



HOLY FAMILY PRIMARY SCHOOL

2024-2025





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East Dunbartonshire Council

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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

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 338 primary pupils and 54 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 2024/2025

Teachers return	Mon	12 Aug	2024
Pupils return	Wed	14 Aug	
Local holiday – school closed	Fri	27 Sept	
“ “ “	Mon	30 Sept	
Midterm – school closes at 3pm	Thurs	10 Oct	
In-service Day – no pupils	Fri	11 Oct	
October week – school closed		14–18 Oct	
Re-opens	Mon	21 Oct	
<u>Christmas – school closes at 2.30pm</u>	Fri	20 Dec	
Re-opens	Mon	6 Jan	2025
Midterm holiday – school closed	Mon	17 Feb	
Local holiday – school closed	Tues	18 Feb	
In-service day – no pupils	Wed	19 Feb	
Pupils return	Thurs	20 Feb	
<u>Easter break – school closes at 2.30 pm</u>	Fri	4 April	
Easter holidays – school closed (includes Easter Monday)	Mon	7-21 April	
Re-opens to Staff and Pupils	Tues	22 April	
May Day	Mon	5 May	
In-service day – no pupils	Tues	6 May	
Local holiday – school closed	Fri	23 May	
Local holiday – school closed	Mon	26 May	
Staff and Pupils return	Tues	27 May	
<u>School closes at 1.00 pm</u>	Wed	25 June	

COMMUNITY FACILITIES

The building is used outwith 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 and issued with a visitor's badge.

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 24 teachers, includes the head teacher, 2 depute head teachers, 2 principal teachers (0.6 / 0.4) and 19 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.



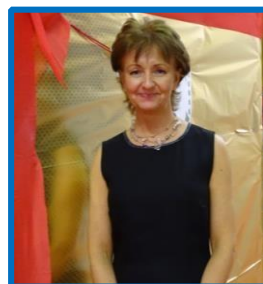
Depute Head Teacher: Mrs. Stephanie Wood

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 P1B. In addition, they have responsibility for Maths Week Scotland, Outdoor Learning, enterprise initiative and P7 monitors



TEACHING STAFF

Class Teachers

Miss Amy Sutherland	P1A	Mr Liam Docherty	P4/5
Mrs Claire Hendry/ Mrs Amanda McKinnon	P1B	Mr Rhys Davies	P5J
Mrs Crainie	P2C	Mr Anthony Harkins	P5/6
Mrs Claire Bendermacher	P2/3	Mrs Laura Reilly	P6L
Miss Sarah O'Donnell	P3E	Mrs Patricia Miller	P6/7
Mrs Nicola McLellan	P3F	Mrs Yvonne McGuire	P7N
Mrs Lindsay Macqueen	P4G	Mrs Karen Crossan	Nurture
Mrs Vincenza Giovannetti / Mrs Alison Crawford	P4H	Mrs Susan Smith Mr Ryan McGrory	

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 Ellie Wilson
Building Manager	Mr James Clelland
Support for Learning Assistants	Mrs Donna Gunning (0.5) Mrs Paula Hutchinson (0.5) Mr Brian Loch (Mrs Gillian Ritchie (1.0) Mrs Joan Walker (1.0) Mrs Beth Welsh, BSL (1.0)
Classroom Assistants	Mrs Shona Burns (0.8) Mrs Helen Mercer (0.8) Mrs Emma Paton (1.0)
Dining Hall Staff	Mrs J Scambler Ms I Cassidy Ms G Gill Mrs H McIvor Ms L Ryan
Cleaning Staff	Mrs D Lewsley Mrs M Cowan

ATTENDANCE AND ABSENCE

Attendance at School

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

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

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

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

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

There are a key rights, duties and legal obligations in relation to attendance as outlined in [‘Included, Engaged and Involved \(Part 1\)’](#). These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.

- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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[Included, Engaged and Involved \(Part 1\)](#)

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm. In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Family Holidays

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

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

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

Information regarding exceptional closures

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

(a) Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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

- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

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 (if required after written report) and May.

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
- express their views on school education generally and work in partnership with their child's school

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

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

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

The main aims of the Parent Council are:

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

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

Mrs Nicola McGee	c/o Holy Family Primary School	Chairperson
Mr Mark Farrell	c/o Holy Family Primary School	Vice Chairperson
Mrs Joanna Abraham	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 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	
Ms Laura Pursey	c/o Holy Family Primary School	

Mr Andrew Gallagher
Mr Liam Docherty
Mrs Hilda Quail

c/o Holy Family Primary School
c/o Holy Family Primary School
c/o Holy Family Primary School

Head Teacher
Staff Member
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 <https://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 £6,000 which will be spent on subsidising Panto visit and purchase of an interactive whiteboard for class.

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

Mrs B Clark /	c/o Holy Family Primary School
Ms A Noon	
Mrs G Flanagan	c/o Holy Family Primary School
Ms A Lambell	c/o Holy Family Primary School
Mrs L Doran	c/o Holy Family Primary School

Chairperson
(shared)
Treasurer
Secretary
Vice Secretary

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 pages 29-31

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 FOR ALL

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

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

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

The Equality Act (2010)

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

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

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

[Technical guidance for schools in Scotland / EHRC \(equalityhumanrights.com\)](http://equalityhumanrights.com)

DEVELOPMENT OF PUPILS' SPIRITUAL, MORAL, CULTURAL AND SOCIAL VALUES

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

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

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

- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment.

The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.

In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.

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

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

The Promise

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

UNCRC

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

Incorporation of the UNCRC Bill 2021 ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre

- **Support establishments working with children and young people to develop a positive and inclusive ethos and culture**
- **Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers**
- **Provide leadership and ensure accountability through systematic monitoring and review of data**
- **Support effective partnership working across agencies to further the rights and wellbeing of children and young people**

Rights Ambassadors

Our Rights Committee is made up of representatives from each year group. This is an important group which ensures that the views of pupils are heard. The Rights Respecting School Committee aims to place the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school. We will use this to help develop our planning, policies, practise and school ethos to help create a positive learning environment for all.

Promoting Positive Behaviour

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to the ethos of our school. Adults in our school work with children to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Holy Family Primary School is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated. Our school operates a system of class charters to set out expected behaviour. This is celebrated through our school Values awards at assemblies and certificates sent home to parents. The highest standards of behaviour are expected of pupils at all times. Parents are asked to cooperate with the school in encouraging a sense of responsibility and good behaviour in their children.

Our School Values:

At Holy Family Primary we value;

- Faith
- Respect
- Kindness
- Honesty
- Happiness

Our Values are underpinned by The United Nations Convention on the Rights of the Child- Articles 12, 24, 31, 28 and 15. This is represented through our School Charter.

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

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

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

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

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





CURRICULUM AREAS

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.



NUMERACY & MATHEMATICS

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

We plan experiences for children that will stimulate and promote their enjoyment of numeracy. Teachers in all classes plan active learning activities which provide opportunities for children to observe, explore, investigate, experiment, play, discuss and reflect. Through our Numeracy Programme children are exposed to increasingly complex mathematical ideas. There is a strong emphasis on mental calculation. The children are actively involved in their learning and are given practical material and equipment to help their understanding before moving on to abstract concepts.



Children have the opportunity to develop mental agility and are encouraged to make links across the curriculum to show how mathematical concepts are applied within a wide range of contexts.

LITERACY & ENGLISH

- Listening and talking
- Reading
- Writing



Throughout the school we use a skilful mix of approaches to ensure that all children encounter a wide range of different types of text in a variety of media.

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

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.

We use 'Talk for Writing' as an innovative approach to teaching writing developed by the literacy specialist and writer Pie Corbett (pictured). It uses high quality model texts to introduce the children to different story/text types which they learn off by heart and then scrutinise with a critical eye.



It is a fun, creative yet also rigorous approach to develop writers. Pupils also learn to sign actions for certain words that are used throughout the school.

'Talk for Writing' starts with enjoying and sharing stories. Children learn to tell a story off by heart. They tell the story with expression and actions.

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 STUDIES

- 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 and MORAL EDUCATION (RME)

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.



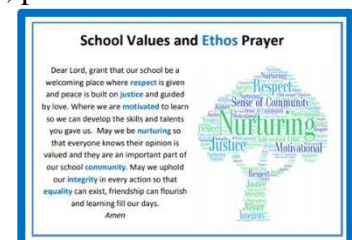
God's Loving Plan helps children to develop healthy and respectful attitudes to their bodies and to all aspects of God's gift of life. Parents are responsible for helping children to understand that their lives are precious and to know how to take care of the bodies which God has gifted to them as part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

Religious Instruction and Observance

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



HOME LEARNING

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 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.

- British Sign Language (BSL)
- Display
- Eco
- Fairtrade
- Health & Playground
- Languages
- Library & Reading
- Mini-Vinnies & Charities
- Outdoor Learning
- Pupil Council
- Road Safety
- Right Respecting Schools (RRS)
- Science, Technology, Engineering and Mathematics (STEM)

- This is Our Faith (TIOF)
- Wellbeing

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.

Please read the Mission Statements as written by the pupils.

British Sign Language (BSL)

We aim to spread sign language throughout the school to promote better communication, inclusion and awareness with the deaf community.

Display

Our mission is to enhance our school through display, creating an engaging and motivating environment where learning is shared and success is celebrated!

Eco

The Holy Family Eco Committee is committed to encouraging all pupils and staff to care for their home, school and wider environment by creating awareness about environmental issues.

Fairtrade

Our mission is to develop awareness of disadvantaged farmers so that they receive a fair wage for their produce. Our vision is that we can encourage more people choose Fairtrade products which will enable farmers to have better lives and not live in poverty.

Health & Playground

The mission of the health committee is to promote healthy living. We want every Holy Family pupil to know how to keep fit, eat well and rest so they can always be at their best.

Languages

The mission of the languages committee is to promote in our school community a love of learning new languages and of exploring different cultures. We aim to inspire others and spread our knowledge of the French language and culture around the whole school.

Library & Reading

The Library and Reading Committee of Holy Family is dedicated to promoting a love of reading and providing access to a range of quality reading resources and materials within our school to suit all ages and interests.

Mini-Vinnies & Charities

Turning concern into action.

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.

Outdoor Learning

Outdoor learning is a right of all children and young people in Scotland

Our mission is to develop enjoyable and challenging outdoor learning experiences, which enhance the learning and encourage us to take learning outdoors frequently. To help our school community to be healthier, active and to connect with the natural world.

Pupil Council

- Respect all pupils equally
- Make the school a better place to learn and grow
- Listen to your ideas
- Lead by example through actions and faith

Road Safety

Our mission is to make sure that all pupils in Holy Family know their **Green Cross Code** and that we support our community in making sure the roads around our school and town are a safe place for everyone.

Right Respecting Schools

The Rights Respecting School Committee aims to place the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school. We will use this to help develop our planning, policies, practice and school ethos to help create a positive learning environment for all.

STEM

Empowering Tomorrow's Innovators: We, the STEM Committee, are on a mission to make science, technology, engineering, and mathematics (STEM) exciting for everyone! We're here to spark curiosity, organise cool competitions, bring amazing visitors, set up exciting outdoor challenges, and share mind-blowing discoveries at school assemblies. Together, let's explore the wonders of STEM and unleash our inner scientists, engineers, and problem solvers. Let the STEM adventure begin!

This Is Our Faith

Dear Lord grant that our school be a welcoming place where respect is given and peace is built on justice and guided by love. Where we are motivated to learn so we can develop the skills and talents you gave us. May we be nurturing so that everyone knows their opinion is valued and they are an important part of our school community. May we uphold our integrity in every action so that equality can exist, friendship can flourish and learning fill our days.

Wellbeing

To promote wellbeing in the school by helping everyone with their emotions, build confidence and self-esteem.

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

The school also runs its own football club for pupils in P6 and P7. 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 May. 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.

INTERIM REPORTS

A written report is sent to parents in March which identifies the child's next steps in learning. These reports are basis for discussion at the parents' meeting in May 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

Southbank House

Strathkelvin Place

Kirkintilloch

G66 1XQ

Tel: 0300 123 4510

Email greg.bremner@eastdunbarton.gov.uk

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.

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



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.

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

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

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

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

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

SECONDARY SCHOOL ADMISSIONS

Transfer Information will be issued to Primary 7 parents in November each year.

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, 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.

SUPPORT FOR PUPILS

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

Guiding Principles

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

Universal and Targeted Levels of Support:

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

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

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

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

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

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

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

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

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

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require to additional resources could be experiencing:

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

- self-regulation and self-care needs

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

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

Targeted Intervention Tier 3 provision:

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

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

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

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

Advocacy

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

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

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

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

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

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

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

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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

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

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

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

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

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

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

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 visit the children and staff here at Holy Family for First Friday Mass.



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. School sweatshirt or plain black sweatshirt is also required for outdoor 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 parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

(c) Placing Request

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

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

ADVERSE WEATHER CONDITIONS

DRIVER'S RESPONSIBILITIES

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

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

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

PARENTAL RESPONSIBILITIES

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.

- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

MEDICAL AND HEALTH CARE

If your child takes ill during the school day the School Office staff will contact you, it is therefore of the utmost importance you keep your contact details up-to-date. Depending on what the illness is we may ask you to collect your child with immediate effect. We will however, do all we can to make sure your child feels comfortable and on occasion if they feel better may also return them to class.

Provision is made for all Primary 1 pupils to have medical examinations in school. There are also periodic dental inspections and sight tests. **We will inform parents prior to stage specific medicals occurring in school.**

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

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian may apply on the child's	Right of access to core education record (PPR)

	behalf for access to all records	
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	<p>Right of access to core education record (PPR)</p> <p>No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding</p>

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*