



# Thomas Muir Primary School





## Welcome from the Head Teacher



Dear Thomas Muir Families

I would like to extend a warm welcome to all of you from our staff team here at Thomas Muir.

Our handbook is designed to give you information about life and learning in the school. It contains practical information about school organisation, procedures, the curriculum, parent/carer involvement and also wider local authority policies.

We aim to provide a safe, happy and nurturing environment where children are encouraged to be kind, respectful and responsible. We support our children to grow as learners in all aspects of Curriculum for Excellence. We have high, but realistic expectations for our learners, both in terms of working hard in class and life outside the classroom. We encourage our pupils to take care of their surroundings, to be helpful and polite and be responsible citizens in our local community.

We encourage all parents and carers to be engaged and involved in the life of the school and we look forward to working in partnership you.

Kind regards

Hannah Young

Acting Head Teacher





# Section 1

## School Information

### Contact Details

Thomas Muir Primary School  
Kirriemuir Road  
Bishopbriggs  
Glasgow  
G64 1DL  
Telephone: 0141 955 2290

Website: [www.thomasmuir.e-dunbarton.sch.uk](http://www.thomasmuir.e-dunbarton.sch.uk)  
Email: [office@thomasmuir.e-dunbarton.sch.uk](mailto:office@thomasmuir.e-dunbarton.sch.uk)  
Twitter: @ThomasMuirPS

#### Head Teacher

Hannah Young  
[hyoung@thomasmuir.e-dunbarton.sch.uk](mailto:hyoung@thomasmuir.e-dunbarton.sch.uk)

#### Parent Council

Thomas Muir Primary is supported by an active Parent Council. Parent Council meetings are scheduled termly and all parents are welcome to join. Should you be interested in joining the TMPS Parent Council, or would like to contact them for any reason, please use the following email address: [thomasmuirpc@gmail.com](mailto:thomasmuirpc@gmail.com)

Chair Person: Laura McDonald

Vice Chair: Emma White

Secretary: Marie Claire Cairns

Parent council newsletters and minutes of meetings can be found in the Parents Info section of the school website.

<http://www.thomasmuir.e-dunbarton.sch.uk/parents-info/parent-council/>

#### Parent and Teacher Association (PTA)

Thomas Muir Primary is supported by an active Parent and Teachers Association (PTA). PTA meetings are scheduled termly and all parents are welcome to join. Should you be interested in joining the TMPS PTA, or would like to contact them for any reason, please send emails via the school office and they will be forwarded on to the Chairs of the PTA.





Chair Person: Linda Lumsden

Vice Chair Person: Laura Clark

Treasurer: Anne Nichol

### **Safeguarding and Child Protection**

Our Safeguarding and Child Protection Co-ordinator is:

Hannah Young, Acting Head Teacher

Tel: 0141 955 2290

Email: [hyoung@thomasmuir.e-dunbarton.sch.uk](mailto:hyoung@thomasmuir.e-dunbarton.sch.uk)





## Information About the School

Thomas Muir Primary is a non-denominational, co-educational school which serves the catchment areas of Auchinairn and Woodhill. We are part of the Bishopbriggs Academy cluster, along with Balmuildy, Meadowburn and Wester Cleddens Primary Schools. Our teaching team consists of 27.92 full time equivalent teachers, some of whom work reduced hours as part of flexible working arrangements. Within this allocation, there is one Head Teacher, two Depute Heads and two Principal Teachers. This year, we have used our Pupil Equity Funding to appoint an Acting Depute Head Teacher and two class teachers who provide targeted support throughout the school. The school is very well supported by administrative and clerical staff, classroom assistants and support for learning assistants. In addition, the school has a link educational psychologist and an education support teacher.

The school welcomes a number of visiting specialists to provide opportunities for wider achievement. These include four tutors from the instrumental music service, active schools co-ordinators, specialist sports coaches and guest speakers. Learners benefit from a wide range of extra-curricular sports, activities and clubs. These have included chess, Scripture Union, coding, running, choir, football, minifit, netball, rugby and dance.

The school has established strong chaplaincy links with Springfield Cambridge Church. Rev Ian Taylor and his colleagues regularly attend and contribute to our services throughout the school year.

The school has 22 large, well-appointed learning and teaching bases which lead onto open, flexible indoor learning spaces. This is enhanced by quiet learning spaces for individual and small group work and a dedicated Nurture Base on the ground floor. Our learners access extensive outdoor spaces, including a multi-use games areas, outdoor play zone for P1 and P2 with trim trail and enclosed friendship garden.

### Organisation of the School Day

Start Time	9.00am
Morning Break	10.30am – 10.045am
Lunch Time	12.15pm – 1.00pm
Finish Time	3.00pm



## Team TMPS

### Leadership Team

Hannah Young, Acting Head Teacher

Jennifer Law, Depute Head Teacher

Maria McAllister, Depute Head Teacher

Megan Jones, Acting Depute Head Teacher

Joy Roberts, Principal Teacher (0.6 FTE)

Nicola Anderson, Principal Teacher (0.4 FTE)

Heidi Cochrane, Acting Principal Teacher

### Teaching Team

Class	Teacher(s)
Primary 1a	Chantelle Millan
Primary 1b	Elizabeth Dixon
Primary 1c	Aimee McFarlane
Primary 1d	Aileen Johnstone
Primary 2a	Debora Milenkova
Primary 2b	Hannah McCrae
Primary 2c	Amy McCluskey
Primary 3a	Nicola Pollock and Fiona Healy
Primary 3b	Molly Jamieson
Primary 3c	Rebecca Frew
Primary 4a	Joanne Broadley and Shirley Anne Brightman
Primary 4b	Yvonne McCormack
Primary 4c	Georgina Mackintosh
Primary 5a	Lewis Clark and Grace Skelton
Primary 5b	Ailsa Bryden
Primary 5c	Larry Clark
Primary 6a	Kanta Sharma
Primary 6b	Claire Stevenson
Primary 6c	Carmen Lunn
Primary 7a	Kimberley Hughes
Primary 7b	Brogan McLachlan
Primary 7c	Jessica Morton
Nurture Base	Becky Little
Class Teacher	Lyndsey McLaren
RCCT Cover	Jennifer Reeks



RCCT Cover	Maresa Muir
RCCT Cover	Laura Morrison
PEF Teacher	Matthew McGinley
PEF Teacher	Stevi-Lee Rennie
PEF Teacher	Amy Gallacher
Education Support Teacher	Sandra McLean

Please note that a number of teachers work reduced hours as part of flexible working arrangements.

### **Office Team**

Janice Craig, Administrative Assistant

Janet Cook, Clerical Assistant

Sharon McIntyre, Clerical Assistant

### **Family Learning Assistant**

Nicola Cochrane

### **Support for Learning Assistants**

Sandra Bain

Karen Florence

Carol Leadbetter

Linda Macdonald

Janice Otterson

Taj Ahmed

Lin Choi

Stephen Hodge

### **Classroom Assistants**

Clare Leverage

Audrey Manson

Sandra Thomson

Dominique Seehafer

### **Building Manager**

Frank Connelly

### **Catering Team Leader**





Patrick Prunty

### **Catering Assistants**

Maureen Alexander

Amanda Spiers

Moira Venters

LeeAnne Cross

Jacquie McDonald

Carole Sneddon

Mary Hazzard-White

### **Cleaning Team**

Pauline Taylor

Elizabeth Doyle

Margaret Gillespie

Beatrice Orr

Jamie McAuley

Theresa Gill

Michelle McGlynn

### **Education Partners**

Daisy Bateman

Link Educational Psychologist

Marie Donald

Quality Improvement Officer

Mary McBride

School Support Co-ordinator

Karen Borland & Karen O'Connor Active Schools Co-ordinator (Job share)

Lorraine Sherry

Instrumental Music Service

Alisdair Douglas

Instrumental Music Service

Yvonne Bryson

Instrumental Music Service

Andrew Wallace

Instrumental Music Service

Ian Taylor & Julie Hearty

School Chaplains

PC Darren Todd & PC Gary Toner Community Police Officers



## Out of Hours School Care

There are two providers of before and after school care that serve Thomas Muir Primary. Contact details as follows:

### **Auchinairn After School Care and Forest School**

169 Auchinairn Road

Bishopbriggs

G64 1NG

Telephone: 07584514181

Email: [aasc2007@hotmail.co.uk](mailto:aasc2007@hotmail.co.uk)

### **Bishopbriggs Out of School Care**

Unit 11, Springfield Works

Emerson Road

Bishopbriggs

G14 1QE

Telephone: 0141 3700927

Email: [admin@bishopbriggs-osc.com](mailto:admin@bishopbriggs-osc.com)





## Attendance at School

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

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

### Un-notified Absence Policy

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

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

### Family Holidays

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

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

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

## Information Regarding Exceptional Closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. The main form of communication with parents/carers is by Group Call texts, email and through our Twitter page. Please make sure that your mobile phone number and email address are kept up to date on our system and inform the school office immediately if you make any changes. We will also keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the East Dunbartonshire Council website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

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

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

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements due to emergency 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, acknowledged in three working days and a decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.



## Section 2

# Parental Involvement and Engagement

## Communication

We operate an 'open door' policy and parents and carers are welcome to contact the school with comments, compliments and complaints by telephoning or emailing the school office. Our dedicated office team can provide information for families but if you would like to discuss a particular issue then it may be appropriate to talk to a member of our leadership team. Pastoral support for pupils in the school is provided by the following staff:

Miss Law P1-3

Mrs McAllister P4-6

Miss Jones P7

### Electronic communication with parents/carers

We aim to be a paperless school and to share information electronically wherever possible. If you change your email address, please inform the school office so that records can be updated. You will receive the following information electronically:

- Monthly SWAY newsletters
- Updates and notifications from East Dunbartonshire Council
- Curriculum information
- Policy and procedure updates
- Diary dates about school events
- Updates/notification of diary changes

### Paper communication with parents/carers

At the beginning of each school session, you will be asked to update your child's **Annual Data Check**. It is very important for you to check this carefully and update your contact details, emergency contact details and medical information. You will also be asked to complete an **EV3 form**. This gives consent for your child to be outside of school at any time during the school session. Please note, however, that you will be notified in advance of any plans to take your child off site.

In addition, you will receive paper copies of letters where **parental consent** is required, for example, permission to attend an after school club.

### Groupcall Text Messaging Service





This enables us to send reminders, updates and information quickly. We can send Groupcall text messages to the whole school, groups and individuals. Please note that texts are sent to one nominated adult. If you change your mobile phone number, please inform the office so that records can be updated.

Members of staff may also contact you directly by telephone or email. We will also consult with you to hear your views about the life and work of the school through surveys and parent/carers focus groups.

### **Parents Portal**

East Dunbartonshire Council is changing the way schools and families communicate with each other through a new online service called [parentsportal.scot](https://www.eastdunbarton.gov.uk/residents/schools-early-years-and-learning/parents-portal).

This is an online portal designed to be a one-stop shop for a number of school-related activities and will create a new digital relationship between home and school. Through time it is hoped this portal will replace the traditional 'schoolbag run' and make communicating with one another easier and more efficient.

At the heart of the system is an online account created by the Scottish Government called myaccount. This is a secure method of accessing [parentsportal.scot](https://www.eastdunbarton.gov.uk/residents/schools-early-years-and-learning/parents-portal) which will allow you to link to your child and carry out the following tasks using a single sign-on approach:

- Make online payments (cashless catering)
- Report an absence
- View pupils' attendance
- View pupils' timetable
- View trips and events
- View school holidays
- View school twitter feed
- Book appointments for Parents' Evenings (this will be trialled at a future date)
- Update contact details
- Receive notices from school
- Apply for Young Persons' Free Bus Travel Scheme (for 5-10 year olds)
- Complete the annual data check

Please follow this link to the East Dunbartonshire Council website to find out more and to create an account. <https://www.eastdunbarton.gov.uk/residents/schools-early-years-and-learning/parents-portal>



## Parental Involvement and Engagement

We encourage parents and carers to be involved with their child's learning in a variety of ways. These include home learning, curriculum workshops, learning alongside your child in school, year group assemblies and performances. We welcome parents and carers into the school to work with groups and classes and to share their skills.

Parents and carers are welcome to join the Parent Teacher Association or Parent Council.

### Parent Teacher Association (PTA) Aims and Purpose

- To promote close co-operation and communication between parents and school;
- To engage with and support where possible the local community;
- To raise funds via a variety of social functions and fundraisers, the monies from which will be spent on agreed activities and items for the benefit of all pupils of the school.

*PTA Constitution, October 2018*

### Parent Council Aims

The objectives of the Parent Council are:

- To identify and represent the views of parents/carers on the education provided by the school and other matters affecting the education and welfare of the pupils;
- To work in partnership with the school to create a welcoming environment which is inclusive for all parents and pupils;
- To promote partnership between the school, its pupils, their parents/carers and the wider community;
- To develop and engage in activities which support the education and welfare of the pupils attending Thomas Muir PS;
- To promote close co-operation and communication between parents and school to improve outcomes for all learners.

*Parent Council Constitution, October 2017*

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



Parents are welcomed to be:

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

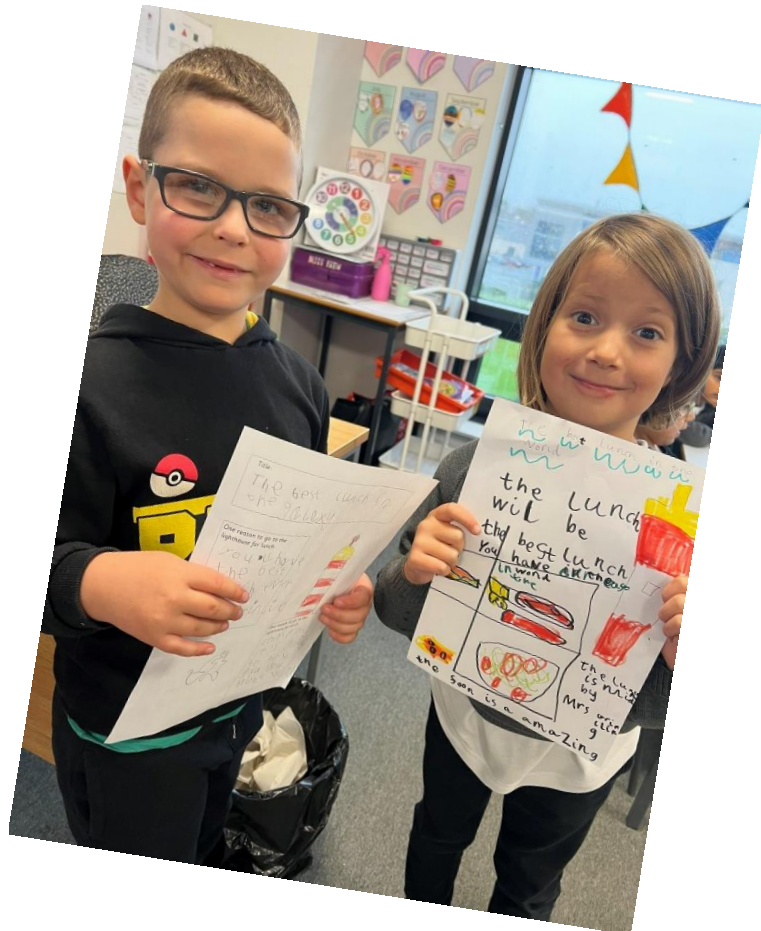
All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

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

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

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

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>





## Section 3

### Ethos and Wider Life of the School

#### Vision, Values and Aims

##### Our Vision

*A school community where everyone feels safe, happy and included and our learners have the opportunity to achieve excellence in all pursuits.*

##### Our Values

- Respect
- Responsibility
- Honesty
- Fairness
- Kindness

##### Our Aims

- To provide a nurturing environment where learners develop their social skills alongside their learning so they grow into respectful and responsible citizens, ready for life and work.
- To provide all children with stimulating and engaging learning experiences so they can achieve their very best academically.
- To enable staff to meet the needs of all learners through a creative, balanced and pupil-centred curriculum.
- To engage parents and carers as partners in learning and build positive relationships with our partners and members of the wider community.







## **Wider Life of the School**

### **Assemblies**

We recognise the importance of coming together as a whole school, more recently on Teams and hopefully in person in the future, to share learning and to participate in special events. We invite guest speakers to present to children to share important messages. This includes guests from the Scottish Fire and Rescue Service, Police Scotland and other organisations.

### **Class Assemblies**

All of our classes perform a class assembly for their families on a Tuesday or Thursday morning. These assemblies are an opportunity for children to share their learning with parents and carers. Dates for the year are sent out in advance.

### **Chaplaincy and Religious Observance**

Our school chaplains, Rev. Ian Taylor and Julie Hearty, visits the school to lead religious observance at special services, such as the Harvest and Christmas Services. Rev. Taylor also provides pastoral support and class visits on request.

### **VIP Assemblies**

Every Friday afternoon, we come together as a school on Teams to celebrate our achievements. Our whole school recognition system, Biscuit and a Blether celebrates 'VIP' children each week, who have demonstrated the school charter. They are nominated by their teachers. All pupils receive a postcard home to share with friends and family and attend an afternoon tea (with hot chocolate!) with Miss Young and Miss Jones. It has been lovely to see children rewarded who consistently follow our school charter and always try their best. All children will have the opportunity to be a VIP in the course of the school year. We also celebrate the 'Class of the Week', a class who have shown the school values in an exemplary way and hear 'Staff Shout Outs' for members of our staff who have gone above and beyond for our pupils.

### **Twitter**

Our school Twitter feed, @ThomasMuirPS, is a fantastic way of showcasing all of the wonderful learning that goes on at Thomas Muir Primary. Daily updates highlight activities, learning and events across all of our classes. All families who join the school are asked for their permission for children's photographs to appear on the page and children are never named beside their image.

### **Giving to Charity**

The school supports a variety of charities every year. These vary from year to year. Thomas Muir families have donated to Poppy Scotland, Rare Diseases Day, Comic Relief, Jeans for Genes and Children in Need. Our families generously donate food,





toiletries and clothing to the local foodbank, Women's Aid and Babes in the Wood. Our choir recently performed at ASDA Bishopbriggs and raised over £250 for the Make a Wish Foundation.

### **Learning Focus Weeks**

Throughout the school year, several learning focus weeks are planned to provide specific learning experiences for children on a certain theme. We involve learners in planning these weeks as much as possible and they are enjoyed by all. Focus weeks have included:

- Respect Me Week (Anti-Bullying)
- Poppy Scotland Week
- Scottish Maths Week
- Scottish Book Week
- Fairtrade Fortnight
- Autism Awareness Week
- Health Week

### **Bikeability**

Primary 7 pupils are provided with the opportunity to improve their cycling skills in both our playground and in local streets with the support of trained staff.

### **Community Links**

We work closely with Sustrans to promote active travel. Every class has the opportunity to participate in scooting. Our children benefit from opportunities to learn in their local community.

### **Competitions**

Our young learners benefit from opportunities to participate in competitions, including the annual EDC Road Safety calendar competition, Friends of Thomas Muir art competition, Chess competitions and a wide variety of sporting festivals and tournaments organised by the Active Schools team.

### **Extra-Curricular Activities**

We work closely with colleagues from the Active School team and the SFA to provide taster sessions for pupils and to organise a range of after school clubs. In addition, we participate in "Sport for All" sessions, aimed at children with additional support needs. Alan Glen's rugby club provide sessions for P7s and a school choir is run by Mrs Jamieson.

### **Sharing Leadership with Learners**

We encourage our young learners to be actively involved in the life and work of the school. There are many opportunities for children to be involved in sharing their views,



making decisions and leading aspects of school life. Examples of leadership groups in our school include;

Tech Team

Eco Committee

House Captains and Vice Captains

Junior Janitors

Pupil Council

### **House System and House Captains**

Our House System promotes a sense of belonging and teamwork. We have four house groups – Campsie, Clyde, Kelvin and Wallace. Pupils can earn points for their house and the winning house receives an award each term. Our House Captains and Vice Captains are elected at the beginning of the school year and support their house teams throughout the year.

### **Eco-Committee and Outdoor Learning**

The Eco-committee consists of one representative from each class to represent the views of the whole school. They meet monthly, including teachers, support staff and parents.

The aim is to make Thomas Muir Primary a more environmentally friendly school, both inside and outside. This group leads and promotes outdoor learning and learning for sustainability. Thomas Muir achieved the school's first green flag in 2019.

There is also a monthly Gardening Club, which pupils from the Eco-Committee attend bi-monthly. All parents and carers are invited to join us for these afternoons to upkeep the school grounds.

### **Pupil Council**

There is one representative from each class on the Pupil Council. They work on behalf of everyone to improve our school. The pupil council created our school and playground charters. They now provide school updates in our monthly SWAY newsletters.



## Equal Opportunities and Social Inclusion

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

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

### **The Equality Act (2010)**

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

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

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

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

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

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

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues



are handled.

- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

### **Promoting Positive Relationships and Behaviour Policy**

We have high expectations and aspirations for everyone; we want our children and young people to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. We endorse nurturing principles and believe that all behaviour is communication.

### **Anti-Bullying Policy**

Our school policy is underpinned by the following:

'Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards'.

Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland's Children and Young People

The aims of the Thomas Muir Primary's Anti-Bullying guidelines will ensure that:

- all children and young people are provided with a safe, inclusive and supportive environment in which to learn;



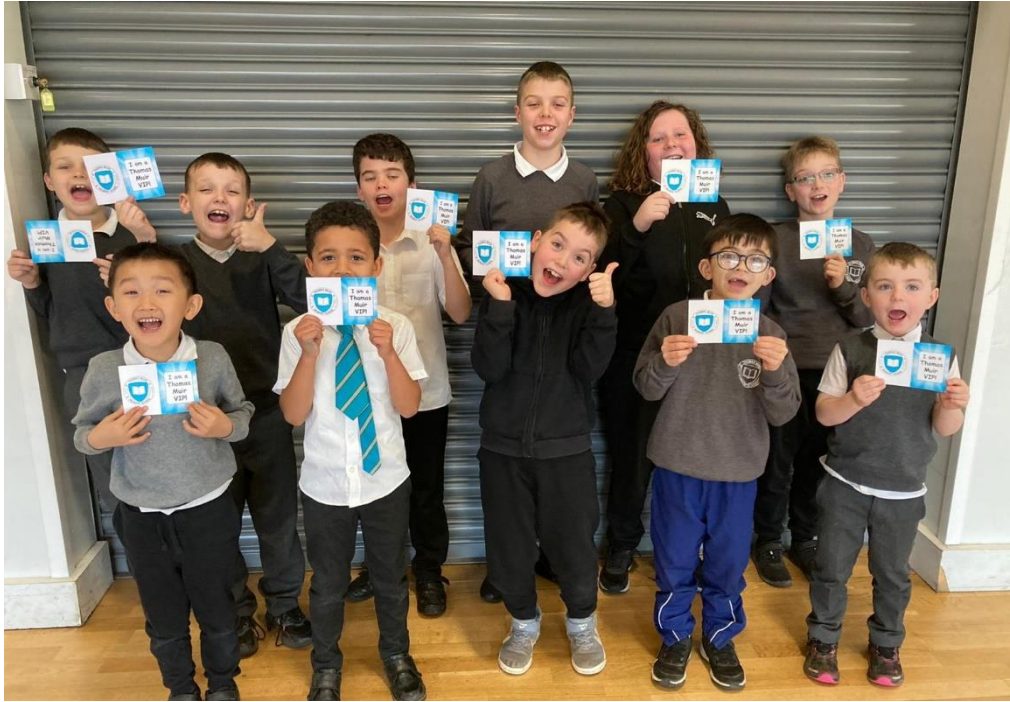
- children and young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- a culture is promoted where bullying is recognised as being unacceptable;
- the prevention of bullying of children and young people through a range of approaches;
- effective support for children and young people and their parents and carers who are affected by bullying.
- 

The school has an annual RespectMe focus week to revisit key messages about Bullying.

### **EDC Anti Weapon/Knife Crime Policy**

This policy was introduced in May 2017. It is important for parents/carers to work in partnership with the school to educate children and young people about the dangers of weapons. No child should ever carry a weapon to school and young people should be encouraged to share information when they know that someone else is carrying a weapon. The school will seek advice from the local authority with regard to suitable learning programmes to use in school, and work in partnership with Police Scotland to deliver key messages.









## Section 4

### Curriculum

#### Curriculum Definition and Design

"The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. The purpose of the curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). The framework therefore puts the learner at the centre of the curriculum."

#### ***Curriculum for Excellence, Building the Curriculum 3: A framework for Learning and Teaching***

Our curriculum is built on the guiding principles of Curriculum for Excellence, but takes account of our children, families and the communities they live in. Our curriculum is aspirational and aims to bring real life into the classroom, making learning relevant and helping young people apply their learning within and beyond the classroom. Our curriculum links knowledge and skills in one curricular area to another, helping children to make connections in their learning.

Our curriculum recognises the four contexts for learning:

*Ethos and wider life of the school*

*Curriculum areas and subjects*

*Interdisciplinary learning*

*Opportunities for personal achievement*

Our curriculum is designed to reflect the seven principles of curriculum for excellence. These are:

*Challenge and enjoyment*

*Breadth*

*Progression*

*Personalisation and choice*

*Depth*

*Coherence*

*Relevance*

#### **Entitlements for Children and Young People**

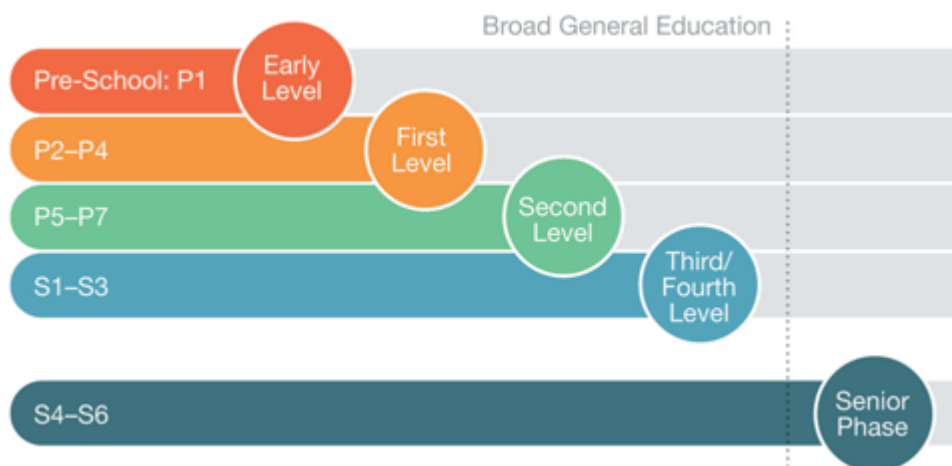
All children and young people in Thomas Muir Primary School are entitled to experience a curriculum that provides:

- Coherence from 3-18;
- A broad general education, including the experiences and outcomes which are well planned across all the curricular areas, from early years through to S3;



- A senior phase of education after S3 which provides opportunities to obtain qualifications as well as continue to develop the four capacities;
- Opportunities for developing skills for life, learning and work with a continuous focus on Literacy, Numeracy and Health & Wellbeing;
- Personalised support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide; and
- Support in moving to positive and sustained destinations beyond the school.

The diagram below illustrates progression through the broad general education. Learners are supported to progress at their own pace and the curriculum framework takes account of this.



### Experiences and Outcomes

The curriculum is defined by Experiences and Outcomes.

**Experiences** - the quality of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning.

**Outcomes** – what is to be achieved.

Taken as a whole, the experiences and outcomes embody the attributes and capabilities of the four capacities. They apply to the totality of experiences which are planned for our young learners at Thomas Muir, including the ethos and life of the school and interdisciplinary studies as well as learning within curricular areas and subjects. This means that they apply beyond curriculum subjects; they are considered in focus learning weeks and wider experiences such as RespectMe (Anti Bullying) week, Poppy Scotland week, autism awareness week, health week, Fairtrade fortnight, fundraising events, pupil leadership roles, class assemblies, performances; sporting festivals and school clubs.





## **Curriculum for Excellence: Curriculum areas, courses and programmes of study**

*Health and Wellbeing*

*Literacy and English (Languages)*

*Numeracy and Mathematics*

*Expressive Arts*

*Religious and Moral Education*

*Sciences*

*Social Studies*

*Technologies*

### **Health and Wellbeing**

Learning in Health and Wellbeing ensures that children and young people develop the knowledge, understanding, skills, capabilities and attitudes they need for mental, emotional, social and physical wellbeing now and in the future. Learners are given opportunities to:

- Feel happy, safe, respected and included in our school;
- Develop self-awareness and respect for others;
- Build positive relationships, resilience and confidence;
- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing;
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle, now and in the future; and
- Ensure that learning in Health and wellbeing contributes to raising attainment and achievement across the curriculum.

Promoting Alternative Thinking Strategies (PATHS) is used in all stages to develop social and emotional wellbeing. Sexual Health, Relationships and Parenthood (SHRP) is established. We are working to develop a comprehensive programmes of study across planning for choice and changes, substance misuse, physical education and food & health. This will be developed through staff working parties. Learners will be involved in shaping aspects of our Health & Wellbeing curriculum.

All Primary 7 pupils are given the opportunity to participate in a residential outdoor learning experience.

Pupils who require Health & Wellbeing support through an individualised curriculum participate in weekly blocks of outdoor learning and/or Forest School experiences.

### **Sensitive Aspects of Learning**

Sensitive aspects of the Health & Wellbeing include learning about Substance Misuse and Sexual Health, Relationships and Parenthood. Great care is taken to deliver these aspects in an age appropriate, supportive way. Parents/carers have the right to withdraw their child and can do so by writing to the Head Teacher.



## Home Learning

Home learning tasks are shared either weekly or bi-weekly on class Teams pages. We believe that home learning tasks should be fun and allow children to demonstrate their recent learning with their family. Home learning is optional and should fit in with family life; if you have any comments or questions about tasks then please contact the school office.

## Primary 1 Play2Learn

Play2Learn was introduced in Primary 1 in August 2018. At Thomas Muir, this play based model for learning and teaching is built around Julie Fisher's division of the child's week into three distinct kinds of activity, child led, adult led and adult initiated. Primary 1 benefit from play based learning across the curriculum.

**Child led play:** Children are planners; the resources they select and where they chose to play with them are private to the child, play takes place indoors and outdoors, children can use the skills they have previously learned in ways that are freely chosen. Children benefit from 45 minutes of play uninterrupted if possible. Adults can sensitively 'up level' play through their observations and interactions.

**Adult led learning:** The children learn something new/specific/valuable e.g. phonics, addition, subtraction, writing for a specific purpose and audience. The teacher works with small groups and sets a follow up learning target.

**Adult initiated learning:** The teacher provides a starting point/stimulus/provocation/invitation and observes what the children do with this e.g. resources linked to new learning are left out for the children to explore. These should follow the learning from a previous adult led activity – no new learning is initiated through this approach.

## Literacy

Our ability to use Language and Literacy lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum.

The three organisers within the Literacy curriculum are:

Listening and talking      Reading      Writing

### Listening and Talking for Learning

Listening and talking for learning is integrated across all curricular areas. Skills in listening and talking are taught through modelling approaches and through exposure



to Language and Literacy through the wider curriculum and everyday learning experiences. Learners are given opportunities to:

- Develop confidence in listening and talking;
- Develop skills for listening and talking, with increasing complexity;
- Explain their thinking to others, with increasing challenge of context, subject matter or issues;
- Respond to and ask a range of questions (literal, inferential and evaluative); and
- Participate in group and class discussions/presentations with increasing independence.

*Listening and talking are fundamental to our Number Talks approach in Numeracy and across our Religious and Moral Education curriculum.*

### **Reading for Learning**

At Thomas Muir, we have developed a strategy for teaching Guided Reading. This incorporates Active Literacy approaches, banded texts for guided reading, eBooks and integrated novel studies. In addition, we have high quality resources to support learners who have barriers to learning. These include dyslexia friendly texts. This ensures that there are consistent approaches to teaching word attack skills, fluency, comprehension and analysis. Reading for learning is included across all curricular areas. Learners are given opportunities to:

- Read for enjoyment;
- Find, select, organise, summarise and link information from a variety of sources, with increasing complexity;
- Access and analyse a wide range of texts;
- Understand the purpose of different texts;
- Apply their reading skills across the curriculum.

### **Writing for Learning**

Our learners have opportunities to write across the curriculum, for a range of purposes. At the earliest stages, learners are given opportunities through play based learning, to explore writing with different materials and to understand that they can create meaning with drawings, symbols, letters, sounds and words. Children in Primary 1 use a variety of approaches, including black line drawings, have-a-go writing and over/under writing. Technical aspects of writing are explicitly taught. These include spelling, punctuation, handwriting, layout, presentation, reviewing and editing. Genre specific features of language are also explicitly taught. Learners are given opportunities to:

- Demonstrate their learning across the curriculum in writing;





- Create a variety of texts (short and extended) for different audiences and purposes with increasing complexity;
- Apply the elements which writers use to create texts with increasingly complex ideas, structures and vocabulary;
- Learn and apply genre features in their writing;
- Experience personalisation and choice in their writing.

### **Taught Writing**

The school has established weekly Taught Writing lessons in all stages. This gives learners the opportunity to apply their technical writing skills in different contexts, and integrate these with genre features to create short and extended pieces of Writing.

Taught Writing lessons are structured to ensure that teachers are modelling skills and supporting children throughout the writing process.

The school has established partners in learning to develop a culture of reading and writing for enjoyment and to support learners to access and understand a range of texts and genres. Dr Colin Drysdale inspires and supports our learners to access Non-fiction texts. Rossie Stone, founder of Dekko Comics, works with teachers and learners to explore how to demonstrate learning and understanding using comic strips.

### **Numeracy**

The school has two trained Maths Recovery champions who have participated in specific professional learning on the Stages of Early Arithmetical learning (SEAL) and how to use Maths Recovery strategies to support learning, teaching and assessment. This training has been shared with Primary 1 teachers and is modelled regularly in classes throughout the school.

*Number Talks* are used across the school at the beginning of Numeracy sessions. These short talks help children to develop number sense, use numbers flexibly and talk about their thinking and strategies they have used to solve problems. Learners use hand signals in Number Talks to communicate that they are thinking, to indicate when they agree with a strategy and to share that they have thought of one or more strategies.

In all stages of the school, active learning approaches are used in Numeracy and Mathematics. This is any instructional method that engages children in the learning process through meaningful learning activities. Learners use a wide variety of resources, including ICT, concrete materials and Leckie and Teejay textbooks for selected written tasks. All stages use *Count on Us Maths*. All children use *Numeracy Blueprints*, a hands on learning aid that can tie the visual-concrete-abstract learning together. This supports children to develop a conceptual understanding of number and number processes.



Numeracy and Mathematics is split into three broad areas, which themselves include specific curricular organisers:

*Number, Money & Measure*

*Shape, Position & Movement*

*Information Handling*

At Thomas Muir Primary we aim:

- To develop a positive attitude to learning in numeracy and mathematics as an interesting and enjoyable curricular area where all learners experience success.
- To develop mathematical skills in relevant contexts, building knowledge and a quick recall of stage-appropriate facts.
- To teach numeracy and mathematics in a systematic and progressive way, taking into account children's individual strengths, interests and areas for development, making connections both within maths and to other curricular areas.
- To involve children in their own learning through the sharing and co-creation of Learning Intentions and Success Criteria.
- To enable children to use all forms of assessment to inform their next steps in learning.
- To create a learning environment which encourages learners to solve problems collaboratively, learn from one another and value the ideas and opinions of others.
- To allow children to solve problems in different ways, teaching various strategies and to ultimately encourage children to use the strategy that works best for them.
- To develop confident learners who are not afraid to make mistakes, and understand that mistakes are simply part of the learning process.
- To enable learners to express themselves fluently, using correct mathematical language and vocabulary.
- To continue to develop a reflective staff team of teachers, leadership and support staff who collaborate, share new ideas and learn from each other in the teaching and assessment of maths.

### **Expressive Arts**

The Expressive Arts framework provides children with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to present and perform across Art and Design, Dance, Drama and Music. At Thomas Muir, learning experiences are practical and experiential. Learners have opportunities to link their learning across expressive arts through class assemblies and performances. In



addition, the curriculum includes opportunities for learners to participate in cultural and community events. These include the Thomas Muir Art competition, which is part of the wider Thomas Muir festival. The school choir performs in the local community.

The *Charanga* music programme is available in school. This is an on-screen resource for learning and teaching that is based on listening and appraising, creating and exploring and singing and performing.

### **Religious and Moral Education**

Our RME course and programme of study is based exploring key themes of Christianity and other world religions. Lessons are based on PowerPoint presentations that focus on listening and talking, supporting learners to reflect on their own life experiences, personal beliefs and values. Our RME programme of study teaches knowledge and understanding of the different beliefs and values of others. The school follows national guidelines in relation to religious observance.

### **Sciences**

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

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

The curriculum is designed to encourage curiosity and a practical approach. Organisers are revisited at key stages to ensure that prior learning is developed and progressed. We have adopted the Sciences course and programme of study created by the Kirkintilloch High School cluster.

### **Social Studies**

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

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

Thomas Muir Primary has adopted the Social Studies curriculum course and programme of study developed by the Douglas Academy cluster.

### **Technologies**



Within Curriculum for Excellence, the technologies curriculum relates to developing technological skills, knowledge, understanding and skills, through creative, practical and work related activities. ICT is used to enhance learning across the curriculum.

### **Outdoor Learning**

Our school campus and local community provide excellent opportunities for children to learn outdoors. Our friendship garden, trim trail, large playground spaces and MUGA pitch are used regularly to enhance children's learning experiences across a variety of curricular areas. Our Eco Committee have worked closely with the PTA to improve our outdoor spaces.

Each year, our Primary 7s are given the opportunity to take part in either a residential outdoor education experience or, in recent years, a full day excursion.

### **Personalised Support**

The school's arrangements for personalised support takes account of East Dunbartonshire Council's *Including Every Learner* policy and the school's ASN policy.

This ensures that provision is in place to enable all children and young people to achieve success. This policy highlights the importance of Wellbeing and involving learners in decision making and planning processes. The school works closely with the link educational psychologist to meet the needs of all learners. The school has established mechanisms to screen and review new referrals and to monitor children through the Pupil Support Group (PSG) and Team Around the Child (TAC) meetings. Our Education Support Teacher assesses and plans interventions with class teachers. In session 2019/20, the school will take a close look at processes and planning for Universal and Targeted support.

### **Including Every Learner**

Including Every Learner is East Dunbartonshire Council's (EDC) policy and guidance on ensuring that the needs of all learners in schools and early year's centres are met. This document outlines:

- The development of the curriculum offered to learners with additional support needs at all levels;
- The type of provision and resources available for learners throughout EDC;
- How we assess, plan and support learners in early years centres and mainstream schools;
- How we assess, plan and support learners in specialist provision; and
- The procedure for specialist training and development of staff to meet the needs of learners with additional support needs.

### **Legislative and Policy Framework**

Including Every Learner reflects and encapsulates requirements of key legislation and national policy and practice guidance, specifically:

- The Additional Support for Learning (Scotland) Act 2004 (and the 2009 amendments). This legislation sets out the classifications of additional support needs and the responsibilities of local authorities to provide appropriate provision to meet these needs;
- Standards in Scotland's Schools etc. Act 2000. This act sets out the importance of the presumption of mainstream education for all learners;
- The Children and Young People (Scotland) Act 2014. This emphasises local integrated service planning for learners and delivery of services that makes best use of existing resources in a manner that incorporates the Getting it Right for Every Child approach - promoting intervention that is proportionate, appropriate and timely; and
- The National Improvement Framework. This policy guidance promotes key drivers in educational targets and outcomes for learners: Improvement in attainment, particularly in literacy and numeracy; closing the attainment gap between the most and least disadvantaged; Improvement in health and wellbeing; and Improvement in employability skills and sustained, positive school-leaver destinations for all.





## Section 5

### Assessment and Reporting

The purposes of assessment are to:

- support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities;
- give assurance to parents, children themselves, and others, that children and young people are progressing in their learning and developing in line with expectations;
- provide a summary of what learners have achieved, including through qualifications and awards;
- contribute to planning the next stages of learning;
- inform future improvements in learning and teaching.

#### Principles of assessment

Assessment practice will follow and reinforce the curriculum and promote high quality learning and teaching approaches. Assessment of children's and young people's progress and achievement during their broad general education to the end of S3 will be based on teachers' assessment of their knowledge and understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum.

#### Standards and Expectations

The standards and expectations that form our aspirations for all learners from 3 to 18 are set out for the whole curriculum in the experiences and outcomes of

*Curriculum for Excellence* and their equivalent in the specifications for qualifications and awards.

Reflecting the principles of *Curriculum for Excellence*, progress is defined in terms of 'how well' and 'how much', as well as learners' rate of progress. This approach will promote greater breadth and depth of learning, including a greater focus on the secure development of skills and knowledge.

Assessing progress across a breadth of learning, in challenging aspects and when applying learning in different and unfamiliar contexts, will also help teachers to plan, track progress, summarise achievements in a rounded way and better prepare children and young people for the next stage in learning.

#### Ensuring Consistency





Scottish Government, other national partners and education authorities will work together to build on local and national practices for quality assurance and moderation of assessment. The aim will be to support the development of a shared understanding to achieve consistency in standards and expectations and build trust and confidence in teachers' judgements.

Education authorities will provide assurance that schools in their area are consistently applying national standards and expectations.

### **Arrangements for Assessment**

Assessment is part of the learning and teaching process. Teachers use a variety of assessment approaches, including ongoing formative assessment, summative assessment and periodic assessments to monitor progress and achievement over time. Teachers gather evidence to inform their professional judgement about progress and achievement within and across Curriculum for Excellence levels. This evidence is provided by a suite of assessments including:

- On-going formative assessment, based on what learners say, make, write and do.
- Periodic assessment evidence in Reading, Writing, Listening & Talking and Numeracy. These assessments reflect application of Curriculum for Excellence benchmarks.
- Other summative assessment evidence data, including Scottish National Standardised Assessments and diagnostic assessments.

Teachers use Curriculum for Excellence benchmarks to ensure that assessment evidence demonstrates how well and how much learners have achieved against national expectations.

Assessment periods provide an opportunity to take a holistic approach to assessment, enabling children to demonstrate that they can apply what they have learned across experiences and outcomes and in different contexts.

Teachers review how well learners have achieved against identified benchmarks and use their professional judgement to track progress and achievement.

### **Reporting to Parents**

There are two parent/teacher meetings per school session. Parents/Carers are given an opportunity to talk with their child's teacher. In addition to this, there is one report per session. This includes information about what level of curriculum for excellence learners are working at in Reading, Writing, Listening & Talking and Numeracy, along with statements to give a clear picture about latest progress and next steps in learning. The end of session report does not contain information about all curricular areas as



such, but there is scope for teachers to highlight strengths across the curriculum under the Health & Wellbeing and other Curricular Areas section. In keeping with national advice, our reporting structure is designed to give a very clear understanding of how learners are progressing, without being overly bureaucratic.

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

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

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

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities. The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

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

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

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

East Dunbartonshire Council

The Marina

Strathkelvin Place

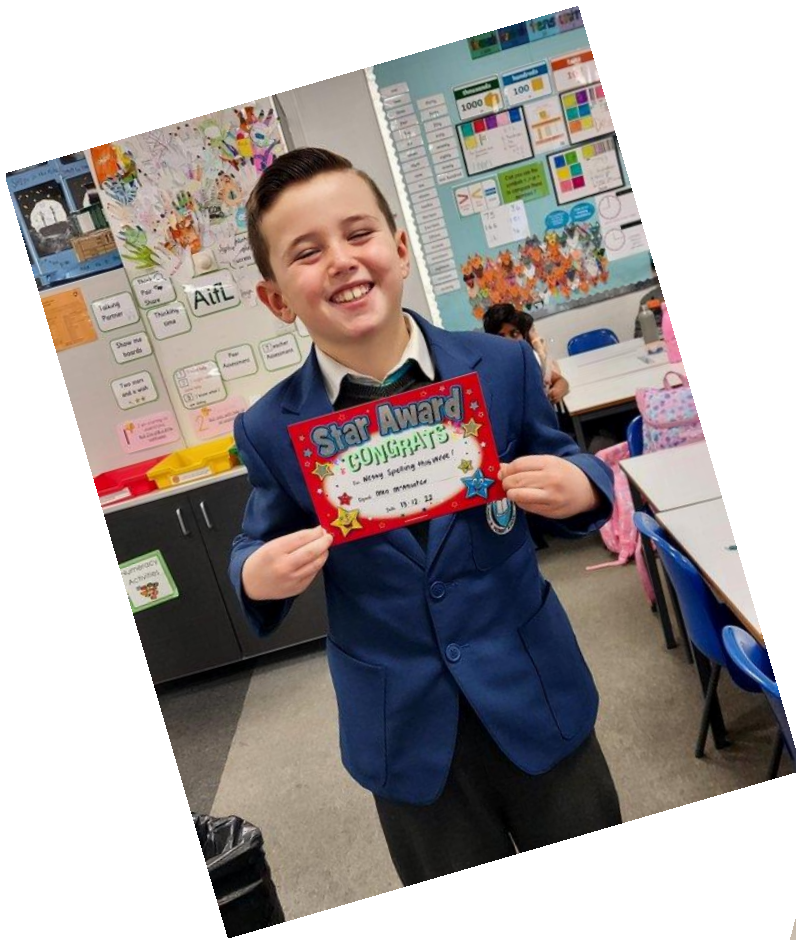
Kirkintilloch

Glasgow

G66 1TJ

Tel: 0300 123 4510

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





## Section 6

### Transitions and Enrolment

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

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

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

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

#### **School Admissions**

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

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



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

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

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

### **Secondary School Admissions**

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

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

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

### **Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

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

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at





that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

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

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

Any Placing Requests received after the 15<sup>th</sup> March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

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

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

### **Mid-Session Transfers**

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

### **Transport for Placing Requests**

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

### **Catchment Secondary School for Thomas Muir Primary School**

Bishopbriggs Academy

G64 1HZ

Wester Cleddens Road

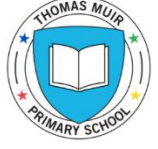
Tel: 0141 955 2351

Bishopbriggs

Email: [office@bishopbriggs.e-dunbarton.sch.uk](mailto:office@bishopbriggs.e-dunbarton.sch.uk)







## Section 7

### Support for Pupils

#### Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

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

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

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

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

All schools and early years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to



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

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

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

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

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

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

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



## **Supporting Families Service**

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

## **Protecting Children and Young People**

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

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

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

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

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

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



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

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

### **Support for Learning Services**

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

These are:-

- Education Support Team which includes English as an Additional Language Learning Support (Secondary), Sensory-Hearing Impaired and Visual Impaired, Assistive Technology, Language and Communication Resources
- Wellbeing Support Service

The Services support pupils through:-

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

### **Link Senior Leadership Team Member**

We operate a link person service in school. This gives parents/carers a named member of the senior leadership team to contact in the first instance with any query.

Jennifer Law is the link person for P1 – P3.

Maria McAllister is the link person for P4-6.

Megan Jones is the link person for P7.

## **Additional Support Needs**

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of





Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

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

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

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

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380

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

The following organisations provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

### **Autism Adviser Service**

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





support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

There are three trained Autism Advisers at Thomas Muir:

Hannah Young, Acting Head Teacher

Jennifer Law, Depute Head

Nicola Pollock, Principal Teacher

### **Inclusion Adviser Service**

The inclusion adviser is Hannah Young, Acting Head Teacher.

### **Education Support Teachers**

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 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.
- 

The Education Support Teacher for Thomas Muir Primary School is Sandra McLean.

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

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

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured,



Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

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

Child focussed, ensuring that the child and family are at the heart of decisions and supports;

- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

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

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

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

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

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

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

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

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

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

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

## Child Protection and Safeguarding

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

**The Child Protection Co-ordinator for Thomas Muir Primary School is Hannah Young, Acting Head Teacher.**





## Section 8

### School Improvement

#### Raising Attainment

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

#### Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. A copy of our Standards and Quality Report for 2022 can be viewed on our school website.

<http://www.thomasmuir.e-dunbarton.sch.uk/media/16191/tmps-sq-2022.pdf>

#### Improvement Priorities for Session 2022-23

IMPROVEMENT PRIORITY	OUTCOMES/EXPECTED IMPACT
<b>PRIORITY 1:</b> <b>Raising Attainment in Literacy</b>  Writing	<ul style="list-style-type: none"><li>Increased attainment and achievement in writing at all stages and evident in ACEL Data by June 2023.</li><li>Reduction in Poverty Related Attainment Gap (PRAG) between least and most affluent learners.</li><li>Targeted groups of children, including those affected by poverty, will show an increased pace of progress in terms of quality of writing produced.</li><li>Learners' attitudes to writing will improve and they will have an increased awareness of processes in writing.</li><li>Improved approaches to teaching and learning. Consistency of approaches to self and peer assessment across the school. Improved feedback for learners.</li><li>Increased staff confidence in approaches to moderation and assessment.</li></ul>
<b>PRIORITY 2: Health &amp; Wellbeing</b> Nurture (Year 2) review of RSHPE (Year 1) and parental and	Nurture (Year 2) <ul style="list-style-type: none"><li>Targeted groups of children, including those affected by poverty as well as other factors, will benefit from improved health and wellbeing and increased learner engagement.</li><li>Build the confidence and resilience of identified learners through targeted interventions with a particular focus on those affected by poverty.</li></ul>

community engagement	<ul style="list-style-type: none"> <li>Improved wellbeing, increased resilience and emotional literacy.</li> <li>Improved wellbeing and resilience. Improved opportunities for family engagement.</li> </ul> <p>RSHP (Year 1)</p> <ul style="list-style-type: none"> <li>Create opportunities for leadership/review curriculum with the aim of providing learners with more relevant content.</li> <li>Staff will have increased knowledge and understanding of the planning and implementation of learning and teaching of the RSHP programme.</li> <li>Improved pupil participation and engagement.</li> <li>Improved pupil wellbeing.</li> <li>Improved parental engagement.</li> <li>Improved wellbeing of pupils and families.</li> </ul>
PRIORITY 3: <b>LITERACY</b> Reading Schools	<ul style="list-style-type: none"> <li>Increased attainment and achievement in Reading at all stages and evident in ACCEL Data by June 2023</li> <li>Increased attainment in ACCEL data at Primary 1, 4 and 7. Increased attainment/ progress in children with Dyslexic type difficulty.</li> <li>Improved access to literacy rich environments across the school.</li> <li>Reduction in PRAG between least and most affluent learners. Increase parent confidence when supporting/ hearing reading at home.</li> <li>Improved pupil confidence and engagement in reading.</li> </ul>

A full version of our school improvement plan can be found on our school website.

<http://www.thomasmuir.e-dunbarton.sch.uk/school-info/improvement-plans/>







## **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 information has been provided directly by ScotXed:

### **Transferring Educational Data About Pupils**

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

### **Why do we need your data?**

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

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

### **Data Policy**

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





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

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

### **Your Data Protection Rights**

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

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

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

## Concerns

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





## Section 9

### School Policies and Practical Information

#### School Uniform

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

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

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

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

Our essential school uniform consists of:

White shirt or polo shirt

Charcoal Grey skirt, pinafore or trousers

Charcoal Grey jumper or cardigan

School Tie

In addition to essential school uniform, parents/carers can also purchase blazers, outdoor jackets, gym bags and homework folders.

All Thomas Muir uniform is stocked in Baru, 5 Cowgate, Kirkintilloch. However, parents/carers are welcome to source uniform from any supplier.

#### Fairtrade Polo Shirts

We offer Fairtrade polo shirts with our school logo from Koolskools, with prices ranging from £7.95 to £8.50, depending on size.

Visit [www.koolschools.co.uk](http://www.koolschools.co.uk) to place an order.

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.

#### Physical Education



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. Your child's teacher will communicate their PE days to you, Your child will have PE lessons outdoors on our MUGA pitch and should dress appropriately on these days. Your child should come to school wearing PE clothes on their PE days. **Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.**

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

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

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

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

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

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

### **School Meals**

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



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

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

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

### **Free School Meals**

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

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

***All pupils in P1-P5 are entitled to free school meals.***

Please do not apply for free school meals if your child(ren) is/are in P1-P5 as a meal will automatically be given.

### **Cashless Catering System – Online Payments**

We operate a cashless catering system. Your child will have a personalised account with a payment ID reference that allows you to pay securely for their lunch online. On arrival, children use the large class screen to select their lunch choice.

### **Packed Lunches**

As a health promoting school, we encourage parents/carers to provide a balanced, healthy packed lunch. Cans and glass bottles must not be brought to school. Packed lunches are eaten in the hall; children choose where they would like to sit, regardless of whether they are a packed lunch or school meal.





## Transport

### (a) General Information

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

Parents should note that no transport provision is made for home journeys for infants who may have a shorter day until September week end.

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

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

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

### (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**

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



Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

### **Data Protection Act 1998**

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 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.

### **Accessing Your Child's Pupil Records**

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

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

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



### **Freedom of Information (Scotland) Act 2002**

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

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

### **Use of Photographs and Video Film Involving Pupils**

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

Pupil photographs will be held with the school's Management Information System (SEEMIS).

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

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

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

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

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

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.



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

### **Childcare Information Service**

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

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

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

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

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

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





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

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

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

Please note that all information contained in this handbook is correct as at January 2022, but may be subject to change.

*Hannah Young*

Acting Head Teacher

