

Clober Primary School and EYC

Handbook 2026-2027



Kind

Respectful

Fair

Hardworking

Clober Primary School
Kirk Street
Milngavie
G62 7JT

Email: office@clober.e-dunbarton.sch.uk

Telephone: 0141 955 2232

www.clober.e-dunbarton.sch.uk

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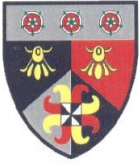
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Kirk Street
Milngavie
G62 7PN

Tel: 0141 955 2232

Email: office@clober.e-dunbarton.sch.uk

August 2026

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: Kind, Respectful, Fair and Hardworking!

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

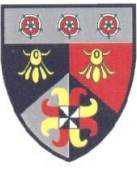
East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

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

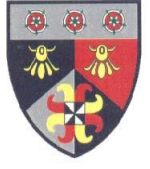
The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

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

**Kind
Respectful
Fair
Hardworking**

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

School name:	Clober Primary School		
Head Teacher:	Mrs Catriona Marshall		
Address:	Kirk Street Milngavie G62 7PN		
Telephone Number:	0141 955 2232		
Website:	www.clober.e-dunbarton.sch.uk		
E-mail:	office@clober.e-dunbarton.sch.uk		
Present roll:	72 EYC (including 16 x 2-year-old places) 296 Primary		
Planning capacity:	388		
Working capacity:	342		
Stages covered:	2 -5 Years EYC and Primary 1 – 7		
Class Structure:	P1a	P5a	
	P1b	P5b	
	P2a	P6a	
	P2b	P6b	
	P3	P7a	
	P3/4	P7b	
	P4		

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

Denominational Status: Non – denominational

Status: Co - educational

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

Community Facilities:

Those wishing to let the premises should contact:

CLD & Children's Services (School Letting Office)

The Marina

Strathkelvin Place

Kirkintilloch

G66 1TJ

Tel no: 0300 1234510

email: letting@eastdunbarton.gov.uk

Clober Early Years Centre (EYC)

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

The provision 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

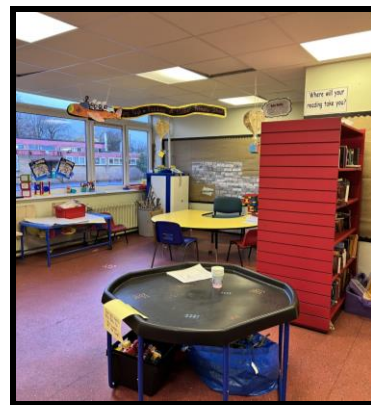
Clober Primary has its own EYC, which is accommodated within the school building rather than a separate unit. This facilitates a close relationship with children, parents and staff and provides the EYC with easy access to the gym hall and Primary 1 classes, all of which assist in a smooth transition 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, P2 and P3 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 (2026/27)

Head Teacher	Mrs Catriona Marshall
Depute Head Teacher	Mrs Jennifer Law
Principal Teacher	Mrs Cara Greer

Teaching Staff

P1a	Miss Anna Mitchell
P1b	Mrs Gaynor O'Donnell
P2a	Mrs Lauren Watt
P2b	Miss Fiona Robertson
P3	Mrs Claire Dunn/Mrs Laura Relly
P3/4	Miss Alysa Weir
P4	Miss Karen MacDonald
P5a	Miss Kaitlyn McNeice
P5b	Miss Anna Higgins
P6a	Mrs Lynette Adair
P6b	Mrs Kim Mackay
P7a	Mr Richard Lees
P7b	Miss Jaya Pandey
Nurture	Mrs Karen Chapman
RCCT	Mrs Sandra Denniston, Mrs Kirsty Semple-Barr, Mrs Jill Chapman

EYC Staff

Depute Head of Centre	Miss Louise McHugh
Nursery Teacher	Mrs Hilary Mack/Ms Mary Brady
Senior Early Years Worker	Miss Remi Agoro
	Mrs Sarah Blades
Clerical Assistant	Mrs Lynn Rutherford

Early Years Workers

Ms Leona Cairns	Ms Ally O'Donnell	Mrs Ann Shields	Ms Margaret Smith
Mr Frazer McLaren	Mrs Pamela Ghosh-Ray	Ms Lorraine Traynor	Ms Lynn McNeish
Ms Molly Goulding	Ms Kayleigh Agnew	Ms Abigail Logan	Ms Hatice Guclu
Ms Stella Hughes	Ms Aleasha McKay	Ms Susan Holmes	(Support Worker)
Ms Hannah Bannerman	Ms Lisa Richardson	Ms Roseanne O'Neill	
		Ms Jane Fleming	

Visiting Teachers	Mrs Karen McLeod – Teacher of the deaf
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Visiting Tutors	Miss Nicola Boag - Violin
	Miss Elspeth Mackay - Cello
	Mrs Karen Dufour – Flute

Classroom Assistants	Mrs Julia McGrory
	Miss Nicole Young
	Miss Danielle Butler

Support for Learning Assistants	Mrs Janee Donlin
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	Vacancy
	Vacancy
BSL Support for Learning Assistant	Mrs Lorna Holding
School Psychologist	Laura McDonald
School Nurse	Ms Alison Harkins
Admin Assistant	Mrs Deborah McDougall
Clerical Assistant	Mrs Victoria Wright
School Site Co-Ordinator	Mr Brian Austin
Cleaning Staff	Jeff Cheung Robert Hunter Adam Hapborn Liz McArthur Taylor Getty
Day cleaner	Ms Susan Owens
House Keeper	Ms Lynsey McCarthy
Catering Staff	Mrs Christine Doughty Mrs Lorraine Cranwell Mrs Jennifer Cheung
School Support Co-ordinator	Mrs Margo Collier

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 Monday at 9.30am. Every class presents an assembly to which families are invited. These assemblies take place on Thursdays and 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. Children may come to school wearing their PE kit.

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

P.E. kit - Black plimsolls or trainers
 - Plain t-shirt
 - Plain shorts
 - School Sweatshirt/Long sleeve top
 - Plain Leggings/Shorts

All clothing (including shoes) should have your **child's name written on them**. Children may wear their PE kit to school on their PE days, making changing in school unnecessary.

Breakfast Club/After School Club

Time Out Club operates in the school dining hall from 8am – 9am and 3.05pm – 6pm. Should you wish a place for your child at Time Out please contact Celeste Gilbey, Time Out Manager by telephoning 0141 563 9573 or emailing info@time-outclub.co.uk. You can visit their website at time-outclub.co.uk

School Holiday Arrangements

August 2026	
Teachers return (In-service Day)	Thursday 13 August
In-service Day	Friday 14 August
Pupils Return	Monday 17 August
September 2026	
September Weekend	Friday 25 September and Monday 28 September (inclusive) <i>Pupils return on Tuesday 29 September</i>
October 2026	
In-service Day	Friday 9 October
October Break	Monday 12 October to Friday 16 October (inclusive) <i>Pupils return on Monday 19 October</i>
December 2026 and January 2027	
Christmas and New Year (end of term)	Monday 21 December to Monday 4 January (inclusive) <i>Pupils return on Tuesday 5 January</i>
February 2027	
February Break	Monday 15 February to Tuesday 16 February (inclusive)
In-service Day	Wednesday 17 February <i>Pupils return on Thursday 18 February</i>
March 2027	
Easter Weekend	Friday 26 March to Monday 29 March <i>Pupils return on Tuesday 30 March</i>
April 2027	
Easter Break	Monday 5 April to Friday 16 April <i>Pupils return on Monday 19 April</i>
May 2027	
May Day In-Service Day	Monday 3 May Tuesday 4 May <i>Pupils return Wednesday 5 May</i>
May Weekend	Friday 28 May to Monday 31 May (Inclusive) <i>Pupils return Tuesday 1 June</i>
June 2027	
Last Day of School	Wednesday 30 June

Attendance and Absence

Attendance at School

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

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

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

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.

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

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

There are a key rights, duties and legal obligations in relation to attendance as outlined in [Included, Engaged and Involved \(Part 1\)](#)

These are set out below:

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

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

Un-notified Absence

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

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

Missing in Education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time. Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education – Schools-gov.scot) Schools should ensure their Child Protection Co-ordinator is notified and seek central support from ASN and Children's Services team if they have any concerns.

Family Holidays

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

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

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

Information regarding exceptional closures

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

(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.

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

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

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

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

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

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

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

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

[Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council](#)

Section 2: Parental Involvement and Engagement and family learning

Parents Welcome

All East Dunbartonshire Council 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 and then again in 2024/25. 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, however we provide reading, spelling and numeracy activities should you wish to do these.

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.

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!

School Events

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.

<https://www.eastdunbarton.gov.uk/family-engagement-and-support-parents>

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 are happy to meet with parents to discuss concerns. Please make an appointment with the school office to speak to a member of staff.

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

Parent Council

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

Parents are welcomed to be:

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

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

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

- enjoy taking part in the life of the school in whatever way possible

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (*if applicable*) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

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 Chairperson of Clober Parent Council is Kirsty Forrest. You can contact her at clober.primary.parent.council@gmail.com

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at <https://education.gov.scot/parentzone>

Parent Teacher Association (PTA)

The 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.

We do not have a chairperson for the PTA. Members of the PTA take turns to chair the meetings throughout the year. You can contact the PTA at 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 or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

Pupil Committees

All pupils in the school are members of a committee, and they meet regularly during the school year. The committees currently running are:

P1-3

British Sign Language (BSL)

Play

Performing Arts

Wellbeing

Rights Respecting/Pupil Council

P4-7

British Sign Language (BSL)

Play and Enquiry Based Learning (PEBL)

Performing Arts

Eco/Gardening

Librarians/Reading Schools

Community Events/Family Learning

Sport/Sports Scotland Award

Digital Leaders/Science, Technology, Maths and Engineering (STEM)

Rights Respecting/Pupil Council

The children have got lots of fabulous ideas and we can't wait to put them into action!

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 kind, respectful, fair and hardworking. 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. We are working towards Rights Respecting Schools Silver Award. 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.

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. There is a gardening group to maintain the school grounds, consisting of parents and pupils.

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 Ready, Teddy, Go! 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. Transition booklets are devised for all children to further prepare 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.

EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS



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

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

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

These are as follows:

Equity & Opportunity

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

Family & Community Partnerships

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

Learning and Teaching

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

Child Centred and Future Focussed

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

Inclusion and Empowerment

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



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

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

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

Equal Opportunities For All

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

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

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

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

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

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

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

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

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

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

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

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment. The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing. In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.

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

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

The Promise

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

UNCRC

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

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

We aim to:

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

Promoting Positive Relationships, Behaviour and Learning in Education

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

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

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

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and

those impacted (positively or negatively) which will be created and consulted on by all stakeholders.

- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

Section 4: School Curriculum - Curriculum for Excellence

Curriculum for Excellence

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

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

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

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

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

Curriculum Areas

Expressive Arts – Art & Design, Drama, Dance and Music

Health and Wellbeing

Literacy & English

Numeracy & Mathematics

Religious and Moral Education (RME)

Sciences

Social Studies

Technologies

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

We have a clear rationale for the curriculum, based on our school values and the four capacities.

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. We have well-stocked 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 develop the Talk for Writing approach 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 use a website based resource to deliver relationships, sexual health and parenthood, 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 have 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 5, when pupils are auditioned for the instrument of their choice. Woodwind tuition is also provided in Primary 5. The local authority provides percussion lessons for P4 pupils, through the Beat Buddies programme.

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.



Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child.

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, working with St Luke's Parish which is opposite the school.

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 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. Lots of free local outings in the community also take place. In P7, our pupils have a residential visit for three 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.

Home learning

If home learning is necessary, this will be communicated at the earliest opportunity. We use online platforms, Bug Club and Sum Dog, to deliver literacy and numeracy alongside bespoke activities which are communicated on Teams or Seesaw.

Section 5: Assessment and Reporting

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

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

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

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

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

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

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
 Southbank House
 Strathkelvin Place
 Kirkintilloch
 G66 1XQ

Tel: 0300 123 4510

Email greg.bremner@eastdunbarton.gov.uk

Section 6: Transitions and Enrolments

Early Learning and Childcare

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

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

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

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

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

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

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

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

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

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

Transfer from early learning and childcare to primary

Registration and enrolment

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

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

Primary School Admissions

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

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

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

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

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

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

Secondary School Admissions

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

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

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.

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

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

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

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

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

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

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

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

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

Mid-Session Transfers

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

Transport for Placing Requests

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

Section 7: Support for Pupils

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

Guiding Principles

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

Universal and Targeted Levels of Support:

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

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

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

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

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

numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

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

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

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

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture. Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs. Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

School Counselling

Lifelink is the School Counselling provider for East Dunbartonshire Council. Having delivered counselling and groupwork services since 2022, Lifelink will continue with a similar suite of services

from 1st August 2026 for two years, with the option of a further two-year extension thereafter. Services include universal 1:1 school-based counselling, groupwork and Holiday Support for pupils from 10 years of age. Schools have designated therapists assigned within a cluster-based model.

At Clober Primary, our Autism Adviser is Mrs Law. Staff have been trained in de-escalation techniques and engage with The Circle Inclusive Practice document to ensure a supportive learning environment. In addition to this, we have a nurture classroom, The Rainbow Room, and a support for learning room, The Sunflower Room.

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require to additional resources could be experiencing:

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

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

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

Targeted Intervention Tier 3 provision:

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

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

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

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

Advocacy

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

My Rights My Say

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

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

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

Supporting Families Service

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

Protecting Children and Young People

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

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

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

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

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

The Child Protection officer in school is Mrs Marshall, Head Teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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

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

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

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

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

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

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a

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

Specialist Support Service

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

The teams support the additional needs of:

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

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

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

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

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

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

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

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

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

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

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

Child Protection and Safeguarding

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

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.

HMIe Inspection Report

Clober Primary was inspected in October 2023. A copy of our inspection report can be accessed here: <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2082>

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.

Curriculum for Excellence Levels at the end of June 2026				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	all	all	all	all
First level by end of P4	most	most	most	most
Second level by end of P7	most	most	most	majority

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 Plan 2025-28.

Clear steps to implement these changes can be found in the School Improvement Plan for 2026-27. A copy of the School Improvement Plan is available on the school website.

1	Wellbeing & Inclusion	• Launch the school vision, values and aims to reflect inclusive practice and positive approaches (agreed 25/26) • Invest in displays around the school to promote and reinforce these • Continue committees for every child to ensure positive impact on school improvement and increase pupil voice and leadership skills • Practical toolkit of resources and strategies staff can draw on to meet learner needs will be developed and agreed • Participation in EDC de-escalation and co-regulation pilot • Development of parental engagement to understand young people's needs and behaviours • Staff use CPS to identify individual learners' strengths and areas for development • Staff will identify and implement further strategies to enhance pupil skills in collaboration with parent/carers and individual children and young people • Implement new support plan format agreed session 25/26 • Update of Additional Support Needs Policy. • All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework • All planners to be implemented • Review as part of school self-evaluation procedures in Term 3 • Continue to develop policies (started 25/26) to ensure wellbeing of all learners • Finalise policies and communicate to all stakeholders, including child friendly versions • HGIOURS with school committees to reflect pupil voice • Action plan
2	Pedagogy & Meta-Skills	• Completed pedagogy input 2025/26. This session, use evaluative toolkits produced by EDC learning and teaching group to ensure best practice and identify next steps: ✓ Metacognition ✓ Higher Order Thinking Skills to develop effective questioning ✓ Differentiation and adaptive Teaching ✓ Feedback • Familiarisation with EDC learning, teaching and assessment policy • Teachers will discuss learning and identify learning targets with learners which will be shared on Seesaw • Continue meta skills assemblies • All committees will be planned using meta skills • Connect meta skills to curricular planning

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

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

Data policy

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published

data, can be found on the ScotXed website <http://www.gov.scot/Topics/Statistics/ScotXed> Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Section 9: School Policies and Practical Information

School Uniform

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

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

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

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Clothing Grants are available for families to help with the cost of uniforms. The use of recycled uniforms is highly supported.

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 under School Clothing Grants and Free School Meals.

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

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

School Dress Code	
School Uniform	Acceptable Alternatives
Sweatshirt: red or black with school badge	Plain black or red, with no logo
Polo shirt: white or red with school badge	Plain white or red
Trousers: grey	Grey or black for boys, girls may only wear smart, plain black trousers. No joggers, tracksuit bottoms.
Skirt/Pinafore: grey	Grey or black
Shoes: black	Black or dark coloured (white in summer) Bright Trainers to be discouraged
Blazer: black with school badge	Black
Summer Dress: Red Gingham Check	Gingham Check – any colour but preferably red to tie in with school colours
Jumpers/Cardigans: grey	Plain grey, black or red. Plain white is acceptable in the summer with dress or polo shirt
Hats: School hat with badge for winter	Any colour, but no football colours please

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. We operate a cashless catering system. New entrants will be sent details of how to register for this. Parents can order their child's lunch in advance using this system, or children can chose for themselves in class every morning.

Alternatively, children can bring a packed lunch to school. We ask that you do not provide fizzy drinks or energy drinks.

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 under School Clothing Grants and Free School Meals.

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.

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

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

(b) Pick up Points

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

(c) Placing 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

It is helpful if, where possible, medication can be prescribed in dose frequencies, which enable it to be taken outside school hours. Parents/Carers should be encouraged to ask the prescribing doctor or dentist or other health professional about this. If your child requires medication please contact the school to discuss.

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

Accessing your child's Pupil Records

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

A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head

Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

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

Freedom of Information (Scotland) Act 2002

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

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

Use of Photographs and Video Film Involving Parents

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.

THE USE OF MOBILE DEVICES IN SCHOOLS

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

Operational Guidance

Primary Schools

Pupils are strongly encouraged to leave personal mobile devices at home.

Where mobile phones are brought solely for use during travel to and from school (*e.g.* for safety, communication during pickups, or family transition arrangements), they must remain switched off and handed into the school office where they will be stored throughout the school day.

Smartwatches must be set to airplane mode, to disable messaging, notifications, and camera functions.

Personal mobile phones and smartwatches must not be used during lessons and not used during lunch or interval. Local arrangements are subject to Head Teacher discretion in consultation with stakeholders.

Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.

All parent/carers communication should be directed through the school office.

Secondary Schools

Mobile devices are not permitted in lessons unless expressly authorised by the class teacher for a specific planned educational task. If approved use has not been given, mobile devices should be switched off and remain out of sight.

Use of mobile devices during interval and lunch times may be permitted and should be considered in consultation with pupils and staff. Where allowed, clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use such as listening to music with earphones.

Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.

The use of mobile devices is strictly prohibited during assessments or examinations.

Safeguarding and Prohibited Uses

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

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

Policy Exceptions

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

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

Appointment of Adults to Voluntary Child Care Positions

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