

# Handbook 2023-24

## Welcome to Mosshead Primary from the Head Teacher



### Dear Parents and Carers

I would like to extend a warm welcome to you from the staff and children of Mosshead Primary School. The information contained in the following pages is designed to give you a flavour of our school and the ways in which your child will be challenged and supported in his or her time here. It will also inform you of East Dunbartonshire Council's policies and procedures.

Mosshead Primary School is very much a part of the local community and pupils, staff, parents, carers, family and friends have an important role to play in the life of our school. Our parents/carers are our partners in education and our children benefit enormously from the support they receive. Education is a partnership between school and home and by working together we can ensure that our pupils' learning experience is of the highest quality. We work with parents to encourage positive attitudes in our pupils and we foster values such as respect, fairness, honesty and caring.

Our standards of academic attainment are very good and we celebrate children's achievements both in and out of school. We will develop your child's skills across a range of subjects, with a well designed curriculum and a superb range of after-school activities. Pupil participation is also encouraged and your child will be given many opportunities to develop skills to become a responsible member of society.

I hope you will enjoy getting to know us better through browsing these pages, but please feel free to get in touch if you need more detailed information.

Susan Yeoman  
Headteacher

# **Sections**

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# Section 1

## School Information

**Mosshead Primary School**  
**95 Stockiemuir Avenue**  
**Bearsden**  
**G61 3LZ**  
**Telephone 0141 955 2245**  
**e-mail: [office@mosshead.e-dunbarton.sch.uk](mailto:office@mosshead.e-dunbarton.sch.uk)**  
**website: [www.mosshead.e-dunbarton.sch.uk](http://www.mosshead.e-dunbarton.sch.uk)**  
**twitter: @MossheadPS**  
**Headteacher: Susan Yeoman**

Mosshead Primary School is situated in the leafy suburb of Bearsden close to rail and bus routes. Mosshead Primary School is a non-denominational, co-educational school with accommodation for 462 pupils in primaries 1 to 7. The roll at present is 376.

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

The school, single storey, semi-open plan building, was completed in 1972, and has a playground, partly grass, partly tarmac, and a football pitch.

There is a Music Room and a large Hall which acts as a Cafeteria and a Gymnasium. There is a Stage, which provides the setting for assemblies, school concerts and shows.

## School Hours

Monday to Friday  
9am - 10.40am  
11 - 12.40pm  
1:20pm - 3pm

Pupils in Primary 1 attend school for full days from the start of term.

# School Year Session 2023-2024

Teachers return (In-service day)	Monday 14 August
In-service day	Tuesday 15 August
Pupils return	Wednesday 16 August
September weekend	Friday 22 September to Monday 25 September (Inclusive)
Pupils return	Tuesday 26 September
In-service day	Friday 13 October
October break	Monday 16 October to Friday 20 October (Inclusive)
Pupils return	Monday 23 October
Christmas and New Year (end of term)	Friday 22 December to Friday 5 January (Inclusive)
Pupils return	Monday 8 January
February break	Monday 12 February to Tuesday 13 February (Inclusive)
In-service day	Wednesday 14 February
Pupils return	Thursday 15 February
Easter break	Friday 29 March to Friday 12 April (Inclusive)
Pupils return	Monday 15 April
In-service day	Thursday 2 <sup>nd</sup> May
May Day (closed)	Monday 6 May
May weekend	Friday 24 May to Monday 27 May (Inclusive)
Last day of school	Wednesday 26 June (close 1pm)

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:

- a) before the commencement or during the course of the school year in question.
- b) in relation to subsequent school years.

# STAFF

<b>Head Teacher</b>	Mrs Susan Yeoman
<b>Depute Head Teacher</b>	Mrs Elinor Governo
<b>Depute Head Teacher (Acting)</b>	Miss Erin Smyth
<b>Principal Teacher (Acting)</b>	Miss Robyn Hamilton

## Teachers

Miss Forsyth	P1a
Miss Barcoe	P1b
Miss Gibney	P2a
Mrs Kenney	P2b
Mrs Fergusson/ Mrs Pattison	P3a
Mrs Christie/ Mrs Lambert	P3b
Mr Shaw	P4a
Mrs MacDonald/ Miss de Sadeleer	P4b
Mrs Strain	P5a
Mrs Service	P5b
Miss Clark	P6a
Miss Tees/ Mrs Watson	P6b
Mrs Gold	P7a
Mr McCooe	P7b
Teacher of various classes	Mrs Carlyle
Teacher of various classes	Mrs Thomson

## Support Staff

Mrs Henderson	Support for Learning Assistant
Mrs Ryan	Support for Learning Assistant
Miss Beckett	Support for Learning Assistant
Mrs. Dorian	Support for Learning Assistant
Miss Stewart	Support for Learning Assistant
Mrs McLaren	Classroom Assistant
Miss Douglas	Classroom Assistant
Miss Rea	Classroom Assistant
Mrs Kane	Classroom Assistant
Mrs Gibson	Administration Assistant
Mrs Peoples	Clerical Assistant
Mrs McLaren	Clerical Assistant
Mrs Young	Building Manager

The role of the Support for Learning Assistants and Classroom Assistants is to support teachers and pupils in class. They are also responsible for supervising pupils at intervals.

The clerical staff provide support to the Head Teacher, Depute Head Teacher, class teachers and pupils. Their varied duties include budgets and ordering, administrative support and resource organisation.

The Building Manager is responsible for the care and maintenance of the school building and playground.

**Kitchen Staff**

Mrs Wilson

Miss Kilpatrick

Miss Getty

Ms Held

Catering Manager

**Cleaning Staff**

Mrs Broca

Ms Lakhdar

The kitchen staff provide a wide range of main meals and hot and cold snacks prepared in our school kitchen. A varied menu is available throughout the session. Special diets are catered for.

The hardworking cleaning staff are responsible for the care and cleaning of the school building.

**Other Staff**

**Visiting Music Teachers**

Miss Ferguson

Mr Thomson

Mrs Clark

Strings

Brass

Woodwind

**School Psychologist**

Miss Hendry

## **Section 2**

# **Parents, Pupils and the Community**

## **Home School Links**

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better at school. There are many opportunities for parents to become involved in the life and work of the school – supporting learning at home, volunteering in school, joining the Parent Council or PTA, helping out at school trips and events, etc. For further information on the Parental Engagement Strategy please visit East Dunbartonshire Council's website.

At the start of each session we offer you the chance to meet with your child's new teacher during our 'Meet The Teacher' sessions. At this time you can chat about how your child has settled with the new class teacher, see some of the resources the children use and ask any questions you may have. In Nov we have a parents' evening where you have an individual discussion with the class teacher and a chance to see your child's work in their classroom, around Easter time we send home a formal report and in the final term there is another parents' evening.

Parents are also invited into the school for 'Sharing the Learning' sessions and there are other events like school shows, presentations, workshops, etc which parents often have the chance to attend.

General information is communicated via headteacher's newsletters. We make good use of email and prefer to send electronic mail rather than paper letters where possible. You can email the school office at any time rather than writing a note. This email is checked daily. We also use text messaging at times and other information can be found on our school website. The school office can be contacted by phone on 01419552245. If you wish to speak to the headteacher, deputies or principal teacher the school office staff will check if they are available when you call or will take a message and someone will call you back as soon as possible.

We greatly appreciate the assistance you can offer to children in their learning and are very keen to work in partnership with all parents and carers. You will be kept up to date with what children are working on – what targets they have and what achievements they have made. This is communicated through Seesaw, an online app, which teachers aim to update weekly. Seesaw will have examples of pupils' work and various activities they engage in while in school. We recognise that you may need additional information or have a concern from time to time and are happy to meet with you to discuss these. Please arrange an appointment through the school office.

We like to gather parental opinions throughout the year to assist us with school improvement planning and evaluation. The Parent Council work closely with the school to plan how to do this and we often carry out surveys, questionnaires or other information gathering tasks at parents' evenings or using electronic surveys. Results from these are collated and shared.

# Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

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

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

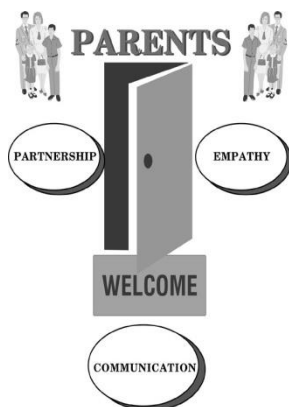
You can contact the Parent Council directly – [mossheadparentcouncil@gmail.com](mailto:mossheadparentcouncil@gmail.com)

Information on Mosshead Parent Council can be found on our school website

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

# Parent Teacher Association

Mosshead Primary School PTA organise events throughout the session. These events offer many opportunities for worthwhile links between home and school as well as raising much appreciated funds.



Volunteers are welcome. Any parent wishing to play an active part in the work of the PTA should contact any of the committee members through the school or by emailing [mossheadpta@gmail.com](mailto:mossheadpta@gmail.com). Please see the school website for more information.

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



## Pupil Committees

We have a group of elected pupils who are our Pupil Council. Children from Primary 4 to Primary 7 are voted onto this group by their peers. The aim of the Pupil Council is to work with school staff, all pupils and the Parent Council to improve Mosshead Primary School.

There are other various committees within the school for children to engage with. These include a Learning Council, a Sports committee, a Fairtrade committee, an Eco committee, Junior Road Safety officers (JRSOs) and Rights Ambassadors. All of these groups are led by teacher volunteers who help the pupils to work together to improve the school.

House Captains and Vice Captains are elected in P7. These children are voted for by their peers and demonstrate the values of Mosshead. They work with the DHT to organise charity events.

## Section 3

# School Ethos

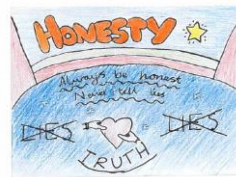
Our vision, values and aims for Mosshead Primary School have been created in conjunction with staff, pupils, the Parent Council and other partners.

### Values

To create our Vision, Values and Aims we started with a list of what we felt were the most important values for everyone in Mosshead Primary. The values were voted on and 4 core values were identified.

**Kindness**  
**Friendship**  
**Respect**  
**Honesty**

The Pupil Council held a competition to design pictures to represent these values. Below you can see the winning designs.

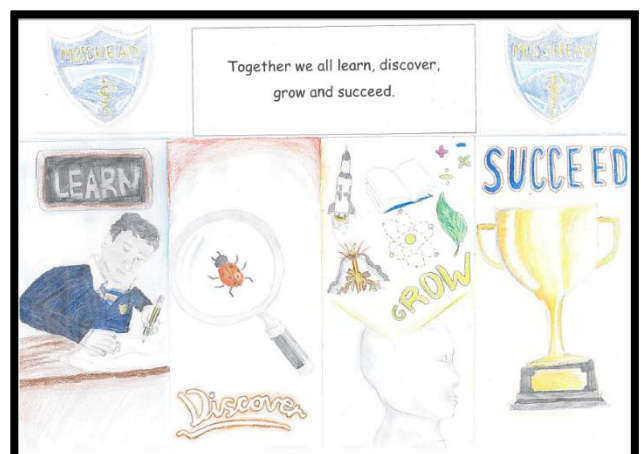
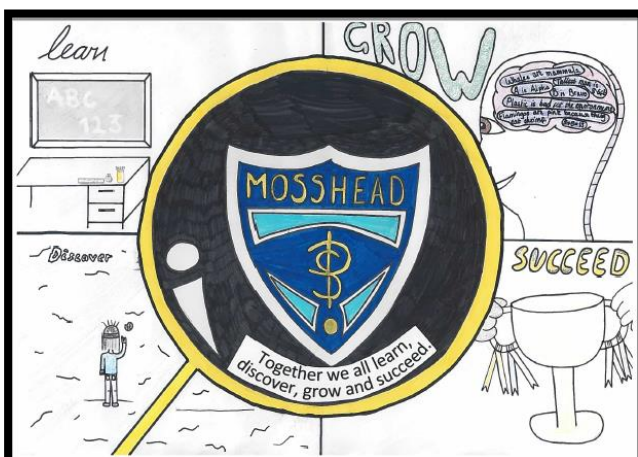


### Vision

The Mosshead community worked together to create a vision statement which reflected the school and would be central to all of our work. After much discussion we decide upon:

**Together we all learn, discover,  
grow and succeed.**

The Pupil Council held a competition to design pictures to help illustrate this vision. Below are our 2 winning designs.



Mosshead embraces Curriculum for excellence and the staff, parents and pupils decided that the aims of Curriculum should be those of the school. Some changes were made to the wording to help make these more accessible to younger pupils:

### **Mosshead Aims:**

To support children to become successful learners, confident individuals, responsible citizens and effective contributors through:

- being self aware and developing relationships with others, in families and in communities.
- development of knowledge, skills and attributes that are needed to thrive in our interconnected, digital and rapidly changing world.
- supporting development of democratic citizens and respectful, active shapers of the world.

Adapted from Curriculum for Excellence Refreshed Narrative  
<https://scotlandscurriculum.scot/>

Mosshead provides a curriculum in line with national advice and pupils are encouraged to be active in their learning and to make wise choices which will influence their lives in a positive way and will help shape the society we wish to build for the future. Our Professional Learning programme is key to helping us deliver very high-quality learning and teaching. We have a Digital Schools Award and were the first school in Scotland to be awarded the Cyber Security and Internet Safety Award. We have also achieved our Gold Sport Scotland Award as parent and pupils' views indicate a high priority on health, especially physical activity. We have achieved our Bronze Rights Respecting School award and are working towards Silver. We are also working towards a Reading Schools Award. We work with bodies such as Keep Scotland Beautiful, Fair Trade, Eco Schools, etc to help our pupils develop responsible, respectful attitudes towards the world they live in.

Our Standards and Quality Report, which highlights the school's major achievements, and our Improvement Plan are available on the school's website.

## **Promoting Positive Behaviour**

### **School Behaviour Code**

The Mosshead behaviour code is:

### **Responsible, Respectful, Safe.**

When discussing behaviour we make reference to the school behaviour code 'Respectful, Responsible, Safe'. In each class, the children considered what behaviour should be like and class charters, created by the children, exemplify this code.

The design below was created by one of our pupils and is displayed on posters in every class and around the school.



It is important that children learn in a calm, well-ordered and stimulating environment where pupils, teachers and other members of school staff have mutual respect and consideration for one another.

In Mosshead Primary we strive to achieve this by promoting and rewarding positive behaviour with encouragement and praise rather than focusing on negative behaviour with criticism and sanctions. We strive to use restorative, solution orientated, nurturing approaches and throughout the school we operate a 'House' system which promotes positive behaviour and engenders a sense of belonging and pride in House, School and Community.

Our positive approach of encouragement and praise takes many forms:

- \* a smile
- \* a quiet word of praise
- \* a written comment (sticker or stamper) on pupils' work
- \* points awarded
- \* a visit to another member of staff or the head teacher for commendation awarding of points, presentation of certificate at assembly.

Obviously, however, there is a need for sanctions from time to time which encourage pupils to consider more appropriate behaviour. Parental consultation and partnership is sought at an early stage if a pupil is demonstrating unacceptable behaviour.

## Community

Mosshead Primary School places great importance on and prides itself on close links and partnership with parents and the local community. It has, throughout the years, been held in high esteem by everyone in the local community.

Pupils from P1 - P7 undertake topics to ensure that they know well the history, geography and social/economic factors which apply to their local area. We place great importance on forging close links with our local community.

We have a very strong bond with our local church, New Kilpatrick Church. Rev. Roddy Hamilton, our school Chaplain is a very regular and most welcome visitor to the school.

Mosshead builds partnerships with other community organisations which can support and add value to the pupils' experience. We have worked with Keep Scotland Beautiful and other organisations to support our Eco-Schools work, with UNCRC to support the work on rights-based learning, with Gavin's Mill to support learning about Fairtrade and with various businesses and partners to support our work around careers education/ developing the young workforce. We seek out new partnerships and take part in community events including art competitions, quizzes and Bearsden Festival events.

Community facilities are available in the school and Brownies meet on Tuesdays and Wednesdays.

## 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 victimization;
- 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.

## **Anti-Bullying Policy**

When dealing with and reporting allegations of bullying we will endeavour to:

- Ensure that all alleged incidents of bullying are taken seriously and managed appropriately.
- Ensure that a range of strategies are in place for dealing with alleged incidents.
- Work in partnership with parents to try to find solutions to incidents which involve their child.
- Maintain appropriate systems for recording alleged incidents which involve their child.
- Maintain appropriate systems for recording alleged incidents and ensure that the Authority's proforma for recording allegations of bullying is completed.

# **Anti-Weapons/ Knife Crime Guidance**

East Dunbartonshire has issued anti-weapon/ knife crime guidance to schools. Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons. As well as stressing to young people that they should never carry a weapon, parents should encourage their children to share information when they know someone else is carrying a weapon.

## **Section 4**

# **Curriculum for Excellence**

### **Bringing learning to life and life to learning**

The recently refreshed Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens building on Scotland's reputation for great education. Curriculum for Excellence prepares our children for a future they do not yet know and equips them for the jobs of tomorrow.

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

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Curriculum for Excellence allows for seamless transitions, including from early years to primary, from primary to secondary and onwards to further education. Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

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

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

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

All pupils in Mosshead Primary School strive to fulfil the four capacities within 'A Curriculum for Excellence'. Certificates for a wide variety of achievements are awarded by teachers and other staff and presented at assemblies to pupils who have shown themselves to be striving in that area.

You can read more about Curriculum for Excellence of the Education Scotland website.

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>



## Our Successful Learners

### Display

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

### Are able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different types of learning in new situations



## Our Responsible Citizens

### Display

- respect for others
- a commitment to participate responsibly as a citizen within society

### Are able to

- develop knowledge and understanding of the world and of Scotland's place in it
- understand different beliefs and cultures
- evaluate environmental and ethical issues



## Our Effective Contributors

### Display

- an enterprising attitude and determination
- resilience and self-reliance

### Are able to

- communicate in different ways in different settings
- work in partnership and in teams
- take the initiative and lead others
- create and develop ideas and have the ability to solve problems



## Our Confident Individuals

### Display

- self respect
- a sense of physical, mental and emotional well being
- secure values and beliefs
- ambition

### Are able to

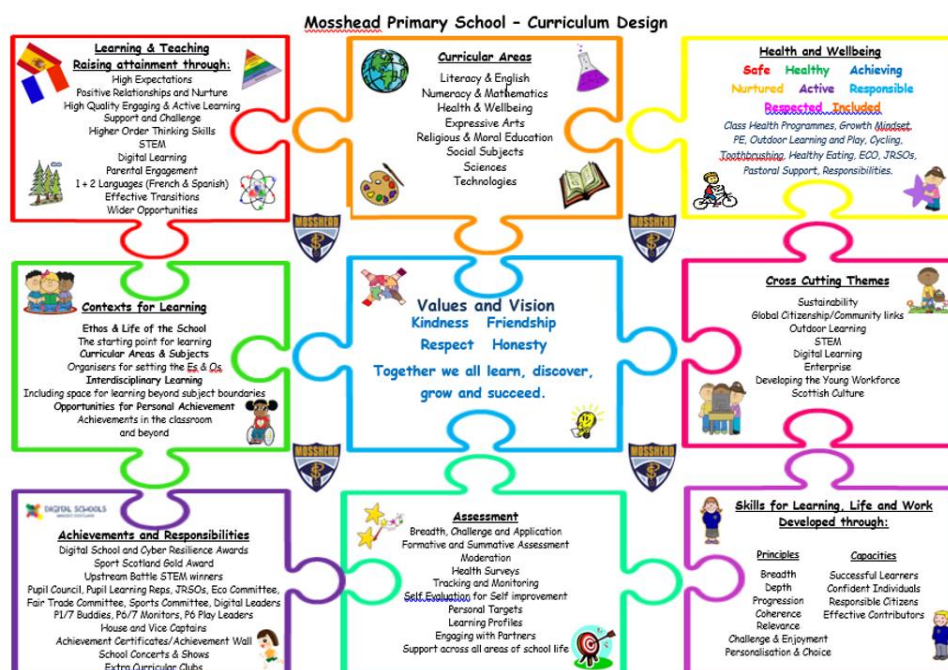
- relate to others
- pursue a healthy and active lifestyle
- assess risk and make informed decisions
- achieve success in different areas of activity





## Curriculum Design

In Mosshead we have worked collaboratively to design our curriculum design and our rationale which underpins our key values for learning and the development of the whole child. This can be viewed on our school website <http://www.mosshead.e-dunbarton.sch.uk/media/15331/mosshead-curriculum-rationale.pdf>



## Language and Literacy

Language is at the heart of children's learning. Through language the children receive much of their knowledge and acquire many of their skills. We aim to provide structured and stimulating opportunities to use language in contexts appropriate to the needs of individuals and the world in which they live.

In the early stages the emphasis will be on talking and listening, since these are aspects of language that children bring to school.

As competence in reading and writing increases, the four components will move into approximately equal weightings.

Various commercial and school produced resources are used to support programmes of study.

Teachers seek opportunities for children to develop and apply Literacy skills across all curriculum areas, using outdoor learning and real life contexts wherever possible.



## Listening and Talking

The pupils learn to listen by themselves and in groups for information, instructions and directions in a variety of different situations and for a variety of different purposes.

Other activities include practice and free talk, role playing, panel games, interviews, discussions and reports. Mosshead Primary recognises the importance of listening and talking in every subject. Our children are encouraged to listen carefully and to speak fluently and confidently.

## Reading

Within a positive reading culture which values reading for enjoyment, children are taught to decode (read) words and to demonstrate that they understand the content of the text. In P1, using a variety of enjoyable activities and games, children will initially learn to recognise single initial sounds and

how to blend them together to form words. This skill will be applied to reading books both in school and at home. Children will also begin to build a basic sight vocabulary through exposure to a wide range of texts, developing print concepts to identify title, author, illustrator, etc.

Reading for enjoyment is encouraged at every stage of the school and a selection of both physical books and online reading resources is available to encourage regular reading for pleasure. Each class has a library containing an interesting and varied supply of fiction and non-fiction texts with reading material including non-fiction, plays, graphic novels, etc. A library of online texts is available using the Bug Club resource which children can access both in school and at home.

Reading skills are developed and used across all curricular areas however, the core reading resource used in P1-3 is Oxford Reading Tree. Alternative resources such as Storyworlds and phonic readers are also in use throughout the school.

In P4-7, children further develop and apply reading skills, work collaboratively to explore class novels. They are taught to develop more complex features of texts, using comprehension skills to find and analyse information, examine the writer's message and study features of language. Pupils are encouraged to draw on a wide variety of types of reading in order to help them understand and appreciate a diversity of reading material.

At home you can help your child enjoy reading, improve his/her vocabulary and develop a greater understanding by –

Taking time to read to/with younger children. Talk to your child and share ideas, opinions and predictions as you read.

Chat to more independent/older children about what they are reading; discuss events and pictures in their stories. Ask your child:

'Why do you think that happened?'

'How do you think he/she felt when that happened?'

'What sort of person is .....?'

'What would happen if .....?'

'What is the main part of the story?'

'Does this story tell us anything about what we should or shouldn't do?' etc.

Be a reading role model; let your children see you reading and chat to them about your favourite genres of books.

Join the local library to increase your choice of books, both physical and online.

## **Writing**

A range of writing skills across various genres are taught, monitored and recorded. The development of various types of writing is enhanced by programmes of study in phonics, spelling, punctuation, structure and handwriting. Writing skills are used across all curricular areas to allow application in real and relevant contexts.

Pupils are encouraged to present their work attractively and examples of written work can be seen throughout the school. Some pieces of written work are re-drafted by pupils allowing their final draft to be a well presented, polished piece of writing. Pupils also have the opportunity to word process their written work on the computer.

Children with dyslexic type difficulties will often make use of ICT to aid their writing. We use a range of applications including Clkr, Word processing, Dictate, etc to help support writing, especially in extended pieces of work.

## **Modern Languages**

Learning a modern foreign language is an extremely valuable skill which we aim to teach throughout the school. At present we teach French across all classes in the school.

Children in P5-7 learn about Spain and learn some basic Spanish phrases.

This is part of the Scottish Government's vision to have all children learning 2 languages other than English by the time they leave Primary Education. (Language Learning in Scotland, A 1 + 2 Approach).

## Numeracy and Maths

Maths is a tool used to aid investigations of the world around us and as a means of interpreting and recording information. An investigative, problem solving approach is encouraged throughout the maths curriculum. Subject areas are:

- Number, money and measure, which includes core skills of number bonds and times tables
- Information handling which includes reading and interpreting graphs
- Shape, position and movement which includes understanding 2-D and 3-D shapes and their properties



Much of our teaching and learning is active and games-based. Computer based programmes are used throughout lessons as well as our core resources: Teejay Maths, Heinemann Active Maths, Scottish Heinemann Maths, Leckie Maths and Maths Recovery strategies and resources. Numeracy contributes towards all areas of learning as it unlocks the wider curriculum. Being numerate increases opportunities in all aspects of life and lays the foundations of lifelong learning and work. Numeracy plays a key role across our school curriculum by developing students' abilities to calculate, to reason and to solve problems. Teachers seek opportunities for children to develop and apply Maths skills across all curriculum areas, using outdoor learning and real life contexts wherever possible.

## Health and Wellbeing

Our programme of study for Health & Wellbeing helps pupils to develop knowledge of how to look after themselves by leading a healthy lifestyle, eating a healthy diet and by keeping themselves safe. A programme to support all areas of health and wellbeing has been developed. Parents will be notified before sensitive aspects of learning, e.g. Sexual Health and Relationship Education are started each year.

Our Health and wellbeing programme aims to enable pupils to make positive life choices and gives them the knowledge and skills to live confident, healthy, independent lives.



## Physical Education

We aim to develop in our children a love of sporting activities encouraging them to develop their skills and competence across various disciplines including games, fitness, gymnastics and athletics. Through games skills, pupils prepare for popular sports and acquire team spirit, discipline and positive attitudes towards others.

The Senior Management Team and all school staff are fully committed to the promotion of health. As a Health

Promoting School we consider the health and well being of our pupils and staff to be of paramount importance. We make every effort to provide a safe, happy, stimulating, healthy environment where staff and pupils thrive on a daily basis. We embrace a holistic approach to health in all that we do and encourage community involvement in all aspects of health promotion which is incorporated into our Health & Wellbeing, Science and Personal and Social Development curriculum. We work in partnership with parents, health services and the wider community to ensure that every effort is made to promote health and wellbeing.

We link with our Active Schools co-ordinator and aim to run a variety of clubs, both sport and other activities, for all stages throughout the year.

## Social Studies

This covers a variety of studies to help our children explore and discover the world about them past and present, near and far.

Through the experiences provided during Social Studies pupils should achieve knowledge and understanding of the environment. They should also develop positive attitudes to it and develop skills which will enable them to interact effectively with it.

Your child may visit museums, parks, castles, nature reserves etc. Visiting experts are also encouraged to come into the classroom to share their expertise and experiences with us.

The framework includes:

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

## Sciences

Through learning in the sciences the children will engage in a wide range of collaborative and investigative tasks which allow them to develop the important skills to become creative and inventive. The key concepts covered are:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

## Technologies

This provides scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities.

The key areas covered are:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food & textiles
- Craft, design, engineering & graphics

## Digital Technologies

Pupils develop digital skills through a detailed programme of study from P1-P7. Classes have timetabled slots to access our fully resourced I.C.T. suite and there are also desktops, laptops and/or ipads in every classroom along with an interactive whiteboard to enhance learning and teaching across all curricular areas.

Children use digital technologies to support and enhance their learning in all curricular areas. Examples of this include the use of online texts for reading, maths games to practice skills, presentations on various topics, coding to enhance problem solving and critical thinking skills and digital quizzes to assess knowledge and get pupil opinions.

## Expressive Arts

Expressive Arts includes learning in Music, Art and Design, Dance and Drama.

### Music

We aim to foster in our children an enthusiasm for and a love of music in the widest sense. Children will experience music through singing, playing tuned and untuned percussion as well as listening to a wide variety of music. Music making also plays an important part in the curriculum.

Our music scheme 'Sounds of Music' is designed to give progression from P1 - P7, to introduce skills, provide opportunities for creative work and provide enjoyment of music.

Music instructors in strings, brass and woodwind visit the school each week to teach small groups of pupils in P5 - P7.



### Art

Our art programme encourages children to express themselves while giving them the opportunity to use a wide range of materials and to develop a range of techniques and skills. Classroom and corridor walls are a record of the variety of work that is done and the imagination and skill of our pupils.



### Drama

Through activities planned in our programme of study for Drama, we aim to develop the children's skills in various aspects of drama and apply these in various contexts across the curriculum.

### Dance

Pupils learn dance as part of their Physical Education programme. We use expressive dance, social dance and dance from other cultures to develop a range of skills in this area.

### Religious and Moral Education

At Mosshead Primary School our Religious and Moral Education programme is wide spread covering moral and social values and the study of various religions. We have also linked rights based learning through this programme, looking at rights issues within different cultures across the world.

Much R.M.E. is implicit and is taught by fostering an ethos of care, consideration and respect for others in all aspects of school life.

In the development of pupils' spiritual, moral, social and cultural values our aim is to educate not to instruct. Based on national advice set out in S.O.E.I.D. circular 6/91 Scottish Government Schools Directorate Circular 1/2005 the Education (Scotland) Act 1980 and the Standards in Scotland's Schools etc Act 2000.

- \* helps pupils towards a consistent set of beliefs, values, attitudes and practices
- \* is concerned with the spiritual growth of the pupil
- \* encourages pupils to become aware of a wide range of religious interpretations of personal experience
- \* fosters attitudes of open enquiry and awareness of prejudice.

To help us study Christianity and other world religions we have developed a balanced programme.



Our School Chaplain, Rev. Roddy Hamilton visits the school on a regular basis. He holds assemblies with the children and visits particular classes to assist with topics. He also plays an active role in the life of the school, attending parties and adjudicating in competitions. He is always a very welcome visitor.

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

We would be happy to discuss arrangements to provide religious education and observance for children from non-Christian religious groups.

Parents from minority and minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register. The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

### Personal and Social Development and Citizenship

In Mosshead Primary School we believe that significant personal social and intellectual growth can be achieved in an environment where everyone feels valued.

We have in place a planned programme of study in Personal and Social Development and Citizenship to enable us to equip our pupils with the life skills to become effective citizens.

Much work in P.S.D. permeates everyday school life and is part of the 'hidden curriculum' within the school. Some examples of these are in our Mosshead Achievement Certificates, use of 'Circle Time', Buddies etc.



### Learning Through Play and Investigation

In Mosshead Primary School play is an important means of a child's educational development. Children learn best when they are interested and by actively participating in activities - by 'doing' and by 'finding out'. Play therefore motivates children for learning. It is the child's way of growing and learning, of coming to terms with life and discovering themselves and their environment.

In the early stages play activities are designed to capture the attention and imagination of the children and to help them develop a wide range of skills which encourage good use of language and prepare children for other school subjects. The children learn to interact with each other and the teacher and develop social skills by listening, discussing, sharing, taking turns and considering others, at the same time early reading, writing and counting skills are developed. Learning through practical activities structured by the teacher continues throughout your child's primary education. As children progress through the school they start to develop skills in pupil enquiry, using an investigative approach to various areas of the curriculum and developing their skills in leading their own learning. They will make choices about what and how to learn, developing skills for life long learning.

### Homework

East Dunbartonshire Council Education Service's Parental Engagement Strategy recommends that, 'in the primary stages, homework has a family learning approach rather than routine, rote tasks.' stating that '*Maximising children's learning is best facilitated by parents engaging in learning activities in the home, in tandem with similar critical instructions being received at school.*' (Crosnoe 2012)

Homework/Family Learning varies from stage to stage depending on the ability of the child. Some homework will be requested by teachers, e.g. spelling practice, and should be completed, where possible. There will be other optional tasks to promote family learning. Where a child has found a

particular concept more challenging and some additional home learning would be beneficial then the teacher will provide some targeted home learning to assist. Homework may include reading, number work and/or spelling relating to work in class, or seeking information for projects and discussion. Options for family learning will often be related to termly topics.

See our Family Learning policy for more information.

## **Extra Curricular Activities**

We offer a range of after school activities, aiming to provide different opportunities a year for all classes. These are supported by staff, professional coaches and fully disclosed volunteers. Examples of clubs are football, Sports Squad, netball, dance and STEM. Do you have skills and some time you could volunteer? Could you run a small club for gardening, art, music, chess, skipping, sewing, etc? We would love to hear from you and would be happy to discuss anything you feel you could offer to widen pupils' experiences and interests. If you are willing to either run a club or assist someone else who is running a club please contact the school office to let us know.

## **Educational Excursions**

Each year Primary 7 children are offered a place on our residential excursion. This excursion enables children to develop a range of skills as they try out new challenges.

We write to parents as early as possible to inform them of the proposed educational activities undertaken, as well as potential costs and any relevant housekeeping arrangements. We ask that if you plan to send your child on the residential excursion, that you let us know of any potential concerns that may occur and attend any parent information evenings as they arise.

Parents are informed in writing of the full details before any excursion takes place; which will include, for example, the financial costs and accommodation. The school policy on mobile phones, which states that no pupil should carry a phone on their person, will be applied whilst on excursions. In the event of an emergency, staff carry a school mobile phone.

Educational excursions may be arranged throughout the year for all stages to enhance learning in school. You will be notified about these in advance.

## Section 5

# Assessment and Reporting to Parents

## Assessment

Pupil assessment is an important aspect of school life. The main aims being:

1. To diagnose any areas of difficulty and get appropriate help.
2. To provide information on pupils' progress.
3. To communicate progress to parents.

Teachers use a range of assessment strategies to gather evidence of pupils' attainment. Assessment is planned in each area of the curriculum throughout the year. In addition, pupils may be assessed using a variety of standardised reading, spelling and mathematical tests, depending on the stage. The results of assessment inform next steps in learning. If concerns arise from assessments the school will contact parents to work together to support the child's learning.

## Seesaw

To support parents to better understand what their child is learning in school we use an online platform called Seesaw. This allows us to share what is going on in class/ school and includes snapshots of children's work in maths, literacy and other areas of the curriculum. Teachers will also share targets the children will be working towards so parents can discuss these with their child/ children and provide additional support from home. Teachers aim to provide a weekly update for parents through Seesaw. Parents are encouraged to leave positive comments on their child's profile/ work on Seesaw.

We will continue to share learning and school activities through Twitter and we hope that this, in conjunction with Seesaw, help you to better understand your child's learning and provide you with opportunities to support their learning at home.

## Reporting to Parents

Two arranged visits per session are held, during which parents are welcome to come and speak with the teacher regarding their child's progress. A written report is given in March each year but parents are encouraged to contact the school at any time to discuss points or problems which may have arisen. Please call or telephone and ask to speak to the depute head teacher or head teacher. Every effort will be made to arrange this meeting within a short period of time.

## 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 G66 1TJ

Tel: 03001234510

## Section 6 Transitions and Enrolments

### **Registration and enrolment**

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

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

### **School Admissions**

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

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

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

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

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

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

### **Secondary School Admissions**

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

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

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

### **Primary to Secondary Transfer**

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. For pupils with additional support needs visits in small groups may begin earlier in the year or other supports may be put in place depending on their needs. All parents will be provided with a chance to view the secondary school, hear an explanation of school life and have the opportunity to ask any questions they may have. Bearsden Academy is the secondary school which most Mosshead pupils transfer to and there is an extensive transition programme in place.

There is close liaison between Mosshead Primary School and Bearsden Academy. Regular meetings between staff from Mosshead Primary and Bearsden Academy take place to ensure a smooth transition from P7 to secondary education. Our P7 pupils attend Bearsden Academy for two full days in the summer term as part of this arrangement.

Contact details for Bearsden Academy can be found on their website

<http://www.bearsdenacademy.e-dunbarton.sch.uk/get-in-touch/>

### **Placing Requests**

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

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

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

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

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

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

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

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

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to

transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

### **Mid-Session Transfers**

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

### **Transport for Placing Requests**

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

## Section 7

# Support for Pupils

At some point in their school life, many children may experience difficulties which will result in additional support needs. Our Pupil Support Group, comprising Head Teacher, Depute Head Teachers, Principal Teacher and Educational Psychologist, meet regularly to review the progress and support needs of children. Children may need support due to learning difficulties, family difficulties or other factors. The decisions taken by the group are then implemented in class, across the school or occasionally through consultation with specialist schools or agencies. Parents and carers are involved in all decisions regarding their children. Some pupils with additional support needs may require a Co-ordinated Support Plan and some may simply require short term targets.

If you feel your child requires additional support academically or pastoral please don't hesitate to contact the school. Mrs Governo, DHT, will be the main contact for P1-3 and Miss Smyth, DHT, will be the main contact for P4-7.

### 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 and the Education (Additional Support for Learning) (Scotland) Act 2009 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

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

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

That the child or young person:

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

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

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

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

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

- identify those children who may need additional support;
- make plans to support those children identified;

- deliver the support the child requires; and
- regularly review the support provided.

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

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

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

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

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

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

### **Supporting Families Service**

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

### **Protecting Children and Young People**

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

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

safe environment.

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

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

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

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

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

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

### **Additional Support Needs**

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

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

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

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

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

### **Autism Adviser**

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

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

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

The teams support the additional needs of:

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

## **Pastoral Support**

In Mosshead pastoral support is provided by all staff. Pupils are mainly supported by their class teachers and support staff working with their stages but Mrs Governo, DHT P1-3, Miss Smyth, DHT P4-7 and Mrs Yeoman, HT, also provide pastoral support for children across the school as needed. Sometimes pastoral support can be provided within the classroom but at other times children need some additional adult time away from their class. Parents are encouraged to inform the school about any matters which they feel may impact on their child so the school can do everything possible to provide support.

The following organisations provide advice, further information and support to parents of children with additional support needs.

These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

# **Promoting Wellbeing, Protecting and Safeguarding**

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



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

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

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

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

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

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

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

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

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

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

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

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

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

## **Child Protection and Safeguarding**

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

# Section 8

## School Improvement

### Attainment and Achievement

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. Information is gathered from school staff, parents, pupils and other stakeholders to evaluate our work. Every year each school publishes a Standards and Quality report which highlights the school's major achievements. The school then sets priorities for the following year. The Standards and Quality report can be found on our school website <http://www.mosshead.e-dunbarton.sch.uk/school-info/standards-quality>

### Our priorities for 2022-23

No	Improvement Priority	Target
1	<b>STEM</b> <ul style="list-style-type: none"> <li>➤ To raise attainment in STEM subjects (focused on Maths this session) through: <ul style="list-style-type: none"> <li>• Teaching staff professional development of effective learning and teaching approaches to further develop skills (developed through strategies to improve numeracy)</li> <li>• Moderation of numeracy and maths across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels).</li> <li>• Continuing to develop application of Maths skills in a context within all stages of primary school, focussing on skills and linking to DYW.</li> </ul> </li> </ul>	2022-24
2	<b>Rights Based Learning (Complete Silver Rights Respecting Schools Award)</b> <ul style="list-style-type: none"> <li>➤ To further develop knowledge about rights based learning and further integrate this into the life and work of the school.</li> <li>➤ To achieve the Rights Respecting Schools Silver Award (by Dec 22)</li> </ul>	2022-23
3	<b>Literacy</b> <ul style="list-style-type: none"> <li>➤ To improve engagement and increase attainment in writing for boys and reduce the gender related attainment gap, with a focus on genre based writing and technical skills, including spelling.</li> <li>➤ To maintain and build on the improvements in reading ensuring we maintain the improvement made in session 21-22. Reading Schools will be the focus of this work (Gold Award).</li> </ul>	2022-23

For information on progress towards previous improvement priorities, please consult the Standards and Quality Reports, available on the school website.

A detailed School Improvement Plan can also be found on the school website <http://www.mosshead.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 explanation has been provided directly by ScotXed:**

### Transferring Educational Data About Pupils

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

#### Why do we need your data?

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

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

#### Data policy

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

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

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

#### Your data protection rights

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

(<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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

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

### **Concerns**

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

## Section 9

# School Policies and Practical Information

Copies of school policies can be accessed on the school website.

### Attendance and Absence

#### Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Schools in turn must take steps to ensure attendance, maintain an attendance register and record pupil absence. All schools must record pupil absences in respect of each morning and afternoon of every day the school is open to pupils.

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

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. Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well. Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.

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

#### 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. We will require all parents/carers to let us know about any absence which has not been pre-notified before 9:15am. You can leave a message on our answerphone or email the school office.

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

#### **Family Holidays**

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

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

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

### **Information regarding exceptional closures**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch 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 website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

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

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

Please ensure your child knows their home/ pick up plan each day. If there are changes to childcare arrangements, please inform the school before 2:30pm. This should only happen in exceptional circumstances.

## **Comments, Compliments and Complaints Procedure**

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

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

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

### **In relation to making a complaint:**

- **Stage 1** – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- **Stage 2** – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, 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.

## 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. A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

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

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.

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) under School Clothing Grants and Free School Meals. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

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

At Mosshead Primary we do have a recommended school dress which consists of:

### Girls

*Grey/black skirt, pinafore or trousers*

*White polo shirt*

*Blue sweatshirt*

*Blue or Grey cardigan*

*White shirt & school tie*

*White, grey or black socks*

*Black or grey tights*

*Black shoes*

### Boys

*Grey/black trousers*

*White polo shirt*

*Blue sweatshirt*

*White, grey shirt & school tie*

*Grey jumper*

*Grey or black socks*

*Black shoes*





### **Buying your Mosshead Uniform**

The Mosshead Primary School uniform is available to purchase online from the suppliers noted below. To place an order simply complete the online order form and submit it. Your order will be delivered directly to your chosen address.

Primary 7 pupils are strongly encouraged to wear a shirt and tie in their final year of primary school. A smart shirt and tie highlight the important role P7's have as school ambassadors. Wearing a shirt and tie will also help prepare the P7's for their transition to S1.

School ties can be purchased from the School Office for £5 each. All other uniform items can be ordered via My Clothing, SchoolwearMade Easy or M&S School Uniform - the links are all available on our uniform page on the school website <http://www.mosshead.e-dunbarton.sch.uk/school-info/uniforms>

## **Meals**

### **School Meals**

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

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

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

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

### **Free School Meals**

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

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

In Mosshead a cashless catering system is in place. Details of this will be provided when your child starts school.

Children can have a cafeteria lunch or bring a packed lunch to school. No cans or bottles should be brought. Children's packed lunches should be healthy with no more than one 'treat' per day either for break or lunch.

### **AWARENESS RAISING – ALLERGIES**

We have several children in our school who have extreme allergies and through good practice, we endeavour to keep them safe on a daily basis. We ask for whole school parental assistance in continuing to make our school environment as safe as possible for all our children and staff. It is important that pupils do not bring food containing **nuts or seeds** to school. Such foods include hummus, pesto, hazelnut chocolate spreads, peanut butter, cereal bars and some confectionary items. Whilst this list is by no means exhaustive, we appreciate your ongoing vigilance and support in this matter.

## TRANSPORT

### (a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or [www.eastdunbarton.gov.uk](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.

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**

Parents are informed of routine medical and dental examinations and of opportunities to have their children immunised and tested for vision and hearing defects.

Parents must inform the school in writing of any particular medical requirements for their children.

Confidential "Emergency Contact" forms are issued to parents and it is requested that they return these to the school at the earliest opportunity. The information contained therein is used to contact the parents should their child take ill or an accident happen. In the event that a parent cannot be contacted quickly, the school will act in the best interests of the child to obtain the necessary medical attention.

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

## **DATA PROTECTION ACT 2018**

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and

well-being of children and young people. For full details of how we will use your data please visit - [www.eastdunbarton.gov.uk/council/privacy-notices](http://www.eastdunbarton.gov.uk/council/privacy-notices)

### Accessing Your Child's Pupil Records

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

A child has a legal right of access to all records held about them. This includes records that may be held outwith 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

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

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

## School Campus No Smoking Policy

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

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

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

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

All establishments will incorporate the following points into their policy:

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

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

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

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

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

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

