

Clober Primary School and EYC

Handbook 2021-2022



Aspire Respect Achieve Enjoy

Clober Primary School
Kirk Street
Milngavie
G62 7JT

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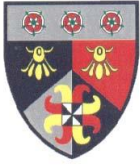
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Contents Page	2-3
SECTION 1: SCHOOL INFORMATION	
LETTER FROM THE HEAD TEACHER	4
EAST DUNBARTONSHIRE VISION STATEMENT	5
CLOBER - VISION, VALUES AND AIMS	6
SCHOOL INFORMATION	7
EYC PROVISION	8
ACCOMMODATION AND FACILITIES	9-10
STAFF INFORMATION	11-12
ORGANISATION OF THE SCHOOL DAY	13-14
SCHOOL HOLIDAY ARRANGEMENTS	14
ATTENDANCE AND ABSENCE	15-16
COMMENTS, COMPLIMENTS AND COMPLAINTS	16
SECTION 2: PARENTAL INVOLVEMENT AND ENGAGEMENT	16
PARENTS WELCOME	16
SUPPORTING LEARNING AT HOME	17-18
COMMUNICATING WITH PARENTS	18
PARENT COUNCIL	18-19
PTA	19
SECTION 3: SCHOOL ETHOS	20
CLOBER'S ETHOS	20-21
EQUAL OPPORTUNITIES AND SOCIAL INCLUSION	21
DEVELOPMENT OF SPIRITUAL, MORAL, CULTURAL AND SOCIAL VALUES	21
PROMOTING POSITIVE BEHAVIOUR	22
SECTION 4: CURRICULUM	22
CURRICULUM FOR EXCELLENCE AND CURRICULAR AREAS	22-26
SENSITIVE ASPECTS OF LEARNING	25
EXTRA CURRICULAR ACTIVITIES	26
SECTION 5: ASSESSMENT AND REPORTING	26
ASSESSMENT AND REPORTING	26-27
LIASING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION	27
SECTION 6: TRANSITION AND ENROLMENTS	28
TRANSFER FROM EYC TO PRIMARY SCHOOL	29
PLACING REQUESTS	29
ENHANCED TRANSITION	29
SECTION 7: SUPPORT FOR PUPILS	29
CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS	29
SUPPORTING FAMILIES SERVICES	31
PROTECTING CHILDREN AND YOUNG PEOPLE	31
ADDITIONAL SUPPORT NEEDS	32
AUTISM ADVISOR	32
SPECIALIST SUPPORT SERVICE	33
FREQUENTLY ASKED QUESTIONS	33-34
SUPPORT FOR LEARNING SERVICES	35
PASTORAL SUPPORT	35
PROMOTING WELLBEING, PROTECTING AND SAFEGUARDING	35-36
CHILD PROTECTION AND SAFEGUARDING	37
SECTION 8: SCHOOL IMPROVEMENT	37
RAISING ATTAINMENT	37-38
SCOTXED	38-39

SECTION 9: SCHOOL POLICIES AND PRACTICAL INFORMATION	40
SCHOOL UNIFORM	40-41
MEALS	41-42
TRANSPORT	42-43
ADVERSE WEATHER CONDITIONS	43-44
MEDICAL AND HEALTHCARE	44
DATA PROTECTION ACT 2018	44
ACCESSING YOUR CHILD’S PUPIL RECORDS	44
FREEDOM OF INFORMATION ACT 2002	45
USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS	45
SCHOOL CAMPUS NO SMOKING POLICY	45
USE OF MOBILE PHONES IN SCHOOL	45
CHILDCARE INFORMATION SERVICE	46
APPOINTMENT OF ADULTS TO VOLUNTARY CHILDCARE POSITIONS	46-47



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

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December 2021

Dear Parent/Carer

Welcome to Clober Primary School. It's a vibrant, happy place where children are encouraged and supported to reach their full potential based on our values: Aspire, Respect, Achieve, Enjoy!

I hope you will find this handbook helpful in gaining an insight into what our school has to offer your child.

Included is the kind of information that you will find useful in considering us as the school you would like your child to attend and also, for those who have already decided, advice and information that you will be able to use as our partnership develops over the coming years.

We aim to provide a broad and balanced curriculum that meets the needs of our pupils as individuals. We strive to achieve this within an atmosphere where children are encouraged to take pride in their work, show respect for others and value themselves and the contribution they make to school life. Clober enjoys partnership with pupils, parents, local primary and secondary schools and members of the community and we take part in many community events throughout the year.

Having read through the handbook, if you would like more information about the school please do not hesitate to contact me. I look forward to working with you and your child.

Yours sincerely

Catriona Marshall
Head Teacher



Education in East Dunbartonshire

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

“Working together to achieve the best with the people of East Dunbartonshire”

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership; and
- Our Employees.

Clober Primary and Nursery

- We are Rights Respecting -



Our Vision **A**spire, **R**espect, **A**chieve and **E**njoy

We value

- ✓ the rights of all as we strive for equality and fairness through the UN Convention on the Rights of the Child
- ✓ every person as an individual, promoting equality irrespective of age, race, gender, ability or belief
- ✓ a supportive and stimulating environment which promotes achievement, effort and success in learning, life and work
- ✓ positive attitudes and actions towards health and well being for all
- ✓ positive partnerships between home, pupils, staff and community
- ✓ the environment, and strive to foster a caring attitude towards our world

Our values are underpinned by The United Nations Convention on the Rights of the Child - Articles 12, 15, 24, 28, 29 and 31.

Revised Session 14-15

School Information

School name:	Clober Primary School
Head Teacher:	Mrs Catriona Marshall
Address:	Kirk Street Milngavie G62 7PN
Telephone Number:	0141 955 2232
Website:	www.clober.e-dunbarton.sch.uk
E-mail:	office@clober.e-dunbarton.sch.uk
Present roll:	144 Nursery (including 20 x 2 year old places) 357 Primary
Planning capacity:	388
Working capacity:	354
Stages covered:	2 -5 Years EYC and Primary 1 – 7
Class Structure:	P1a P4/5 P1b P5 P1/2 P5/6 P2 P6 P3a P7a P3b P7b P4

Composite classes are formed in line with East Dunbartonshire's guidelines. There is a class reduction policy implemented within the P2-P3 stages where no class will be larger than 30 and where possible no larger than 25 in P1.

Denominational Status: Non – denominational

Status: Co - educational

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

Community Facilities:

Those wishing to let the premises should contact:

CLD & Children's Services (School Letting Office)

The Marina

Strathkelvin Place

Kirkintilloch

G66 1TJ

Tel no: 0300 1234510

email: letting@eastdunbarton.gov.uk

Clober Early Years Centre (EYC)

Clober Primary School is very fortunate to have Early Years provision within the premises. This is a local authority EYC which has a teacher, together with two Senior Early Years Workers and a Depute Head of Centre. The EYC is ultimately run by the Head Teacher.

The provision is available for children who live in the Clober and Craigdhu catchment areas and offers extended day and year sessions. The EYC is open from 8am until 6pm Monday to Friday, throughout a 50 week year. Places are available for children from 2 - 4 years. Applications for sessional or extended day provision are flexible and should be applied for online at East Dunbartonshire Council. Traditional sessional times for the nursery are:

Morning Session 8.40 – 11.50am

Afternoon Sessions 12.50 - 4.00pm

Children can attend for lunch between 11.50am and 12.50pm each day when in extended provision. We have 72 morning and afternoon sessions available for 3-4-year-old children. We also have 20 spaces available to 2-3 year old children. Places for 2-3 year olds must be applied for on a needs basis.

All enquiries about placements must be made to the Early Years Department.

Tel: 0300 1234510

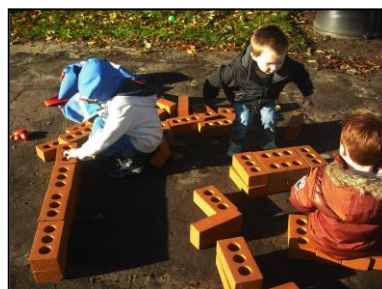
The accommodation is excellent and consists of five separate, yet interconnected, rooms:

- The Panda room - painting, sand, water, construction
- The Zebra room - baking, print making, imaginative area, fine motor control etc
- The Leopard room - music, puppets, large physical equipment
- The Koala room - 2 year old provision
- The Giraffe room - main learning area which links all rooms

We also have a small enclosed outside soft play area with garden and access to a large enclosed play area where the children can use the extensive range of bikes, cars etc. plus a grassy area with wooden adventure play equipment, and a willow den with tunnel.

The school recognises the benefit of pre-5 education and in particular, appropriate early intervention. Our very successful EYC is a crucial part of the education provided by Clober Primary. Our pre-school / primary liaison programme is extensive and extremely beneficial in easing the transition to school.

An EYC handbook is available on request.



Accommodation and Facilities

Clober Primary has its own EYC, which is accommodated within the school building rather than a separate unit. This facilitates a close relationship with children, parents and staff and provides the EYC with easy access to the gym hall and Primary 1 classes, all of which assist in a smooth transition from EYC to primary.



Our classrooms are what are termed as 'closed' classrooms; that is, they are in the traditional style with their own facilities including a sink. The classrooms are of a generous size, bright, cheerful and fully carpeted with a section for art activities.



We develop children's learning through play. P1 and P2 access the playzone to engage in a wide variety of play activities such as construction, art, role play and literacy and numeracy tasks. There's always a busy buzz in the playzone!



Our Rainbow Room is a lovely, welcoming space. Small groups use the Rainbow Room to learn together, taking part in co-operative skills such as baking, snack making, games and craft.



Staff have access to technology/construction equipment and the school has enough space for children to be actively involved in the designing and making process.



We have a fantastic facility in the way of our main hall. It is very large and easily accommodates the whole school at assemblies and services. The hall is also used for physical education, extra curricular activities, concerts, P.T.A. discos and film nights, fund raising activities and community lets. The EYC children delight in using it as part of their indoor physical play.



We are fortunate to have a separate dining hall which means that we can make extensive use of timetabling classes within the school day. We also offer a Breakfast and After School club through our partnership with 'Time Out' provision for pupils. The community can also use the dining hall in the evening.



Our grounds are extensive and offer us the opportunity to hold the annual sports events on our own premises, host football and netball matches, train primary 6 pupils for "Bikeability" etc. Staff use the outdoor classroom area and the surrounding environment to enhance the teaching and learning for our pupils. We have separate playgrounds for P1-4 and P5-7 pupils with adult supervision in both areas.



Over the past few years the pupils, parents, staff and community of Clober Primary have worked together to enhance the school environment. At the rear of the school we have an Eco garden and a picnic area, used by the pupils during the nicer weather. Access to this area is suitable for wheelchairs.



Staff Information

Head Teacher Mrs Catriona Marshall

Depute Head Teacher Mrs Jennifer Law

Principal Teacher Mrs Cara Greer

Teaching Staff

P1a Mrs Gaynor O'Donnell

P1b Miss Lauren Gibb

P1/2 Mrs Karen Chapman

P2 Mrs Lynette Adair

P3a Mr Richard Lees

P3b Miss Anna Mitchell

P4 Miss Fiona Robertson

P4/5 Miss Mary Facchini

P5 Mrs Suzanne Toal

P5/6 Mr Niels Billcliff

P6 Mrs Sandra Denniston

P7a Mrs Cara Greer/Mrs Anna Cook

P7 Mr Ruairidh Dunford/ Mrs Laura Relly

RCCT Mrs Jill Chapman, Mrs Joy Glennie, Ms Joanne Dayer

Total Number of Primary Staff – 17.14 FTE

EYC Staff

Depute Head of Centre Miss Louise McHugh

Nursery Teacher Mrs Hilary Mack/Hayley MacMillan

Senior Early Years Worker Miss Jasmine Steel Murray

Mrs Sarah Blades

Clerical Assistant Mrs Lynn Rutherford

Early Years Workers

Ms Leona Cairns

Ms Claire Cattrell

Ms Molly Goulding

Ms Stella Hughes

Ms Jennifer McKenna

Ms Kirsty Sinclair

Ms Amy McKee

Mrs Pamela Ghosh-Ray

Ms Kayleigh Agnew

Ms Stella Hughes

Ms Aleasha McKay

Ms Lisa Richardson

Ms Emma Keyes

Mrs Ann Shields

Ms Lorraine Traynor

Mrs Diane Cowan

Ms Susan Holmes

Ms Cheryl Hughes

Ms Rachel Telfer

Ms Hannah Bannarman

Ms Courtney O'Neil

Ms Lynn McNeish

Ms Lynsey Wilson

Ms Erinn Clarke

Total Number of Nursery Staff – 11.0 FTE + 1.2 FTE Support Workers

Visiting Teachers Mrs Christine Furnish- Support for Learning Teacher

Visiting Tutors Mrs Elaine Leitch - Violin
Miss Elspeth Mackay - Cello
Mrs Judith Clarke - Clarinet

Classroom Assistants Mrs Julia McGrory
Mrs Virginia Saunders

Support for Learning Assistants	Mrs Alice Stirling Mrs Linda Wan Mrs Angie Evans Mrs Louise Taylor Mr Michael Smith Mr George Flaherty (temporary)
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School Psychologist	Ms Rachel Donaldson
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School Nurse	Ms Alison Harkins
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Admin Assistant Clerical Assistant	Mrs Deborah McDougall Mrs Susan Muir
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School Site Co-Ordinator	Mr Clive Oldmeadow
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Cleaning Staff	Ms Arlene McArthur
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Ms Linzi Rodger

Day cleaners	Ms Jayde Weston
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Ms Lynsey McCarthy

Mr Greg White

Mr Louis Goodall

Catering Staff	Mrs Shaney Dyson
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Ms Linzi Rodger

Mrs Jacqueline Clow

School Crossing Patrol	Mr Clive Oldmeadow
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School Support Co-ordinator	Mrs Janette Henderson
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The school also has access to a Medical Officer, Dentist and Audiometrician.

Organisation of The School Day

Please note that Primary 1 pupils will attend full days from the first school day in August.

Primary 1-7 9.00 - 12.15 pm
 1.05 - 3.05 pm

Intervals: Morning - 10.30 - 10.45 am
 Lunch - 12.15 - 1.05 pm

Supervision of Playgrounds

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

School Assembly:

We have assemblies every Friday at 9.15am. Every class presents an assembly to which families are invited. These dates are included in the Important Diary Dates which we send out each August.

PE: The current PE timetable is listed for your information. Every August, information is sent home to inform parents of the PE timetable. It is helpful if children wear polo shirts on PE days.

Primary 1a	Tuesday and Friday	Primary 4	Wednesday and Friday
Primary 1b	Tuesday and Friday	Primary 4/5	Wednesday and Thursday
Primary 1/2	Tuesday and Friday	Primary 5	Monday and Thursday
Primary 2	Monday and Thursday	Primary 5/6	Wednesday and Thursday
Primary 3a	Tuesday and Friday	Primary 6	Monday and Tuesday
Primary 3b	Tuesday and Wednesday	Primary 7a	Monday and Thursday
		Primary 7b	Monday and Thursday

P.E. kit - Black plimsolls or trainers

 - Plain t-shirt

 - Plain shorts

All clothing (including shoes) should have your **child's name written on them** and it would be a very good idea to have a **gym bag, again with your child's name on it**. This can be hung in the cloakroom therefore avoiding any issues with forgetting their PE kit. These bags can be taken home as required for washing purposes. **Breakfast Club/After School Club** Time Out Club operates in the school dining hall from 8am – 9am and 3.05pm – 6pm. Should you wish a place for your child at Time Out please contact Celeste Gilbey, Time Out Manager by telephoning 0141 563 9573 or emailing info@time-outclub.co.uk. You can visit their website at time-outclub.co.uk

School Holiday Arrangements

August 2021	
Teachers return (In-service Day)	Tuesday 10 August
In-service Day	Wednesday 11 August
Pupils Return	Thursday 12 August
September 2021	
September Weekend	Friday 24 September and Monday 27 September (inclusive) <i>Pupils return on Tuesday 28 September</i>
October 2021	
In-service Day	Friday 8 October
October Break	Monday 11 October to Friday 15 October (inclusive) <i>Pupils return on Monday 18 October</i>
December 2021 and January 2022	
Christmas and New Year (end of term)	Wednesday 22 December to Tuesday 4 January (inclusive) <i>Pupils return on Wednesday 5 January</i>
February 2022	
February Break	Monday 7 February to Tuesday 8 February (inclusive)
In-service Day	Wednesday 9 February <i>Pupils return on Thursday 10 February</i>
April 2022	
Easter break	Monday 4 April to Monday 18 April (inclusive) <i>Pupils return on Tuesday 19 April</i>
May 2022	
May Day	Monday 2 May
In-service Day	Thursday 5 May
May Weekend Queens Jubilee	Friday 27 May Thursday 2 to Friday 3 June (Inclusive)
June 2022	
Last Day of School	Thursday 23 June

Attendance and Absence

Attendance at School

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

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

Un-notified Absence Policy

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

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

Family Holidays

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

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

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

Information regarding exceptional closures

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

(a) Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch. If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

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

Section 2: Parental Engagement and Involvement

Parents Welcome

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

We provide many opportunities for parents and carers to become involved in the school.

Supporting learning at home

There are many ways you can support your child's learning at home.

We have an exciting reading resource, Bug Club, which we encourage all families to access. Pupils visit the school library on a weekly basis and are encouraged to take books home to read for pleasure.

Parents were consulted regarding homework in September 2019. We are increasingly aware that research regarding the impact of homework on children's attainment shows that there is little evidence to suggest that the traditional model (a compulsory piece of work set and marked by the teacher) impacts positively on children's learning. 266 responses to the homework consultation were received. Of these, 207 voted for removal of generic daily/weekly homework tasks in favour of bespoke provision. 203 did not agree with the continuation of the current model of homework.

We provide opportunities for family learning. This focuses on activity and positive experiences - children learn best when they are playing, talking, exploring and investigating. You may decide to engage in alternative family experiences than those suggested by the school.

Many of the family learning activities designed by the teachers will link directly with what is going on in class. Family learning will not be marked by the class teacher. Teachers will, however, encourage children to share and celebrate family learning achievements in class.

At some point, most children will require additional support during their learning journey in literacy and numeracy; we will work with parents to provide additional tasks which will support learning at home as and when required. You will be contacted by us should this be a requirement for your child.

Newsletters

Our school newsletter is issued termly and contains information about the many activities involved in school life. Our pupils often contribute to these by writing articles themselves.

Seesaw

We use an online journaling system, Seesaw, to keep you informed of your child's progress. Pupils choose work (photos, videos or audio recordings) to upload and share with their families. Parents can upload achievements from home too. This is a lovely way of ensuring we all participate in learning.

Class Assemblies

Over the course of the school year, every class presents an assembly to their families. There is then the opportunity to go to the class to see what children have been learning. We provide tea and biscuits too!

As well as the above, parents are invited to our annual Meet the Teacher night, parent/teacher interviews twice yearly, school concerts and events such as sports day.

If you would like to read East Dunbartonshire's Parental Engagement Strategy you can ask at the school office or visit the East Dunbartonshire Council website.

Communicating with parents

We prefer to communicate to the parent body by email as this is the most cost effective method of sending information to you. In some circumstances when we need to communicate with you quickly we will send text messages or on Seesaw.

If our communication is on an individual basis then usually this will be by phone or email. We ask for emergency contacts should we need to contact you urgently.

We often ask for your views. For example, this year we have asked parents about remote learning and reporting. We do this by emailing a link to Microsoft Forms. This enables information to be collated quickly. We then use this information to inform our decision making.

The Parent Council is consulted regularly regarding school improvement.

We have an open door policy and are happy to meet with parents to discuss concerns. Please make an appointment with the school office to speak to a member of staff.

Should you contact us by email, we endeavour to reply within five working days but are usually much quicker than this.

Parent Council

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (if applicable) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.

Clober Parent Council meets termly on Monday evenings at Douglas Academy, 7.30 – 9pm. The dates of all meeting are issued to parents in August.

The chair of our Parent Council is Hannah Duncan. You can contact her at the Parent Council email address which is clober.primary.parent.council@gmail.com

PTA

The Parent/Teachers Association (PTA) is mainly responsible for arranging events for pupils and their families and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in.

The chair of our PTA is Stephanie Cantlay. You can contact her at Cloberpta@hotmail.com

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

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Pupil Committees

The Pupil Council and Clober Consultative Committee meet throughout the year; the Pupil Council meet with Mrs Greer and help to make decisions that affect pupils throughout the year, such as film night choices and playground games equipment. The Eco Committee meet with Miss Robertson and were recently awarded an "outstanding" award from Keep Scotland Beautiful.

Section 3: School Ethos

The vision, values and aims of the school are at the core of the Clober community. Star pupil certificates are awarded at every assembly. These are linked to our values of aspire, respect, achieve and enjoy. The Awards Ceremony at the end of the session reinforces these values by awarding trophies to children in every class who display our values. Learning and teaching is at the heart of what we do; pupil work in numeracy, literacy and health and wellbeing is displayed in the Can Do corridor every term. Pupil and teacher voice reflects learning intentions and success criteria linked to these. There is the opportunity for every child to have work displayed. The Can Do corridor also displays learners' wider achievements. The idea is that this is an inspirational space through which to walk, fostering a positive attitude and growth mindset for the whole school community.

Our ethos is based on values and the rights of the child. Relationships with learners and their families is very positive; we know our families well. Rights are displayed throughout the school on displays and discussed regularly in class and at assemblies. All children contribute to class charters and these form the basis of promoting positive behaviour in class and in the playground. This ensures consistency across the school.

We ensure that children are involved in discussions and decision making that involves them, through committees and events as well as individually through restorative practice. Our nurturing environment and the Rainbow Room allows us to support individuals as required.

Clober is the Primary Confucius Hub for East Dunbartonshire Council. We promote the learning of Chinese language and culture as part of the Scottish Government's commitment to equip young people with the skills and competencies needed for our increasingly globalised world. We have used funds from the Confucius classroom budget to reflect our status in the school grounds; a pagoda is in place and we have provided some picnic benches around it so that the space can be used as an outdoor classroom. Every year we host a Hanban volunteer. This year we are participating in an exciting project with schools in Scotland and China called "The Climate Ready Classroom" in connection with COP26.

Our school community has been involved in the life of the school through Eco. Parents and volunteers have assisted with the development of the Clober garden and orchard; our Harvest service centred around the food we grew and harvested ourselves. There is a gardening group to maintain the school grounds, consisting of parents and pupils. Clober was represented in Milngavie when we designed and installed our community herb garden in Milngavie Precinct. In October 2019, we received an award graded "outstanding" from Keep Scotland Beautiful for the community work we undertake.

Transition is very well managed as children move through the EYC, the stages of the primary school and into S1. Teachers have opportunities to collaborate with colleagues at points of transition. Pre-school children participate in the Growing Up project which encourages confidence and independence in the school environment and there is a "Stepping Up" session in June to prepare children for their new class. Enhanced transition booklets are devised for children who benefit from further preparation for transition. In P6, there is a Going for Gold event in which children visit Douglas Academy for a day. In P7, children meet a variety of Douglas Academy staff throughout the year and benefit from teaching sessions with them, planned in collaboration with the P7 teacher. A number of events run throughout the school year including debating, dance festival and Euroquiz which affords opportunities for children to familiarise themselves with staff and peers at Douglas Academy.

Equal Opportunities and Social Inclusion

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

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

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender 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.

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

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

Clober Primary 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.

Promoting Positive Behaviour

There is a consistent approach throughout the school when dealing with pupil behaviour and this is promoted in a positive and kind manner. Positive behaviour strategies centre around our core values:

Aspire – Respect – Achieve – Enjoy

Restorative approaches teach behaviour management strategies. We work with children to understand desired behaviours and address when things go wrong. We contact parents when necessary as it is important to work together.

Clober Primary has an anti-bullying policy. We take allegations of bullying seriously and address these through restorative approaches. When allegations of bullying behaviour are made, we will contact the parents of all children involved. You can view our policy on our website at www.clober.e-dunbarton.sch.uk.

East Dunbartonshire Council has an Anti Weapon/Knife Crime Policy. It states that parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons. As well as stressing to young people that they should never carry a weapon, we urge parents to encourage their children to share information when they know someone else is carrying a weapon. Clober Primary will provide appropriate learning resources and opportunities to support pupils to develop an awareness of the consequences of weapon use and possession, as well as resilience and confidence building regarding the reporting of weapon possession. This is facilitated through a variety of strategies including assemblies, the health and wellbeing curriculum and other mechanisms. Programmes should also include information around what constitutes a weapon and how many everyday objects can become weapons.

Section 4: School Curriculum - Curriculum for Excellence

Curriculum for Excellence - Bringing learning to life and life to learning

The recently refreshed Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education. It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

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

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

Children in primary schools in Scotland work within the Broad General Education (BGE) ; there are three levels within this:

Early level – achievable by most by the end of P1 but earlier or later by some

First level – achievable by most by the end of P4 but earlier or later by some

Second level – achievable by most by the end of P7 but earlier or later by some

Literacy and English

A variety of techniques, activities and resources are used to develop the skills of reading, writing, talking and listening.

We use the Bug Club reading scheme throughout the school. Its motivating texts in a wide range of genres has had a positive effect on attainment. A variety of reading activities are delivered in class; children use reading tools to decode unfamiliar words and use literal, inferential and evaluative questions to ensure in-depth understanding. Reciprocal approaches are where children work in groups to interpret, discuss and clarify the meaning of text. These approaches are used from P4-7, using group texts.

The school has produced its own extensive bank of resources to support the teaching of reading. This includes the use of big books, non-fiction materials as well as shared texts and multi modal resources. These resources are at the cutting edge of effective learning as they teach children concepts such as reading from a web page and how to synthesise materials, as well as looking at validity within texts.

There is a continual process of extending the variety of reading materials in order to encourage the children to read for enjoyment. This session we have continued to upgrade class libraries and have a new school library, stocked by purchasing books from authors at the children's suggestion. We also welcomed some authors in to school to tell us how they get their ideas and how they develop these into novels. Our reference library, along with access to the internet, is used to develop the pupils' research and reference skills.

We have a structured programme for the development of writing for all stages and are currently focusing on a new approach, Talk for Writing, with our learners. Children have individual writing targets across the genres of personal, functional and imaginative writing. At the very early stages the teacher acts as a scribe until the children have mastered the mechanics of letter formation, introduced in a systematic and structured way.

French is taught throughout P1-7 as part of our languages policy. We also introduce a third language, Mandarin, from P5.

Listening and talking is a main focus for all areas of language and permeates the entire curriculum. Children are introduced to 'tools' for listening and talking, combined with a structured programme of lessons. As we extend through the primary stages listening and talking is



developed through debating and literature circles.

Numeracy and Mathematics

In P1 - P3 we place a strong emphasis on numeracy skills. It is important that children understand the concepts that are being taught and mental maths strategies are therefore promoted and implemented throughout the school. Initially all number is taught with the aid of concrete materials to assist in the understanding of number bonds. Only when a child is confident in his/her number bonds will they begin working in the abstract.

Other mathematical concepts such as measure, money, shape, position and movement and information handling are taught throughout all stages.



A variety of programmes for problem solving and enquiry are used throughout the school. We also have a programme for shape, position and movement and use programmable toys and games to make learning more active.

The use of games based learning through interactive whiteboards and iPads is used extensively throughout the school.

Health and Wellbeing

Clober Primary has a Health and Wellbeing programme aligned with Curriculum for Excellence experiences and outcomes. Some areas covered within this programme deal with mental, emotional, social and physical wellbeing. Physical education, activity and sport is taught collaboratively by our PE specialist and the class teacher.

Other important aspects of this programme are food and healthy eating, drug and alcohol awareness as well as building relationships and sexual health and parenthood. Sensitive aspects of the sexual health programme are taught in term three after a letter is issued to inform parents of the lesson content.

Social Studies

This area of the curriculum incorporates three main aspects:

- People, Society, Economy and Business
- People, Past Events and Societies
- People, Place and the Environment

This curricular area is covered in a creative, integrated and imaginative way, maximising the development of skills and, of course, knowledge and understanding. We have also produced an updated mapping skills programme for every stage.



All stages adopt a responsive and integrated approach to delivering the social studies curriculum in order to make connections in learning through all areas. A strong emphasis is placed on global educational links as well as enterprising activities.

Expressive Arts

The creative and imaginative talents of the children are developed through art and design activities, music and drama. We value the arts within Clober Primary and provide quality learning and teaching in these areas through clear and comprehensive programmes of study.

Instrumental tuition in cello and violin is offered from Primary 4, when pupils are auditioned for the instrument of their choice. Clarinet tuition is now also provided in Primary 6. The local authority provides percussion lessons for P4 pupils. Primary 3 and Primary 6 and 7, children may be given the opportunity to be in the infant or senior choir and perform at local events and church services.

Technologies

Our programme for technologies looks at aspects of technological developments in society as well as ICT to enhance learning. The basic skills of technology are introduced at the early level and enhanced throughout the primary stages in order that children can fully integrate their technological skills to enhance all areas of their learning.

Science

The four main aspects taught within science are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials

Our planning is in line with Curriculum for Excellence and delivers stimulating lessons which are interactive and fun. We are also a Glasgow University STEM Ambassador partner and therefore many of our lessons are collaboratively taught by science experts from the university and the class teachers.



Religious and Moral Education – Instruction and Observance

We follow the guiding principles and aims of the Regional Policies on Religious Education and Religious Observance (1993). The resource packs for Christianity, Islam and Hinduism, are used to support the teaching of Religious Education and are incorporated into our curriculum. We also adopt a whole school approach to the religious and traditional aspects covered through Christmas and Easter.

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.

Please contact the Head Teacher if you would like any further information about the curriculum within our school. The Education Scotland website, www.education.gov.scot is also a good source of information.

Sensitive Aspects of Learning

We always inform parents by letter before teaching sensitive aspects of the curriculum such as aspects of relationships and sexual health and alcohol and drugs awareness. It is important that our children are equipped for today's society and have the information necessary to do this disseminated in a nurturing, safe environment. If you have any questions about sensitive aspects of learning then please contact the Head Teacher.

Extra Curricular Activities

We provide a range of clubs and activities at Clober. These vary from year to year but normally include football, netball, tennis, cross country, dance, choir, craft, chess and book club.

Day trips are also planned to enhance pupils' learning. These will cost no more than £10 per head per year, with the exception of P7. Lots of free local outings in the community also take place.

In P7, our pupils have a residential visit for four nights and take part in numerous outdoor activities while gaining the John Muir Award. During the Covid19 pandemic, we have facilitated an activities week at school and invite outdoor companies to work with us, such as Sustrans, Play Outdoors and West End Adventure.

Certain activities require parental approval and relevant medical information. Parents will be informed in writing of this before an excursion takes place.

Section 5: Assessment and Reporting

Much of this is done informally on a continual basis throughout the school year (Formative Assessment). Assessment evidence is kept to reflect the learner's progress.

Seesaw is used throughout the school to communicate pupil progress regularly.

An overall attainment tracking procedure is also in place which includes standardised assessment in literacy and numeracy as well as a focus on health and wellbeing.

Scottish National Standardised Assessments (SNSA) are conducted in P1, P4 and P7. Children do these on iPads with an adult or in class as appropriate. You can find further information about these on the school website www.clober.e-dunbarton.sch.uk.

Parents who are concerned about any matter pertaining to their child's/children's work or progress should not hesitate to contact the school to make an appointment to speak with the Depute Head Teacher.

Near the end of each school year, a summative report is sent home to parents and every year there will be opportunities for parents to consult members of staff about their child's/children's progress. The summative report covers progress in Literacy, Numeracy, Health & Wellbeing and learning across the curriculum.

Parents who have children with additional support needs will meet more regularly with the school and associated agencies required for their child.

A rigorous policy and programme for monitoring pupils' progress and standards of attainment by the senior leadership team is in place.

We involve children in their learning; discussing progress and setting targets together to encourage pupil voice.

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 Interim Chief Education Officer who can be contacted at:

East Dunbartonshire Council

The Marina

Strathkelvin Place

Kirkintilloch

Glasgow

G66 1TJ

Tel: 0300 123 4510

Email: greg.bremner@eastdunbarton.gov.uk

Section 6: Transitions and Enrolments

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

Our Early Learning and Childcare Centre (EYC) provides 10 morning and 10 afternoon places for children aged 2 years old and there are 72 morning and 72 afternoon places for 3-5 year olds. We are an extended day (8.00-6.00pm) and extended year (50 weeks a year) EYC.

Early learning and childcare provision is 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.

All East Dunbartonshire early years establishments follow the council's early years admissions policy. You can find this on East Dunbartonshire Council's website.

Funded places can be accessed either in local authority Early Years Centres or with a funded partner provider in the private, voluntary and independent sector as well as childminders who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare. For administration purposes, parents are asked to complete an online registration form that can be found on the East Dunbartonshire website between January and end of February. Parents are asked to upload the relevant birth certificate(s), proof of residency and a utility bill when enrolling their child(ren) if they are East Dunbartonshire residents. Parents who reside outwith East Dunbartonshire do not require proof of residency.

It is important that you make application by the end of February for children aged three to five for places for the forthcoming school year.

Entitled 2 year olds who meet the eligible criteria can apply for funding with local authority centres that have 2 year old provision and with funded partner providers including childminders who have been accepted onto East Dunbartonshire framework and provide places for 2 year olds.

Two year old applications should be completed online at any time. Children who are entitled to a 2 year old place will be required to complete supporting paperwork which can be found on the East Dunbartonshire website or can be obtained from any Early Years Centre. Children who are entitled to a funded 2 year old place become eligible the term after their 2nd birthday.

Forms can be accessed from the Council's website at www.eastdunbarton.gov.uk.

Application forms for Early Years Centres that provide provision for 0-2 year olds can be obtained from the Centre and returned completed to the Centre with birth certificate(s) and proof of residency and utility bill.

It is important to note a placement within an East Dunbartonshire Early Years Centre /Partnership Centre does not give children an automatic place within an East Dunbartonshire Primary School.

Transfer from Early Years Centre to Primary School

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website www.eastdunbarton.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or who wish their child to transfer to the school should contact the school office for information.

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

School Admissions

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website

Placing Requests

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website.

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.

Mid Session Transfers

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the EDC website.

Enhanced Transitions

Some pupils benefit from a period of enhanced transition, particularly if they have an additional support need. The Depute Head Teacher organises this and should be contacted if you feel this would be of benefit to your child.

Section 7: Support for Pupils

Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

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

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

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

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

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

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

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

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

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

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

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

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

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.

Protecting Children and Young People

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

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

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

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

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

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

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

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

Additional Support Needs

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

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

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

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

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

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

Autism Advisor

Every school has an Autism Advisor who is an established member of the school teaching staff and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Advisor is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Advisor in response to the needs of their school context. Every Autism Advisor will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Advisor differently, the role of the Autism Advisor at Clober may include facilitating staff training, providing support to parents/carers; planning for Autism Awareness Week and supporting individual staff members.

Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:

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

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

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

Frequently Asked Questions

What should I do if I think my child has additional support needs?

If you think your child may have additional support needs you should ask the nursery teacher or class teacher about this in the first instance. The management team are also available to co-ordinate and provide additional support. Please do not hesitate to contact us. Often early intervention is the best way of supporting your child.

What kind of additional support can be provided?

As well as the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary.

Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

What can I do to help my child?

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

If your child requires additional support, you can provide the school with important information about your child which will be helpful in making plans to support them.

Parents and young people will always be invited to participate in reviews of progress.

What is a co-ordinated support plan and how do I know if my child needs one?

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP).

All of these children and young people will already have a targeted support plan provided for them in school which sets out targets in their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing support plans.

The co-ordinated support plan is a statutory document which must be reviewed every year. The plan sets out in detail objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person.

What can I do if I disagree with a decision?

If you disagree with a decision the school has made you should immediately contact the Head Teacher and arrange to meet to discuss the decision.

If you do not feel that your concern has been dealt with satisfactorily or taken seriously you can make a complaint.

If you disagree with a decision taken by the education authority there are a number of ways you can try and deal with this.

The different ways you can deal with disagreements are called dispute resolution procedures.

When should I make use of dispute resolution procedures?

If you have a concern about your child's learning you should always, in the first instance, contact the school to arrange a time to discuss that concern.

Every effort will be made by the school and the education authority to resolve your concern at that point.

If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

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

Support for Learning Services

If you have anything you would like to discuss with regard to support for your child please contact Mrs Law, Depute Head, who is the school and nursery Support for Learning Co-Ordinator.

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

These are:-

- Education Support Team which includes English as an Additional Language Learning Support, Sensory-Hearing Impaired and Visual Impaired, Language and Communication Resources
- Wellbeing Support Services

The Services support pupils through:-

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

Pastoral Support

Pastoral support is provided by your child's class teacher in the first instance. The Depute Head Teacher liaises with all class teachers to form an overview of support for learning and pastoral care. All information is then passed to the Head Teacher in order to action support where required. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

Promoting Wellbeing, Protecting and Safeguarding.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Protection and Safeguarding

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

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 major achievements. You can view ours on the school website, details of which are on the front of this handbook.

Our priorities for next session are in line with the quality framework within the National Improvement Framework, How Good Is Our School 4 and are matched to East Dunbartonshire's Education Service Business Improvement Plan 2021-24.

1	Curriculum Rationale Curriculum Design Education Recovery	<ul style="list-style-type: none">• Revise the curriculum to ensure that the curriculum rationale is reflected and that curricular connections are made, including outdoor learning, play pedagogy and digital learning• Enhance pedagogy using the principles of visible learning to deliver the curriculum• Deliver literacy and numeracy recovery to targeted groups
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2	Literacy: Writing and Assessment	<ul style="list-style-type: none"> • Implement Talk for Writing across the school • Revise writing assessment to reflect the benchmarks at early, first and second level • Moderate the assessment of writing to ensure teacher judgements are consistent and robust
3	Health and Wellbeing	<ul style="list-style-type: none"> • Continue to develop nurturing approaches throughout the school and through small group learning in the Rainbow Room. • Support the health and wellbeing of all our children and families • Ensure staff are supported in their wellbeing

Clear steps to implement these changes can be found in the School Improvement Plan for 2021-22. A copy of the School Improvement Plan is available on the school website.

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 and Practical Information

School Uniform

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

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

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

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

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

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress. Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Parents/carers receiving income support or income based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of tax credits may also be eligible. The Community Hubs and education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the

discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.

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

In the interest of health and safety **no** jewellery may be worn in the gym during P.E. lessons. On such days jewellery which cannot be easily removed by the child should **not** be worn to school.

School Dress Code	
School Uniform	Acceptable Alternatives
Sweatshirt: red or black with school badge	Plain black or red, with no logo
Polo shirt: white or red with school badge	Plain white or red
Trousers: grey	Grey or black for boys, girls may only wear smart, plain black trousers. No joggers, tracksuit bottoms.
Skirt/Pinafore: grey	Grey or black
Shoes: black	Black or dark coloured (white in summer) Bright Trainers to be discouraged
Blazer: black with school badge	Black
Summer Dress: We do not have one	Gingham Check – any colour but preferably red to tie in with school colours
Jumpers/Cardigans: grey	Plain grey, black or red. Plain white is acceptable in the summer with dress or polo shirt
Hats: School hat with badge for winter	Any colour, but NO FOOTBALL COLOURS

School ties are available from the school office.

The PTA provides parents with the opportunity to purchase polo shirts and sweatshirts with the school badge on them. Order forms are distributed on a regular basis. Any parent wishing a copy of our school dress code may obtain a copy from the school office.

Parents receiving income support or income based job seekers allowance, housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of Tax Credits may be eligible; the area registration office or the education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

Information and application forms may be obtained from schools, the education offices and the area registration services offices.

The Authority is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Meals

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

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

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

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

Free School Meals

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

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

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

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

Children who remain at school for lunch are not permitted to leave the school premises.

Children are welcome to bring a packed lunch to school if they prefer. They sit in the dining hall to eat this or, if the weather permits, P4-7 can eat outside.

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.

The 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 parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

(c) Placing Requests

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.

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

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 world wide.

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

SCHOOL CAMPUS NO SMOKING POLICY

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

PUPIL USE OF MOBILE PHONES IN SCHOOL

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

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

All establishments will incorporate the following points into their policy:

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

CHILDCARE INFORMATION SERVICE

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday playschemes and parent & toddler groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

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

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

APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

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

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

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