

# Clober Primary School and EYC

Handbook 2023-2024



Aspire Respect Achieve Enjoy

Clober Primary School  
Kirk Street  
Milngavie  
G62 7JT

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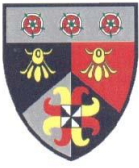
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December 2022

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

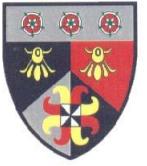
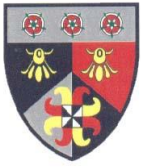
East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

**“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.



**We have a shared vision with Douglas Academy and its cluster primary schools:**

**Working Together, Respecting Others, Pursuing Excellence**

### **Our School Values**

**Aspire  
Respect  
Achieve  
Enjoy**

**Our values are at the heart of all we do.**

**We aim to:**

- Consider the rights of all as we strive for equality and fairness through the United Nations Convention of the Rights of the Child
- Include every child as an individual, promoting equality irrespective of age, gender, race, ability or belief
- Foster positive attitudes and actions to ensure health and wellbeing for all
- Provide a supportive and stimulating learning environment which promotes equity, achievement, effort and success in learning, life and work
- Forge positive partnerships between school, home and community
- Encourage global citizenship, and develop a caring attitude towards the world in which we live

## Section 1: School Information

<b>School name:</b>	Clober Primary School	
<b>Head Teacher:</b>	Mrs Catriona Marshall	
<b>Address:</b>	Kirk Street Milngavie G62 7PN	
<b>Telephone Number:</b>	0141 955 2232	
<b>Website:</b>	<a href="http://www.clober.e-dunbarton.sch.uk">www.clober.e-dunbarton.sch.uk</a>	
<b>E-mail:</b>	<a href="mailto:office@clober.e-dunbarton.sch.uk">office@clober.e-dunbarton.sch.uk</a>	
<b>Present roll:</b>	132 EYC (including 20 x 2 year old places) 355 Primary	
<b>Planning capacity:</b>	388	
<b>Working capacity:</b>	354	
<b>Stages covered:</b>	2 -5 Years EYC and Primary 1 – 7	
<b>Class Structure:</b>	P1a	P4b
	P1b	P5a
	P2a	P5b
	P2b	P6a
	P3a	P6b
	P3b	P7a
	P4a	P7b

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](mailto: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 Craighdu 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.



## Clober Primary Accommodation and Facilities

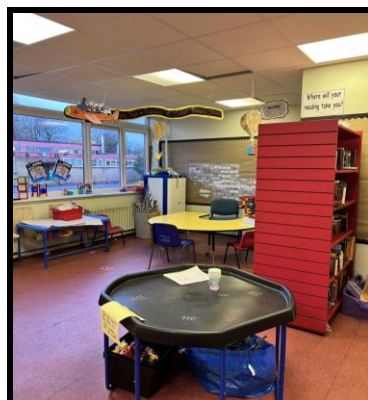
Clober Primary has its own EYC, which is accommodated within the school building rather than a separate unit. This facilitates a close relationship with children, parents and staff and provides the EYC with easy access to the gym hall and Primary 1 classes, all of which assist in a smooth transition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



Our main hall is very large and is used for PE, assemblies and concerts. 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.



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 (2022/23)

**Head Teacher** Mrs Catriona Marshall

**Depute Head Teacher** Mrs Jennifer Law

**Acting Depute Head Teacher** Mrs Cara Greer

**Acting Principal Teacher** Mrs Kim Mackay

### Teaching Staff

**P1a** Mrs Gaynor O'Donnell

**P1b** Miss Lauren Gibb

**P2a** Miss Fiona Robertson

**P2b** Miss Karen MacDonald

**P3a** Mrs Sandra Denniston/Mrs Laura Relly

**P3b** Miss Anna Mitchell

**P4a** Mrs Kirsty Semple Barr/Ms Joanne Dayer

**P4b** Mrs Lynette Adair

**P5a** Mr Niels Billcliff

**P5b** Miss Gillian Scott/Mrs Jill Chapman

**P6a** Mr Richard Lees

**P6b** Miss Alys Weir

**P7a** Mrs Claire Dunn/Mrs Anna Cook

**P7b** Miss Emma Cowan/Mrs Kim Mackay

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

### 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 Bannerman

Ms Courtney O'Neil

Ms Lynn McNeish

Ms Lynsey Wilson

Ms Erinn Clarke

**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 Christine Di Lillo  
Mrs Janee Donlin  
Mrs Angie Evans  
Mrs Louise Taylor  
Mr Gerald Kielty  
Mr George Flaherty (temporary)

**BSL Support for Learning Assistant**

Mrs Lorna Holding

**School Psychologist**

Ms Rachel Donaldson

**School Nurse**

Ms Alison Harkins

**Admin Assistant  
Clerical Assistant**

Mrs Deborah McDougall  
Mrs Susan Muir

**School Site Co-Ordinator**

Mr Brian Austin

**Cleaning Staff**

Ms Amy Connelly

**Day cleaners**

Ms Jayde Weston  
Ms Lynsey McCarthy

**Nursery Cleaner**

Mr Louis Goodall

**Catering Staff**

Mrs Jacqueline MacDonald  
Ms Linzi Rodger

**School Crossing Patrol**

Mr Brian Austin

**School Support Co-ordinator**

Mrs Janette Henderson

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

**P.E. kit -**                      Black plimsolls or trainers  
   - Plain t-shirt  
   - Plain shorts  
   - Sweatshirt/Long sleeve top  
   - Plain Leggings/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](mailto:info@time-outclub.co.uk). You can visit their website at [time-outclub.co.uk](http://time-outclub.co.uk)

## School Holiday Arrangements

<b>August 2023</b>	
Teachers return (In-service Day)	Monday 14 August
In-service Day	Tuesday 15 August
Pupils Return	Wednesday 16 August
<b>September 2022</b>	
September Weekend	Friday 22 September and Monday 25 September (inclusive) <i>Pupils return on Tuesday 26 September</i>
<b>October 2022</b>	
In-service Day	Friday 13 October
October Break	Monday 16 October to Friday 20 October (inclusive) <i>Pupils return on Monday 23 October</i>
<b>December 2022 and January 2023</b>	
Christmas and New Year (end of term)	Friday 22 December to Friday 5 January (inclusive) <i>Pupils return on Monday 8 January</i>
<b>February 2023</b>	
February Break	Monday 12 February to Tuesday 13 February (inclusive)
In-service Day	Wednesday 14 February <i>Pupils return on Thursday 15 February</i>
Last day of term	Thursday 28 March
<b>March/April 2023</b>	
<b>Easter break</b>	Friday 29 March to Friday 12 April (inclusive) <i>Pupils return on Monday 15 April</i>
<b>May 2023</b>	
In-service Day	Thursday 2 May
May Day	Monday 6 May <i>Pupils return on Tuesday 7 May</i>
May Weekend	Friday 24 May to Monday 27 May (Inclusive) <i>Pupils return Tuesday 28 May</i>
<b>June 2023</b>	
Last Day of School	Wednesday 26 June

## Attendance and Absence

### Attendance at School

Under Section 30 of the Education (Scotland) Act 1980 parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must take steps to ensure attendance, maintain an attendance register and record pupil absence. All schools must record pupil absences in respect of each morning and afternoon of every day the school is open to pupils.

Authorities are supported in this process by Children Missing from Education (Scotland), a national co-ordinating body, piloted by the Scottish Government, developed to track and trace children and young people missing from education.

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

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

Children missing from education will have well-being needs around inclusion and achievement. Consideration also needs to be given to other issues in their lives relation to non-attendance.

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

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

### Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school 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 the Groupcall system to email and text. There will also be updates on the website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). and twitter @ClobberPrimary. There will also be updates on the website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

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

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

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

### Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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

## **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 at Clober: .

#### 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. This session, parents and carers have been invited to curriculum information evenings and stay and play sessions too.

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 with 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. 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.

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. Clober Parent Council is consulted regularly regarding school improvement.

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](mailto: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 PTA has provided funds for playground equipment, P7 Leavers hoodies, the Christmas Pantomime, Generation Science, and IT equipment this session.

The chair of our PTA is Stephanie Cantlay. You can contact her at [Cloberpta@hotmail.com](mailto:Cloberpta@hotmail.com)

The Scottish Parent Teacher Council (now known as Connect) is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on [info@connect.scot](mailto:info@connect.scot) or write to Connect, 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](http://www.parentzonescotland.gov.uk).

## **Pupil Committees**

The Pupil Council 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. In addition, we have Junior Road Safety Officers who contribute to the school travel plan and safe parking initiatives. Playground leaders ensure that playground equipment is always available, in good order and accounted for. Our librarians promote reading throughout the school and co-ordinate book borrowing for their class. We are currently training digital leaders to assist learners with IT skills and troubleshooting.

## **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. Every year we host a Hanban volunteer.

Our school community has been involved in the life of the school through Eco Schools. 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.

At Clober Primary, we believe 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

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

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

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

## 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](http://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

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 an emphasis 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 well established school library. 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. We are introducing a new relationships, sexual health and parenthood resource this session, [rshp.scot](http://rshp.scot). This is a national resource. Parents and carers have access to all the teaching materials and resources used, informing parents of the content and enabling them to support this important aspect of health and wellbeing at home.

### 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.



All stages adopt a responsive and integrated approach to delivering the social studies curriculum in order to make connections in learning through all areas. We connect to other areas of the curriculum and in session 2021/22 devised curriculum maps for each stage. 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 as well as interdisciplinary links.

Instrumental tuition in cello and violin is offered from Primary 4, when pupils are auditioned for the instrument of their choice. Clarinet tuition is also provided in Primary 6. The local authority provides percussion lessons for P4 pupils.

### 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. We are currently updating our digital learning curriculum.

### 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 deliver 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, Mrs Marshall, if you would like any further information about the curriculum within our school. The Education Scotland website, [www.education.gov.scot](http://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 and have included 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.

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](http://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 Deputy 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 Chief Education Officer who can be contacted at:

East Dunbartonshire Council  
 The Marina  
 Strathkelvin Place  
 Kirkintilloch  
 Glasgow  
 G66 1TJ  
 Tel: 0300 123 4510  
 Email [greg.bremner@eastdunbarton.gov.uk](mailto:greg.bremner@eastdunbarton.gov.uk)

## **Section 6: Transitions and Enrolments**

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

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

Early learning and childcare 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.

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

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

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

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

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

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

From August 2023, a change in Scottish Government legislation means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's

deferred entry year. [Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website.](#)

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

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

## **Transfer from Early Years Centre to Primary School**

### Registration and enrolment

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

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

### School Admissions

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

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

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

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

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

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

## **Secondary School Admissions**

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

The catchment secondary school for Clober Primary is Douglas Academy, 45 Craigton Road, Milngavie, G62 7HL. You can visit the school website: [www.douglas.e-dunbarton.sch.uk](http://www.douglas.e-dunbarton.sch.uk)

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

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

We have a super programme for transition to secondary school. This starts in P6 with a wellbeing event which is held at Douglas Academy with the children from all associated primary schools. In P7 the teaching staff from Douglas Academy work with primary staff to deliver, among others, literacy, maths, music and science. There is a programme of monthly assemblies to prepare for secondary school and transition days are held in Term 3. As well as this, pupils participate in a number of events held at Douglas Academy such as music performances, cross country running, debating and dance.

### 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.

## Placing Requests

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

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

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

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

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

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

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

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

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and

therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

### Mid-Session Transfers

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

### Transport for Placing Requests

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

## **Section 7: Support for Pupils**

### **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 we can help. Mrs Law, DHT, has responsibility for support for learning in the Early Years Centre and P1-3. Acting DHT Mrs Greer has responsibility for support for learning in P4-7. You can contact them at any time by emailing the school office [office@clobber.e-dunbartpn.sch.uk](mailto:office@clobber.e-dunbartpn.sch.uk) or by telephone: 0141 955 2232.

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

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

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

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

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

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be

involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be co-ordinated.

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

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

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information go to [www.resolvemediation.org.uk](http://www.resolvemediation.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](mailto:parenting@eastdunbarton.gov.uk). A member of the team will be in touch.

## **Protecting Children and Young People**

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

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

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

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

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

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

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

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

### Additional Support Needs

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

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

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

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk), 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 510 9410

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

### Autism Adviser

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

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

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

The teams support the additional needs of:

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

## 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 Support for Learning Co-Ordinator for EYC and P1-3. Mrs Greer, Acting Depute Head, is Support for Learning Co-Ordinator for P4-7.

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 Teachers liaise 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.

## **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. At Clober, this is Mrs Marshall, Head Teacher.

## **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 and areas of future focus for improvement. You can view ours on the school website, details of which are on the front of this handbook.

<b>Curriculum for Excellence Levels at the end of June 2022</b>				
	<b>Reading</b>	<b>Writing</b>	<b>Talking &amp; Listening</b>	<b>Numeracy &amp; Mathematics</b>
<b>Early level by end of P1</b>	almost all	almost all	almost all	almost all
<b>First level by end of P4</b>	most	most	almost all	most
<b>Second level by end of P7</b>	almost all	almost all	almost all	most

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.

	IMPROVEMENT PRIORITY	TARGETS
1	Literacy: Writing	Establish a programme for non fiction writing and appropriate pedagogy Planning, assessment and moderation with stage partner and across CfE levels Agree a whole school programme for writing, fiction and non fiction Deliver an information session for parents regarding our approach to teaching writing
2	Curriculum: Refreshed narrative	Three working parties will identify good practice, pilot teaching materials with their classes and evaluate the effectiveness of these with learners. New planners and cohesive progression pathways will be devised. Expressive Arts: Music Digital Learning Early level Play/play in P2
3	Health and Wellbeing	A renewed focus on Promoting positive behaviour relating to the rights of the child and Rights Respecting Schools Award Introduce the relationships and sexual health resource <a href="http://www.rhsp.scot">www.rhsp.scot</a> and hold a meeting for parents regarding its introduction Develop staff understanding of nurturing approaches/ACES/The Promise Encourage family engagement to enhance pupil learning

Clear steps to implement these changes can be found in the School Improvement Plan for 2022-23. 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](mailto: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 of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

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

Clober Primary school 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.

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

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

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

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

<b>Jumpers/Cardigans: grey</b>	Plain grey, black or red. <b>Plain white is acceptable in the summer with dress or polo shirt</b>
<b>Hats: School hat with badge for winter</b>	<b>Any colour, but NO FOOTBALL COLOURS</b>

School ties are available from the school office.

The PTA provides parents with the opportunity to purchase uniform items 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.

## School Meals

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

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

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

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

### Free School Meals

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

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

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.

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

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

(b) Pick up Points

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

(c) Placing Request

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

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

Adverse Weather Conditions

DRIVER'S RESPONSIBILITIES

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.\*

- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

#### STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

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

#### PARENTAL RESPONSIBILITIES

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

#### **MEDICAL AND HEALTH CARE**

Information should be given on medical and dental inspections and on dental treatment.

Parents should be given an indication of the procedures followed if a child takes ill at school.

Parents should be made aware of the necessity to inform the school of any particular medical requirements and of arrangements to be made if a child has to be taken home.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or

more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

## **DATA PROTECTION ACT 2018**

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

## **ACCESSING YOUR CHILD'S PUPIL RECORDS**

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

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

<u>AGE OF CHILD</u>	<u>CHILD'S LEGAL RIGHTS</u>	<u>PARENT'S LEGAL RIGHTS</u>
<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</u>

		<u>unable to show suitable maturity or understanding</u>
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## **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

#### **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.