ✓ Creating a Class Charter; which is an agreement demonstrating how the rights of every child in the class can be respected, supported by the Duty Bearers
- ✓ STRIVE Jars to celebrate high-quality examples of how our school values are being demonstrated by individuals within associated classes
- ✓ Celebrating Wider Achievements both within the class and as part of whole school Wider Achievements assemblies
- ✓ Focussing on learning about the UNCRC 'Article of the Month'
- ✓ Involvement in the 'Article of the Month' assemblies
- ✓ Values in Practice 'VIP' Table



Further information on our Vision Values and Aims and STRIVE Strips/jars can be found by accessing the following SWAY
https://sway.cloud.microsoft/JTKuA1UQ6ND0HIRr?ref=Link

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.

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. Normally, this responsibility is shared between the School Leadership Team, Support Team, and the Building Manager



Section 4

Curriculum



Curriculum



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

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

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

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

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

For further information on Curriculum for Excellence, please visit the Education Scotland Website at 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:

- ✓ Essential Letters and Sounds (ELS) – *a Systematic Synthetic Phonics programme*
- ✓ ELS Books
- ✓ Word Sparks
- ✓ Readerful
- ✓ Bug Club
- ✓ Barrington Stokes
- ✓ Moondog
- ✓ 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)

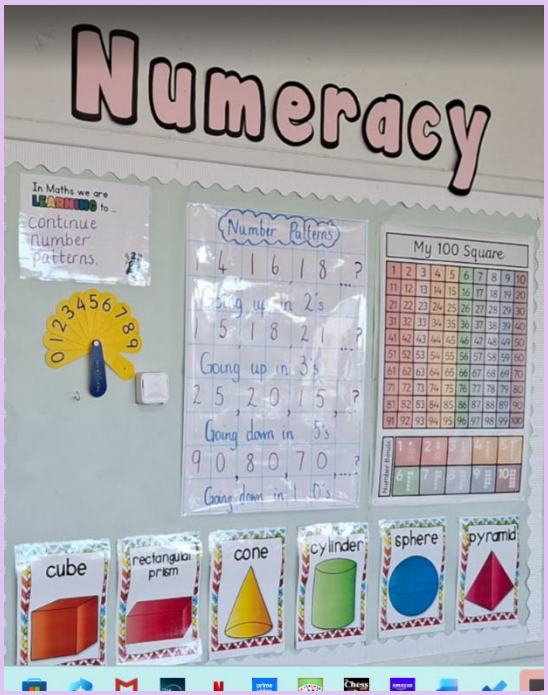
There are five main strands of learning in Numeracy and Mathematics:

- 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
- ✓ Sphero Indi
- ✓ Maths Apps
- ✓ Sumdog



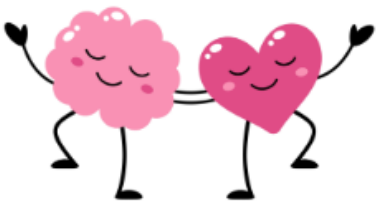
We encourage children to use concrete and pictorial resources to help support develop their understanding and confidence in maths. We also implement a Number Talks approach across the school at the beginning of maths sessions to help pupils apply, talk, and listen to each other's strategies to solve calculations and mathematical 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 a variety of resources to teach the various aspects of health and wellbeing. Health and Wellbeing covers the following six areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood



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 5-10 minutes during the school day.



During the Summer term, we organise a Sports Day, which is very well attended by Wester Cleddens families. Our PTA also support our Primary 5 accessing a block of Swimming Lessons. We are very grateful to the support given by funds raised by the PTA to ensure that all Primary 5 pupils are offered the opportunity to learn how to swim. Our Primary 7 pupils have the opportunity to develop cycling skills during the school session.

Relationships, Sexual Health and Parenthood Education programme is implemented within Wester Cleddens Primary, as part of the Health and Wellbeing curriculum. We share information in advance of lessons linked to Sexual Health and Parenthood to families, to ensure there is adequate time given to review lessons which will be covered. Reminders are also given through newsletters and parent information evenings. Further information can be found on Home - RSHP.



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 he 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 (RME)



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.

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.

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 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

Our aim is to ensure that home learning consolidates learning from school and allows families to manage home learning around their own schedules. Home Learning should be enjoyable and a stress-free activity that does not put added pressure on families

Home Learning is normally issued on a Monday and returned to the 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.

We encourage families to promote reading for enjoyment at home to help further develop literacy skills including vocabulary and creativity; this does not necessarily need to be a physical book, this could be an audio or digital version of a book.

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.

Extra-curricular activities include:

- ✓ Football
- ✓ Netball
- ✓ Rugby
- ✓ Choir
- ✓ Dance
- ✓ Drama



Our Active Schools Co-ordinator, Lyndsey Jackson, also organises and shares a variety of extra-curricular sporting events for pupils to participate in.

Educational Excursions

Primary 7 pupils are offered the opportunity to attend our residential excursion. This excursion provides the opportunity for children to develop and experience a range of experiences and skill as they try new challenges and activities outwith the school environment. We inform families with as much notice as possible about proposed residential trips, including coast and relevant housekeeping requirements.

Educational excursions for classes and stages may take place throughout the session to enhance learning, and further information is sent to families regarding these events.

For excursions we require parental approval and relevant medical information.

We are very grateful to the staff and parent volunteers (PVG approved), who give their own to time to ensure these events take place.

Section 5

Assessment
&
Reporting

Assessment and Reporting

Wester Cleddens Primary and ELR we continually assess children from Primary 1 to Primary 7 to build a clear picture of each child's progress. Assessment is an important aspect of school life. It 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 and 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 Class Teacher.

A variety of Parent/Teacher contacts are arranged throughout the session to keep you in touch with your child's progress. This includes the following:

- ✓ Meet the Teacher Events
- ✓ P1 Settling In Phone Calls
- ✓ November Parents' Evening – reporting on individual pupil progress
- ✓ Pupil Progress Reports issued at the end of Term 2 (March/April)

- ✓ May Parents' Evening – reporting on individual Pupil Progress; with opportunity to discuss Pupil Progress Report
- ✓ Class assemblies
- ✓ Open afternoons
- ✓ Team Around the Child (TAC) Meetings for individual pupils
- ✓ Meetings/phone calls with families regarding individual pupil progress where required

Please be assured that if, for any reason, you would appreciate a meeting with your child's Class Teacher or the Senior Leadership Team to discuss a specific concern, an appointment can be made via the School Office. You will always be welcomed at the school; we are keen to work in partnership with our families to ensure all our pupils are able to achieve their best in their learning.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

East Dunbartonshire Council

Southbank House

Strathkelvin Place

Kirkintilloch

G66 1XQ

Tel: 0300 123 4510

Email: greg.bremner@eastdunbarton.gov.uk

Section 6

Transitions
&
Enrolments



Early Learning and Childcare

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

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

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

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

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

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

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

second birthday, as per the Early Years Admissions Policy. Parents must also complete an application for their child's 3- and 4-year-old place.

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

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

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

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

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

Transfer from early learning and childcare to primary

Registration and enrolment

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

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

Primary School Admissions

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

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

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

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

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

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

Secondary School Admissions

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

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

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

Primary Transitions at Wester Cleddens Primary and ELR

Our transition programme begins before new pupils join us in August. Once we receive registration details for children in our catchment area, we contact families and their child's associated Early Years Centres or nurseries. We share further transition programme information with parents once their child's registration at our school is confirmed.

The transition programme offers:

- ✓ School visits for new pupils *(this includes opportunities to visit the school for a tour, attend sessions in smaller groups, opportunities to attend activities/events with their buddies, stay and play sessions)*
- ✓ Staff visits to the Early Years and Childcare Centres or Nurseries children currently attend
- ✓ Opportunities to welcome families into our school community
- ✓ P1 Induction Session
- ✓ Primary 1 'Settling-In' Calls
- ✓ Live lesson/Stay and Play sessions during the first term of Primary 1

Enhanced transition programmes are planned with the Team Around the Child (TAC) to support the transition into Primary 1.

Our Primary 1 Transition programme for pupils transitioning to Primary 1 within our Enhanced Learning Resource (ELR), will have slight variations to the above programme to ensure we are meeting the individual needs of the pupils and their families. Transition programmes will be confirmed and arranged once a place is confirmed within our ELR through the GIRFEC Liaison Group (GLG) process.

Catchment Secondary School

Pupil will within Wester Cleddens Primary School will normally transfer to:

Bishopbriggs Academy
Wester Cleddens Road
Bishopbriggs
G64 1HZ

Head Teacher: Mr Ian Donaghey
Website: Bishopbriggs Academy - Bishopbriggs Academy
Telephone: 0141 955 2351
Email: Office@bishopbriggs.e-dunbarton.sch.uk

Secondary Transitions

Our catchment Secondary school is Bishopbriggs Academy and there is a well-established and comprehensive Secondary Transition Programme in place for our Primary 7 Pupils. Throughout the Primary 7 year pupils at Wester Cleddens will have numerous opportunities to visit Bishopbriggs Academy to meet the staff, visit different departments and familiarise themselves with the school. In addition to this, Secondary staff also visit Wester Cleddens, along with current Pupils of Bishopbriggs Academy, and provide taster lessons within Wester Cleddens and then build on this at the Secondary school as part of the transition programme. Primary 7 pupils across the Bishopbriggs Cluster (i.e. Balmuildy Primary, Meadowburn Primary, and Thomas Muir Primary), also participate in social events organised by Bishoprbiggs Academy, as well as opportunities to participate in sporting and other events.

Any pupils with Additional Support Needs (ASN), transition planning starts to take place within the Primary 6 stage, either through our Pupil Support Group (PSG) meetings and/or through Team Around the Child (TAC) meetings. Enhanced transitions to Secondary school are planned through the Team Around the Child (TAC) meetings.

Where a pupil may be transitioning to a different Secondary school from Bishopbriggs Academy, the school will liaise with the Secondary school once information is confirmed around registration for this school.

Placing Requests

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

process detailed on the Placing Request section of the East Dunbartonshire Council website School placing requests - East Dunbartonshire Council.

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

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

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

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

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

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

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

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

Mid-Session Transfers

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

Transport for Placing Requests

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

Section 7

Support for Pupils



Support for Pupils

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

Guiding Principles

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

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

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

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

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

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

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

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

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

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

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

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan

which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

School Counselling

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

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require to additional resources could be experiencing:

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

- significant learning needs
- self-regulation and self-care needs

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

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

Targeted Intervention Tier 3 provision:

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

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

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

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

Advocacy

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

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

Wester Cleddens Primary Enhanced Learning Resource (ELR) – Tier 2 Provision

Within Wester Cleddens Primary we have a Tier 2 Provision - Wester Cleddens Primary Enhanced Learning Resource (ELR). Places allocated within our ELR are through the GLG processes outlined above. Pupils who attend our ELR, are Wester Cleddens Primary Pupils, and through a Team Around the Child approach, we carefully support the pupils in accessing and inclusion within our wider school environment, classes, and events, taking into consideration the individual needs of the pupil. The Staff Team within our ELR, includes a Principal Teacher, Class Teachers, Pupil Support Assistants. In addition to this, we have two Early Years Outreach Workers who are based within our ELR, and provide outreach support to Early Years Centres.

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play

holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services, please contact the team by emailing: parenting@eastdunbarton.gov.uk. A member of the team will be in touch. Further information can be found on website Parent and family learning - East Dunbartonshire Council

Protecting Children and Young People

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Protection and Safeguarding

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

At Wester Cleddens Primary and ELR, the Child Protection and Prevent Coordinator is Mrs Kynigos (Head Teacher) and the Depute Coordinator, is Mrs Kelly (Depute Head Teacher).





Additional Support Needs (ASN)

As with all Local Authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) (Scotland) Act 2004 *(including 2009 and 2016 amendments*) and the accompanying Code of Practice. Further details of policies and procedures can be found on the East Dunbartonshire Council Website https://www.eastdunbarton.gov.uk/services/a-z-of-services/primary-secondary-and-early-years-education/additional-support-needs/

Our School Additional Support Needs Co-ordinator, Mrs Allison Kelly (Depute Head Teacher). Mrs Kelly has overall responsibility for additional support needs within Wester Cleddens Primary and ELR. Mrs Kelly can be contacted via the school office and will be able to outline the support that can be offered in school and the processes around this. In addition, to Mrs Kelly, our Enhanced Learning Resource (ELR)has a Principal Teacher Mrs Farrell and Acting Principal Teacher (Mrs Dickson), who can both provide additional information and support for families of children who attend our ELR.

The school will work collaboratively with parents, relevant agencies and professionals, including Social Work Services, the Educational Psychology Service and the National Health Service (NHS). Educational decisions will be made jointly to provide the best possible education for each child's needs within available resources.

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

- Enquire
  - www.enquire.org.uk
  - info@enquire.org.uk
  - Tel: 0345 123 2303
- Scottish Independent Advocacy Alliance
  - www.siaa.org.uk
  - 0131 510 9410
- National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre)
  - www.sclc.org.uk
  - 0131 667 6633.
- Reach: www.reach.scot

Specialist Support Service

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work

in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

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

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 EDC Including Every Learner Policy provides a continuum of support from universal to targeted

and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person. This is in line with GIRFEC National Practice Model.

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

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

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

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

Where intended progress does not take place, the child/young person's needs are considered following a model of staged intervention.

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

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

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

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

Section 8

School Improvement



Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's key achievements and areas of future focus for improvement.

Our Standards and Quality Report can be accessed on our school website through the following link: Wester Cleddens Primary and ELR 2025 - 2026

We have many achievements to be proud of as a school; including achieving our Gold Rights Respecting School Award in February 2025, and also our Gold Reading Schools Award in November 2025. We pride ourselves on ensuring Pupil Voice is central to developments within the school.

School Improvement Plan

Every session, the school has priorities is takes forward to continue to improve and enhance the learning and teaching offered to our pupils within the school. Our School Improvement Plan (SIP) can be accessed on our School Website through the following link: **wester-cleddens-and-elr-sip-2026-2027.pdf**

Our SIP focusses on two key priorities for Session 2026-2027:

1. Wellbeing and Inclusion
2. Pedagogy and Metaskills

Our staff, pupils and parents, including the Wester Cleddens Community will work in partnership to achieve the targets identified.

Pupil Equity Funding (PEF), is allocated within the SIP.

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 or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Section 9

School Policies

&

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. Clothing Grants are available for families to help with the cost of uniforms. The use of recycled uniforms is highly supported.

Wester Cleddens School Uniform:

- ✓ Grey dress/pinafore/skirt/shorts/trousers
- ✓ White shirt and school tie
- ✓ White or purple polo shirt
- ✓ Purple jumper or cardigan

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.

Wester Cleddens PE Uniform:

- ✓ For PE, a plain white or purple t-shirt or polo shirt should be worn
- ✓ Dark joggers, leggings or shorts
- ✓ Trainers

Please note, there is a requirement that all jewellery is removed prior to undertaking physical education activities.

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

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

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

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

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

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

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

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.

Further information regarding menus can be found on School meals - East Dunbartonshire Council

Our school operates a Cashless Catering system, where Parents pre-pay for meals for their child and can pre-order the lunches. Once your child is registered and has started at the school, our School Office will provide a code for families to set-up their iPay account. Further information can be found on Cashless catering FAQs - East Dunbartonshire Council

Free School Meals

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

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

Please note, we are an Allergy Aware School, where pupils and staff may have significant allergies. Please do not pack nuts or nut-based products in snacks or lunches for your child.

TRANSPORT

(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

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

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

(b) Pick up Points

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

(c) Placing Request

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

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

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

Information should be given on medical and dental inspections and on dental treatment. Parents should be given an indication of the procedures followed if a child takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of arrangements to be made if a child has to be taken home.

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

ACCESSING YOUR CHILD'S PUPIL RECORDS

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

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

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

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

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

SCHOOL CAMPUS NO SMOKING POLICY

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

THE USE OF MOBILE DEVICES IN SCHOOLS

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

clear educational purposes that reflect teacher professionalism and context specific judgement.

Operational Guidance

Primary Schools

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

Secondary Schools

- Mobile devices are not permitted in lessons unless expressly authorised by the class teacher for a specific planned educational task. If approved use has not been given, mobile devices should be switched off and remain out of sight.
- Use of mobile devices during interval and lunch times may be permitted and should be considered in consultation with pupils and staff. Where allowed, clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use such as listening to music with earphones.
- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- The use of mobile devices is strictly prohibited during assessments or examinations.

Safeguarding and Prohibited Uses

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

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

Policy Exceptions

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

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

Appointment of Adults to Voluntary Child Care Positions

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