



HOLY FAMILY PRIMARY SCHOOL

2023-2024





CONTENTS

Description of Content	Page No.
East Dunbartonshire Aims	4
Head Teacher Foreword	5
School Information – Hours / Breakfast Club	6
Holidays	7
School Information - community facilities/playground/security	8
Staff – Management team/teaching staff/support staff/peripatetic staff	9-10
Attendance and Absence Data / Compliments/Complaints Procedure	11-13
Parental Involvement – Parent Council/PTA	13-15
Holy Family Primary School and the Local Community	16
Aiming for Excellence	16
Religious Observance in Catholic Schools	17
Equal Opportunities and Social Inclusion	18
Development of Pupil's Spiritual, Cultural, Moral and Social Values	18
Pupil Conduct – Behaviour/ discipline /Golden Time	19
Curriculum for Excellence	20-21
Curricular Areas – Numeracy/Literacy	22
Curricular Areas - Science /Social Subjects/Technologies/ Health and Wellbeing	23-24
Curricular Areas – Modern Languages /Expressive Arts/Religious and Moral Education	24-25
Homework – Aims/Tasks/How parents can help.	25-26
Pupil Councils and Committees	26-28
Extra Curricular Activities	28
Assessment and Reporting – Tracking & Assessment/Reporting to Parents	29-30
Nursery Class Provision/ EDC Admission/Transfer from nursery to primary Registration and Enrolment/Deferred Entry	31-32
Primary School Admissions Information on new school entrants can be found on the council's website	33
Transfer from Primary to Secondary	33
Feeder Secondary Details	33-34
Placing Requests	34-35
Mid Session Transfers	35
Transport for Placing Requests	35
Children and Young People with Additional Support Needs	35-36
Support for Learning Services	36
Psychological Service	36
Supporting Families Service / Protecting Children and Young People	37
Additional Support Needs / Autism Advisor	38-39
The Wellbeing Pathway	39-40
Pastoral Support for Children	39
Promoting Wellbeing, Protecting and Safeguarding	40-42
School Improvement Plan	42
Standards and Quality Report	42
Transferring Education Data About Pupils	42-44
School Policies and Practical Information	44-45
School Meals	45-46
Transport	46-48
Adverse Weather Conditions – Driver's, parent and authority responsibilities	48
Medical & Health Care	49

Data Protection Act 1998	50
Mobile Phones in School	52
Appointment of Adults to Voluntary Child Care Positions	52-53

Education in East Dunbartonshire

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

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

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

We share the Council's commitment to:

- the customer;
- excellence;
- innovation;
- partnership; and
- our employees



Head Teacher – Andrew Gallagher
office@holyfamily.e-dunbarton.sch.uk

Holy Family Primary
Boghead Road
Kirkintilloch
G66 4AT
0141 955 2212

Dear Parent / Carer

Our school is a highly successful one where we strive for educational excellence and celebrate the achievements of all who work here. We do this through an atmosphere of co-operation and by fostering in pupils a sense of collective responsibility, which enables them to gain self-esteem, selfdiscipline and confidence. Home, school and parish work closely together in areas such as Sacramental preparation, Catholic Social Teaching and charitable giving and you are actively encouraged to be involved in your child's education.

All who are associated with our school are treated with genuine equality and fairness in an ethos of understanding and appreciation. You are welcome to visit our school; we look forward to showing you the excellent work and high standards of attainment of our pupils.

All the staff at Holy Family work together to give your child the very best educational experiences possible through a stimulating curriculum and opportunities to engage in wider school events. We want them to do well, to be safe and happy.

Yours sincerely

Andrew Gallagher
Head Teacher



SCHOOL INFORMATION

Holy Family Primary School was opened in 1966 and is situated on the boundary of Lenzie and Kirkintilloch. The accommodation comprises of 14 primary classrooms and 2 nursery classrooms, a main gym hall with stage area, library, separate dining hall, kitchen and administrative offices. The school has a working capacity for 385 pupils and our current roll is 346 primary pupils and 49 nursery children. 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. It should also be noted that recent regulations issued by Central Government limits the number of pupils in the infant classes: P1 – 25, P2 & P3 – 30.

Holy Family Primary is a Roman Catholic school for boys and girls and is part of East Dunbartonshire Education Authority. At Holy Family we promote the health and well-being of the whole child. We have close links with the parish of Holy Family and St Ninian's and we work closely with parents and the parish to prepare our children for the Sacraments.

The full postal address and telephone number of the school is:

Boghead Road
Kirkintilloch
Glasgow
G66 4AT

Telephone:	0141 955 2212
e-mail	office@holyfamily.e-dunbarton.sch.uk
web	www.holyfamily.e-dunbarton.sch.uk
Twitter	@hfkirkintilloch

SCHOOL HOURS

Monday to Friday

Start time	9am
Morning break	10.30-10.45
Lunch	12.15 – 1pm
Finish	3pm

Primary 1	from August 2019 Primary 1 pupils attend school full day from the first day of term.
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Parents of beginners are invited to an open afternoon in the summer term when they will have an opportunity to meet teaching staff and discuss matters relating to the new term. In addition, there will be curricular workshops explaining aspects of the work of the school to parents at the start of the school year.

Breakfast Club Provision

There is a breakfast club within Holy Family Primary run by Bishopbriggs Childcare all enquiries should be directed to them on 0141 370 0927 (operational between 12noon and 6pm term-time)

HOLIDAY LIST 2023/2024

Teachers return	Mon	14 Aug	2023
Pupils return	Wed	16 Aug	
Local holiday – school closed	Fri	22 Sept	
“ “ “	Mon	25 Sept	
Midterm – school closes at 3pm	Thurs	12 Oct	
In-service Day – no pupils	Fri	13 Oct	
Re-opens	Mon	23 Oct	
<u>Christmas – school closes at 2.30pm</u>	Fri	22 Dec	
Re-opens	Mon	8 Jan	2024
Midterm holiday – school closed	Mon	12 Feb	
Local holiday – school closed	Tues	13 Feb	
In-service day – no pupils	Wed	14 Feb	
Pupils return	Thurs	15 Feb	
<u>Easter break – school closes at 2.30 pm</u>	Thurs	28 March	
Good Friday – school closed	Fri	29 March	
Re-opens	Mon	15 April	
In-service day – no pupils	Thurs	2 May	
May Day	Mon	6 May	
Local holiday – school closed	Fri	24 May	
Local holiday – school closed	Mon	27 May	
Pupils return	Tues	28 May	
<u>School closes at 1.00 pm</u>	Wed	26 June	

COMMUNITY FACILITIES

The building is used out with school hours for various community activities. In addition, the school's Parent Teacher Association and Parent Council hold regular meetings and open events throughout the year. Any enquiries regarding the letting of premises should be made to:

School and Community Centre Letting
East Dunbartonshire Council
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

letting@eastdunbarton.gov.uk

T: 0300 1234510

www.eastdunbarton.gov.uk



SUPERVISION OF PLAYGROUNDS

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

SCHOOL SECURITY

The school doors will be locked during school hours. All visitors calling at school during class time must report to the office where they will be asked to sign the visitors' book.

Parents are advised to make an appointment if they wish to speak to class teachers or senior staff.

SCHOOL STAFF

MANAGEMENT TEAM

The staffing compliment of 21 teachers, includes the head teacher, 2 depute head teachers, one principal teacher and 17 class teachers. In addition, a music teacher visits 1 day a week and an instrumental music teacher visits ½ day per week. Additional flexibility, when available is used to allow promoted staff time to carry out management duties and provide learning support throughout the school.

SENIOR MANAGEMENT TEAM REMITS

Head Teacher: Mr. Andrew Gallagher

The head teacher has overall responsibility for the management and organisation of the school and nursery, the safety and welfare of all staff and pupils, and the quality of teaching and learning throughout. He is also a representative of the authority, and may have duties that take him from the school on authority business. He is the child protection officer and named person for the school.



Depute Head Teacher: Mrs. Stephanie Wood

Mrs Wood takes over responsibility for the school in the absence of the head teacher. She has management responsibilities in school organisation, administration, curriculum development, promoting positive behaviour and the pastoral care of pupils in P4 – 7 and responsibility for student and probationer teachers. In addition, she has responsibility for Support for Learning from nursery to P7.



Depute Head Teacher: Mrs Pauline Campbell

Mrs Campbell has management responsibilities in school organisation, administration, curriculum development, promoting positive behaviour in P1 – 3. She has responsibility for student and probationer teachers. In addition, she is our staff development coordinator.



Principal Teachers (shared):

Mrs Clare Hendry and Mrs Amanda McKinnon



Mrs Hendry and Mrs McKinnon have responsibility for P2B. In addition, they have responsibility for Maths Week Scotland, Outdoor Learning, enterprise initiative and P7 monitors



TEACHING STAFF

Class Teachers

Mrs Claire Bendermacher	P1A	Mrs Vincenza Giovannetti	P5A
Mrs Nicola McLellan	P1B	Mrs Patricia Miller / Mrs Alison Crawford	P5B
Mr Liam Docherty	P2A	Miss Sarah Goldsmith / Mrs Jane Kenny	P6A
Mrs Claire Hendry/ Mrs Amanda McKinnon	P2B	Mrs Yvonne McGuire	P6B
Mrs Niamh Rabey	P3A	Mr Ryan McGrory	P7A
Miss Amy Sutherland	P3B	Mr Rhys Davies	P7B
Mrs Susan Smith	P4A	Mr Anthony Harkins	PE
Mrs Laura Reilly	P4B	Mrs Karen Crossan	Nurture

PERIPATETIC STAFF

Music: Mrs S Jones
 School Support Coordinator: Ms J Semple
 Educational Psychologist: Ms R Donaldson
 Family Learning Assistant Mrs S Cross

SUPPORT STAFF

Administration Assistant	Mrs Ann McDaid
Clerical Assistants	Mrs Julie McBeth Mrs Ellie Wilson
Building Manager	Mr James Clelland
Support for Learning Assistants	Mrs Donna Gunning (0.5) Mrs Paula Hutchinson (0.5) Mrs Morag Lamond (0.5) Mrs Gillian Ritchie (1.0) Mrs Joan Walker (1.0) Mrs Beth Welsh (1.0)
Classroom Assistants	Mrs Shona Burns (0.8) Mr Mark McDaid (1.0) Mrs Helen Mercer (0.8) Mrs Emma Paton (1.0)
Dining Hall Staff	Ms M Carlyle / Mrs June Scambler Mrs H McIvor Ms M Stirling
Cleaning Staff	Mrs E Cunningham Mr E Duffy Ms D Lewsley Mrs M Cowan

ATTENDANCE AND ABSENCE

Attendance at School

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

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

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

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

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

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

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

Un-notified Absence Policy

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

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

Family Holidays

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

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

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

Information regarding exceptional closures

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

(a) Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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

PARENTAL INVOLVEMENT IN THE SCHOOL

Parents Welcome

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

Parents have the opportunity to discuss their child/children's progress three times during the session – October, March and June (if required after written report).

Other opportunities to meet are held throughout the year. Introductory Parents' Evenings in September allow parents to meet their child's teacher and hear about the curriculum to be followed in the coming year. There is an information evening / afternoon in numeracy and literacy for P1 parents during the school year.

Parents should feel welcome to call at school at any time. To avoid disruption of classes however, appointments should be made to discuss concerns with members of staff. Please contact the school office to make the necessary arrangements.

We are keen to involve parents in all aspects of school life. Many parents have been involved in working with groups of children, particularly during Book Week. We also appreciate any help parents may offer in accompanying classes on excursions out with school.



Newsletters are issued every term to inform parents of events happening in the school. We also use text messaging, Twitter and email as a way of reminding parents of upcoming events.

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.**
- **To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).**

HOLY FAMILY PARENT COUNCIL

The school council will, when possible meet seven times per year. Any 30 members of the Parent Forum or 10% of the members of the Parent Forum (whichever is lower), can request a special meeting to discuss issues falling within the School Council's remit.

The annual meeting will, if possible, take place in September of each year unless circumstances prevent this.

Copies of the minutes of all meetings will be available to all parents/guardians via:

- **The school website**

- On Holy Family and St Ninian's Church Noticeboard
- From the school office

COUNCIL MEMBERS

Mr Mark Farrell	c/o Holy Family Primary School	Chairperson
Mrs Nicola McGee	c/o Holy Family Primary School	
Ms Sarah Breslin	c/o Holy Family Primary School	
Ms Frances Breslin Davda	c/o Holy Family Primary School	
Mrs Marie McGovern	c/o Holy Family Primary School	
Mrs Leonie Moran	c/o Holy Family Primary School	
Mrs Julie O'Brien	c/o Holy Family Primary School	
Mr Matthew Platt	c/o Holy Family Primary School	
Ms Carolina Poggi	c/o Holy Family Primary School	
Mr Andrew Gallagher	c/o Holy Family Primary School	Head Teacher
Mr Liam Docherty	c/o Holy Family Primary School	Staff Member
Mrs Hilda Quail	c/o Holy Family Primary School	Church Representative

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.education.gov.scot/parentzone

PARENT TEACHERS ASSOCIATION (PTA)

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in.

The members of our hardworking PTA organise fun events for the children and social events for our school community. Last session they raised an amazing £8,000 which will be spent on subsidising Panto visit and repairing the outdoor play equipment/area.

Volunteers are welcome - please contact the Chairperson if you want to join:

Mrs K Mitchell	c/o Holy Family Primary School	Chairperson
Ms A Noon	c/o Holy Family Primary School	Vice Chair
Mrs G Flanagan	c/o Holy Family Primary School	Treasurer
Mrs B Clark	c/o Holy Family Primary School	Vice Treasurer
Mrs L Doran	c/o Holy Family Primary School	Secretary
Ms A Lambell	c/o Holy Family Primary School	Vice Secretary
Mrs F Curran	c/o Holy Family Primary School	
Mrs L Farrell	c/o Holy Family Primary School	
Ms N Jamieson	c/o Holy Family Primary School	
Mrs K Jones	c/o Holy Family Primary School	
Miss A Lambell	c/o Holy Family Primary School	
Mrs A McCusker	c/o Holy Family Primary School	
Ms S Mulvey	c/o Holy Family Primary School	
Ms P Wilson	c/o Holy Family Primary School	

The Scottish Parent Teacher Council (now known as Connect) is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

Pupil Council

Please see information on all our Pupil Committees on page 28

HOLY FAMILY PRIMARY SCHOOL AND THE LOCAL COMMUNITY

The school places great importance on close links with parents and the local community. We have developed links with a number of local groups. Links have been formed with the EDC Fairtrade Group, Kirkintilloch

Rotary Club and St Ninian's SVDP.

P5 perform Resurrection Rock at St Ninian's Church, P6 prepare a Burns Day Assembly each year and invite local senior citizens.



AIMING FOR EXCELLENCE

In Holy Family Primary School, we are actively engaged in the pursuit of excellence. It is our purpose to provide a Catholic education of the highest quality that will enable all our young people to become successful learners, confident individuals, responsible citizens and effective contributors.

We aim to:

- ❖ Create an ethos of achievement within our learning community and so raise standards of educational attainment in all areas of the curriculum.
- ❖ Support and develop the skills of all staff to ensure the highest standards of learning and teaching.
- ❖ Use enterprising learning and teaching practices that encourage enthusiasm, creativity and ambition enabling each individual to reach their highest standards of achievement.
- ❖ Work in partnership with home and parish to build a sense of Christian community where all members are held in high respect and their dignity, worth and individuality are respected.
- ❖ Welcome parents as active participants in the life of the school to help all children develop physical, social, spiritual, mental and emotional health and well-being.
- ❖ Ensure the deployment of excellence by fostering high quality leadership at all levels.



RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide “Religious Observance” in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *“community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community”*.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.¹

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God’s invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

¹ Curriculum For Excellence - Provision of Religious Observance in Schools, Scottish Government, 17 February 2011

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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

The Equality Act (2010)

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

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

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

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

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

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

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.

PUPIL CONDUCT

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.

PROMOTING POSITIVE BEHAVIOUR AND DISCIPLINE

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

If pupils hear regular good news about their qualities and strengths, they are more able to work constructively on improving their weaknesses. To encourage this we follow the Circle Time approach throughout the whole school. We have six golden rules:

GOLDEN RULES

We are gentle

We don't hurt others

We are kind and helpful

We don't hurt anybody's feelings

We listen

We don't interrupt

We are honest

We don't cover up the truth

We work hard

We don't waste our own or others' time

We look after property

We don't waste or damage things

CURRICULUM FOR EXCELLENCE

BRINGING LEARNING TO LIFE AND LIFE TO LEARNING

The recently refreshed Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

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

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers and early years practitioners are responsible for the development of literacy, numeracy and health and wellbeing. Curriculum for Excellence allows for seamless transitions, including from early years to primary, from primary to secondary and onwards to further education.

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.

A HOLISTIC APPROACH TO LEARNING

Curriculum for Excellence promotes the need to view learning and teaching across curriculum subjects and areas as inter-connected and integrated. At Holy Family Primary, we recognise that this is particularly important for young children, who will develop their understanding of, for example, science, language, communication, technology and mathematics from an everyday experience, such as water or sand play, supported by knowledgeable adults.

Our challenge is to ensure that these experiences are enriching and stimulating and that adults working with children are able to understand, appreciate and assess children's achievements and learning.

Please contact the Head Teacher if you would like any further information about the curriculum within our school



ACTIVE, EXPERIENTIAL LEARNING

We are committed to developing learning in natural and real contexts, familiar to children and appropriate to their interests and stages of development. This reflects our understanding that young children's learning is most effectively supported through interaction with adults and other children and through play and active exploration of their environment.



- Number, money and measure
- Shape, position and movement
- Information handling

LITERACY

- [illegible]

One of our school improvement targets is to raise attainment in reading and to further develop a reading culture within the school. In order to do this we have enrolled in the reading schools initiative..

Once a story is learnt the children are encouraged to adapt it to make it their own, for example by changing the characters or the setting. You may have heard the children talking about the key stages: imitation, innovation and invention.

The development of these types of writing is enhanced by programmes of study in spelling, punctuation, structure and handwriting.

Pupils are encouraged to present their work attractively and examples of written work can be seen throughout the school. Pupils are encouraged to write and read poetry. We celebrate book week with a school assembly and numerous activities throughout the week.

SCIENCES

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



At Holy Family we encourage children to develop a curiosity and understanding of their environment and their place in the living, material and physical world. Through experimenting and carrying out practical scientific investigations we challenge children to think critically and creatively.

SOCIAL SUBJECTS

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



Through a variety of topics children are given the opportunity to develop an understanding by learning about important events / people: past and present.

TECHNOLOGIES

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



Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens.

HEALTH AND WELLBEING

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood



Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future. The principles and practice document is essential reading for teachers as they start working with the experiences and outcomes for health and wellbeing.

MODERN LANGUAGES

French is taught at Primary 6 and 7 by primary staff who have completed appropriate training modules. The approach encourages spoken language and includes a number of activities, songs and games designed to foster confidence in

speaking French. Regular meetings with the associated primary schools and St. Ninian's High School helps to monitor the development of the course. A teacher from St Ninian's High School visits P6 & P7 for 4 sessions as part of the primary/secondary transition programme.



EXPRESSIVE ARTS

- Art and design
- Dance
- Drama
- Music



Learning in, through and about expressive arts enables children to be creative and express themselves in different ways. Music specialist Mrs Jones, visits the school every Wednesday. This year as part of East Dunbartonshire Music Initiative all P4 and P5 children received a block of percussion from a visiting specialist. Each year P1-P3 pupils perform a Nativity play with P2 pupils having the main parts. Art and design is supported by the Borders Art programme and pupils' work is displayed in all public areas and in classrooms.

RELIGIOUS, MORAL EDUCATION

THIS IS OUR FAITH is the syllabus for teaching religious education in Roman Catholic schools in Scotland. It structures learning experiences and outcomes for young people and reinforces the Gospel

values. As children develop they are provided with opportunities to encounter Jesus Christ in their journey of faith.

At Holy Family religious education takes place within the context of the wider Catholic faith community, in partnership with home and parish. It is an integral part of our school: we are a community of faith.

Mass is celebrated on the first Friday of the month with classes taking it in turn to prepare the liturgy. An assembly is held every Wednesday to celebrate the achievements of our children in and out of school.

The children will receive the Sacrament of Reconciliation and the Eucharist in P4 and Confirmation in P7. During this time, the staff at Holy Family, work closely with the parents and parish to help prepare the children for these important events in their lives.

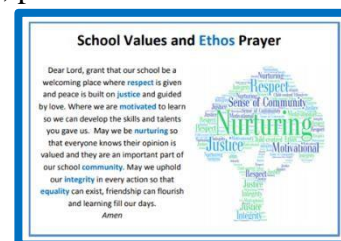


God's Loving Plan helps children to develop healthy and respectful attitudes to their bodies and to all aspects of God's gift of life. Parents are responsible for helping children to understand that their lives are precious and to know how to take care of the bodies which God has gifted to them as part of his plan for creating and sustaining life.

For more information about relationships in education, please go to the Parent section of the Scottish Catholic Education Service <https://sces.org.uk/>

If you would like to discuss any aspect of our programme and materials, please contact the school.

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.



HOMEWORK

Homework is set on a weekly basis and given out via SEESAW.

AIMS

Homework aims to:

- Encourage pupils to participate with responsibility in their own learning.
- Develop the habit of independent study.
- Provide opportunities to consolidate work done in class.
- Widen the learning experience by allowing pupils to use materials and sources of information not available in the classroom.
- Strengthen the liaison between home and school and involve parents in pupils' work.
- Homework is set through the online platform SeeSaw

TASKS

Homework tasks should:

- Be varied
- Be related to the ability and individual needs of the child.
- Provide opportunities for parental involvement.
- Be clearly explained to the pupil by the teacher, e.g. pupils and parents should know exactly what is expected and when homework is to be returned to the teacher for marking.
- Be checked/checked/checked by the teacher.
- Be completed within the following time bands:
P1 – P3 15-20 minutes
P4 – P7 20–30 minutes

HOW PARENTS CAN HELP

- Find a place where the child can work away from noise and distractions.
- Discuss the homework with your child.
- Check their homework once complete and sign their diary.
- Any problems should be communicated through the diary as soon as possible to the class teacher

PUPIL COUNCILS AND COMMITTEES

Holy Family have the following councils and committees which give children a voice and the chance to become involved in whole school issues:

- Pupil Learning Council
- Eco Committee
- Health Committee
- Fairtrade Committee
- Mini-Vinnies
- Outdoor Learning Committee

These councils and committees help children understand the issues which affect them in the life of the school and in the world. It helps them to grow in confidence and feel good about their place in our school community and encourages them to be a responsible and active citizen.

PUPIL LEARNING COUNCIL

The Pupil Learning Council is a pupil elected body which gives children the opportunity to relate their ideas to staff. There is a representative from each class and they meet regularly with the Head Teacher to discuss important school issues and projects.

During the pupil council meeting important issues are discussed, ideas shared and action points decided. The aim is for the discussions to be orderly and fair, with everyone having an equal opportunity to talk or be listened to. It's up to the Chairperson to make sure that councillors show respect for each other.

The children learn to create agendas and take minutes. The children enjoy planning and organising our charity and fundraising events with great success.

After the meeting representatives report back to their class while things are still fresh in their minds - this helps every pupil to feel involved. Teachers must give enough time to let the class discuss points that have been raised. Selected members may also give whole school feedback on issues at assembly.

ECO COMMITTEE

The Eco Committee is the driving force behind a school's participation in the Eco-Schools programme. The aim of our members is to improve Holy Family's sustainability and to promote awareness of environmental issues to all pupils across the school, helping them to become globally responsible citizens.

The committee also organise a very successful 'Eco-Week'. During this, the pupils and staff are invited to take part in the 'Eco Fashion Show', visitors are invited to classes to discuss eco related topics, they create EcoTasks for each class and give presentations during assembly to make sure we all remember our responsibilities to our school, our community and our planet. The school recently achieved its 5th Green Flag.

Every year the committee raise money for school funds by encouraging pupils to bring in various recyclable materials and objects.

Members are also responsible for the school garden and work with parent helpers to develop and maintain this area of our school.

HEALTH COMMITTEE

The aims of the Health Committee are to promote healthy eating, physical exercise and emotional health in the lives of everyone in at Holy Family Primary. Members meet on the first Tuesday of every month to plan future initiatives.

The children work hard to encourage the children to bring healthy snacks and packed lunches to school as well as liaise with the kitchen staff to discuss how to make our school meals healthier.

They organise annual competitions to remind children of the importance of cleanliness, healthy eating and keeping active.

FAIRTRADE COMMITTEE

Holy Family Primary School understands the importance of fair trade and promotes the use of fair trade products within our school. The committee meets regularly to promote awareness in school of the fair trade system and its impact on farmers and their workers in developing countries.

Our members hold an annual coffee morning for families and the children bring in the baking which they make from fair trade products. They also produced a fair trade cookery book to help raise awareness and raise funds.

MINI-VINNIES

Holy Family are delighted to engage with the Society of St Vincent de Paul through our 'Mini Vinnie's' programme which is now in its second year.

The Mini Vinnies are guided by staff as they embark on their first steps as possible 'Vincentians for life,' supporting the less fortunate. The Mini Vinnies embrace the 3 key steps to 'see', 'think' and 'do'! They meet regularly and agree on campaigns to help others.

Our young Vincentians organise school collections of food and personal items throughout the year in particular during Advent and Lent. These items are distributed to the homeless and needy of Glasgow through the Ozanam Centre in Glasgow. They will continue to support the work of our associated parish of St Ninian's in any way they can and are keen to raise awareness of St Vincent de Paul and his message.

OUTDOOR LEARNING COMMITTEE

This year for the very first time in Holy Family we have an Outdoor Learning Committee. Children who were interested and not already in a committee this year were given the opportunity to complete an application to outline their ideas for taking learning outdoors and why they would be a suitable candidate. Each class voted on a member to represent the committee.

Mrs Hendry was very impressed with the committee's enthusiasm and commitment during intervals to learn new outdoor games to teach their peers. All teachers commented on how well their representative delivered the games ensuring all children understood the rules and had fun.

EXTRA CURRICULAR ACTIVITIES

Holy Family try to give children as wide a range of extra curricular opportunities as possible. These include clubs, games, day visits and residential trips.

Certain activities require parental approval and relevant medical information. Parents are informed in writing of the full details before excursions which may include expected learning outcomes, financial costs, supervision levels and accommodation.

School policy on mobile phones will be applied whilst on excursions. Parents are encouraged to contact the school with any queries before any excursion occurs and to attend organised parents' evenings regarding trips.

FOOTBALL

SFA coaches visit the school on a Monday and Tuesday when they run a football after school club for children in P4-7. This is very popular club and the 25 spaces fill up quickly.

The SFA also visit the school for a 10 week block where they coach the pupils in P2 and P4.

The school also runs its own football club. The selected teams compete in the Jim McNairn Shield Tournament and the SFA National Competition at Firhill.

DANCE

P7 girls are given the opportunity in the second term to create and perform a dance routine and participate in a local dance festival. A visiting instructor works with the girls to fine tune their act and give them some professional advice. The girls choose their own costume and music.

ASSESSMENT AND REPORTING

TRACKING AND ASSESSMENT

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Some assessment is more formal, such as projects, investigations, case studies and assessments.

The assessment of children's progress throughout primary school and in secondary S1-S3 is based on teachers' views; their professional judgement. In making these judgements, teachers draw on their professional knowledge and understanding of the child as well as using a range of assessment information. They also apply recently published benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence level.

Within East Dunbartonshire Council, schools use a range of assessment information to track children's progress including:

- **Standardised assessment**
- **Periodic assessment**
- **End of unit assessments**

The information gathered through standardised assessments is used as part of a suite of information to inform learning and teaching. Standardised assessments can provide a detailed breakdown of a child's ability in literacy and numeracy. Together with assessments from day-to-day learning and other assessment tasks or activities, standardised assessments can provide a detailed picture of children's progress.

FORMATIVE ASSESSMENT

Formative Assessment is embedded throughout the whole school. This involves teachers looking at different ways of supporting children in their learning during class lessons. Teachers share learning intentions with children at the start of lessons and pupils are familiar with success criteria. Pupils are given thinking time and positive feedback to support their learning. These strategies and others activate students as owners of their own learning. At Holy Family we use many different strategies depending on the activity, class or individual. They include, 2 stars and a wish, think time, no hands, lollypop sticks, thumbs up/down.

TARGET SETTING

In August 2017, new National Standardised Assessments (SNSA) were introduced in all schools in Scotland. These assessments provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers.

REPORTING TO PARENTS

PARENTS' EVENING

Parents' evenings take place in October and March. Prior to both, parents will receive home their child's folder of work. This is sent home termly and gives the children the opportunity to share their learning experiences at home. Letters are sent home to advise parents of the dates for the parents' evening. They are able to select either an end of day meeting, between 3-5pm or a late night appointment from 6-8pm.

REPORT CARDS

A written report is sent to parents in June which identifies the child's next steps in learning. These reports are basis for discussion at the parents' meeting in October ensuring that children's learning is continuous and progressive.

LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

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

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

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

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

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

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

East Dunbartonshire Council, The Marina, Strathkelvin Place, Kirkintilloch, Glasgow, G66 1TJ

Tel: 0300 123 4510

Email greg.bremner@eastdunbarton.gov.uk

EARLY LEARNING AND CHILDCARE PROVISION

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

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

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

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

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

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

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

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

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

From August 2023, a change in Scottish Government legislation means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. [Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website.](#)

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

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

TRANSFER FROM EARLY LEARNING AND CHILDCARE TO PRIMARY REGISTRATION AND ENROLMENT

Information on new school entrants can be found on the council's website, www.eastdunbarton.gov.uk. Enrolment is in 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.



Holy Family has close links with all its feeder nurseries and we work with them to ensure a smooth transition from preschool to P1. The P1 teachers visit the children before they start and we organise induction days for parents.

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 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.

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

SECONDARY SCHOOL ADMISSIONS

Transfer Information will be issued to Primary 7 parents in 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.

The school to which Holy Family Primary pupils normally transfer is:

**St Ninian's High School
Bellfield Road
Kirkintilloch
G66 1DT
Tel: 0141 955 2386**

P6 children are invited to take part with other children from the St Ninian's primary feeder schools in a sports day organised by the PE department and senior pupils.

P6 and P7 visit St Ninian's High School for three half days. During this time they have the opportunity to take part in a variety of different subjects.

Visits to secondary schools are organised before the summer holidays. 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. Early in P7 parents will have an opportunity to view the school, experience the facilities and meet staff.

Specialist teachers from St Ninian's visit the P7 children during their last year at Holy Family. Subjects this year included maths, literacy, French, Mandarin, Art, Design Technology, Music and PE.

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

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

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

Mid-Session Transfers

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

Transport for Placing Requests

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

CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

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

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

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

That the child or young person:

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

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

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

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

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

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

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

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

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

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

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

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

Supporting Families Service

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

Protecting Children and Young People

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

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

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

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

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

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

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

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

Additional Support Needs

As with all local authority schools in Scotland, 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, 0845 123 2303

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

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

Fr Tartaglia and Fr Toner, our parish priests, provides pastoral support for staff and pupils at Holy Family as part of our faith community. They regularly visits the children and staff here at Holy Family for First Friday Mass.

BOUNCE BACK



At Holy Family teachers use the Bounce Back Programme and PATHS (Promoting Alternative Thinking Skills) to provide strategies to help children cope with the complexity of their everyday lives and learn how to build emotional resilience and 'bounce back' when they experience sadness, difficulties, frustrations and challenging times. Strategies will be covered both in class and during assemblies.

SEASONS FOR GROWTH

Holy Family provide the Seasons for Growth programme for children. This is a successful education programme that gives young people the opportunity to learn that change, loss and grief are normal and valuable parts of life. It provides children with the knowledge, skills and attitudes to understand and manage their individual experiences.

PROMOTING WELLBEING, PROTECTING AND SAFEGUARDING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The named person for Holy Family Primary is the Head Teacher, Mr Andrew Gallagher.

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.

SCHOOL IMPROVEMENT

RAISING ATTAINMENT

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

The purpose of the School Improvement Plan is to support the school to improve its provision for its pupils in a way which is responsive to their needs.

The teaching staff at Holy Family recognise that sustainable improvement only takes place in a culture of aspiration where there is a shared understanding of the school's aims and values.

The latest Improvement Plan for Holy Family can be found on the school website.

STANDARDS AND QUALITY REPORT

Every year each school publishes a Standards and Quality report which highlights the school's major achievements and areas of future focus for improvement.

This annual report is intended to provide you with an update on the standards and quality of provision being offered at Holy Family Primary School. The purpose of this report is to reflect upon the previous year, the achievements, the areas of challenge and to plan how the school should develop in the coming year. The report enables these plans to be shared with all pupils, staff, parents and partners in order that we can move forward together with a common purpose.

The latest Standards and Quality Report for Holy Family can be found on the school website.

The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

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

Why do we need your data?

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

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

Data policy

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

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

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

Your data protection rights

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life

of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

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

Concerns

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

SCHOOL POLICIES AND PRACTICAL INFORMATION

SCHOOL UNIFORM

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

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

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

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

In Holy Family, thanks to the support of our parents, all children wear our school uniform. Most items of uniform can be purchased through Marks and Spencer online ordering. A leaflet is usually issued in June by the PTA.

- Brown sweatshirt / cardigan / sleeveless tank top
- Blue polo-shirt with school badge / blue shirt with school tie / Brown trousers / skirt
- Black / brown shoes

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 white T-shirt, black or navy jogging bottoms and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

[please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.](#)

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

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

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

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

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

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

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

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.

The school now operates a cashless catering system. Each pupil has an individual account, which can be topped up online via the council 'payment' website

Meal selections can be made at home up to three weeks in advance or by children in class at the start of the day. Your child's individual account number, as well as information on how to use the cashless catering system, will be provided.

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 under School Clothing Grants and Free School Meals.

TRANSPORT

GENERAL INFORMATION REGARDING TRANSPORT

(a) General

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

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

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

(b) Pick up Points

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

(c) Placing Request

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

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

ADVERSE WEATHER CONDITIONS

Adverse Weather Conditions

DRIVER'S RESPONSIBILITIES

- In adverse weather conditions drivers **MUST** liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.

- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

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

PARENTAL RESPONSIBILITIES

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

MEDICAL AND HEALTH CARE

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

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

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

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

Provision is made for all Primary 1 pupils to have medical examinations in school. There are also periodic dental inspections and sight tests.

Should a pupil take ill or have an accident while in school, the parent will be notified immediately. It is therefore of the utmost importance that the school can contact the parents. Parental contact forms are given out at the beginning of the session and should be completed and returned to school. Please inform the school of any particular medical requirements.

INFORMATION ON ADMINISTRATION OF MEDICINES

East Dunbartonshire has developed a policy on meeting the health care needs of pupils and the administration of medicines in its schools.

It states, "most pupils, at some time in their schooling, will have short term medical needs that may involve the completion of a course of medication e.g. antibiotics. **In general, schools should not become involved in the administration of this type of medication.** Wherever possible, parents should ensure that their child's medication is prescribed in dose frequencies which enable it to be taken out-with school time".

PLEASE NOTE:

Where medication must be taken during the school day the parents should complete Form M1: **request for medication to be administered on a short-term basis**. If the school agrees to the request, **PART 4 of Form M1** will be completed and returned to the parents.

Parents should not send medication with pupils, this must be delivered by an adult and form M1 completed.

Please ensure that the medicine container is clearly labelled with:

- The name of the child
- The name of the medicine
- Prescribed dosage and frequency
- Expiry date

Note that verbal information will not be acted on.

REQUEST FOR MEDICATION TO BE ADMINISTERED ON A LONG-TERM BASIS

If your child suffers from asthma it is essential that you inform the school of any restrictions which need to be applied to his/her activities and the medication which has been prescribed for routine and emergency treatment.

If your child has an inhaler at school you must complete Form M2.

If your child suffers from epileptic attacks, diabetes or anaphylactic shock it is essential that you inform the head teacher of the appropriate emergency treatment which should be given.

If your child is acutely unwell we advise you to keep them at home.

It is the responsibility of the parent to collect medicines from school at the end of each term.

DATA PROTECTION ACT 2018

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

ACCESSING YOUR CHILD'S PUPIL RECORDS

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

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

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
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FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

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

SCHOOL CAMPUS NO SMOKING POLICY

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

PUPIL USE OF MOBILE PHONES IN SCHOOL

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

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

All establishments will incorporate the following points into their policy:

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

APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS

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

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

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;**
- parents and co-opted members of parent councils;**
- parent members of local parent-teacher associations;**

- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

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

Although this information is correct at the 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*