

# LENZIE MEADOW PRIMARY SCHOOL

## HANDBOOK

### 2023-2024



Moss Road, Lenzie, G66 4HW  
Telephone 0141 955 2366  
[www.lenziemeadow.e-dunbarton.sch.uk](http://www.lenziemeadow.e-dunbarton.sch.uk)

# Welcome from the Head Teacher



Dear Parent/Carer,

Can I welcome you to Lenzie Meadow Primary School? Some of you may be already familiar with Lenzie Meadow; others are meeting us for the first time. I would like to welcome you to our inclusive, friendly and welcoming school.

I hope you will find this handbook helpful in gaining an insight into what our school has to offer your child.

Lenzie Meadow is a purpose built school which opened in August 2016. It is set in the heart of Lenzie and is very much part of the local community. We are very proud of the partnerships we have formed within the Lenzie Community. Our partnership with pupils, parents and external agencies are the key to this success.

We aim to provide a curriculum that provides depth and challenge within learning. We also focus strongly on GIRFEC principles, which mean our curriculum is tailored to support all pupils as individuals. We strive to achieve this within an atmosphere where children are encouraged to take pride in their work, show respect for others and value themselves and the contribution they make to school life.

We have very effective links with the schools and nurseries in the local area, as well as our own purpose built Lenzie Meadow Early Learning and Childcare Centre. Our secondary feeder is Lenzie Academy with which we enjoy very strong links.

Information regarding the school and our early learning centre can be found on our website – [www.lenziemeadow.e-dunbarton.sch.uk](http://www.lenziemeadow.e-dunbarton.sch.uk). We also have a school and early learning centre Facebook and Twitter page. Many items are uploaded to the social media sites and staff report on pupil achievement through this media too.

If you would like more information about the school, please do not hesitate to contact me. I look forward to working with you and your child.

Yours sincerely

Sheona Allen  
Head Teacher



## East Dunbartonshire Vision

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.

# Lenzie Meadow Vision



## OUR VISION

*"Be the best you can be!"*

*To create learners who are:*

*Happy, Self-confident, Motivated and Responsible individuals who strive to achieve their very best in all pursuits.*

## OUR VALUES

- *Be Kind*
- *Be Safe*
- *Be Responsible*

## We aim to

- *enable individuals to achieve their full potential, academically and socially*
- *foster a spirit of independence,*
- *promote positive attitudes in our school community with an emphasis on respect for oneself and others*
- *ensure equality of opportunity for all within an inclusive environment*
- *to develop a sense of caring, trust and honesty in all learners*

*We work in partnership with our parents and the wider Lenzie Meadow School Community to build the very best in achievement and attainment for all.*



# Information about the School

<b>Address:</b>	Moss Road Lenzie G66 4HW
<b>Telephone Number:</b>	0141 955 2366 (school) 0141 955 2367 (Early Learning and childcare centre)
<b>E-mail:</b>	<a href="mailto:office@lenziemeadow.e-dunbarton.sch.uk">office@lenziemeadow.e-dunbarton.sch.uk</a> <a href="mailto:nursery@lenziemeadow.e-dunbarton.sch.uk">nursery@lenziemeadow.e-dunbarton.sch.uk</a>
<b>Website:</b>	<a href="http://www.lenziemeadow.e-dunbarton.sch.uk">www.lenziemeadow.e-dunbarton.sch.uk</a>
<b>Realistic Planning capacity:</b>	616
<b>Present Role</b>	Early Learning and Childcare centre – 96 School - 592
<b>Stages covered:</b>	2 -5 Years Early Learning and Childcare and Primary 1 – 7

<b>Class Structure</b>	<b>Early Level</b>	<b>First Level</b>	<b>Second Level</b>
	Early Learning centre	Primary 2A	Primary 5A
	Primary 1A	Primary 2B	Primary 5B
	Primary 1B	Primary 2/3	Primary 5C
	Primary 1C	Primary 3A	Primary 6A
		Primary 3B	Primary 6B
		Primary 4A	Primary 6C
		Primary 4B	Primary 7A
		Primary 4C	Primary 7B
			Primary 7C

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

**Denominational Status:** Non – denominational

**Status:** Co - educational

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

## Community Facilities:

Those wishing to let the premises should contact:

CLD & Childrens Services (School Letting Office)

The Marina

Strathkelvin Place

Kirkintilloch

G66 1TJ

Tel no: 0300 1234510

email: [letting@eastdunbarton.gov.uk](mailto:letting@eastdunbarton.gov.uk)



# Staff Information

## Head Teacher

Sheona Allen

## Depute Head Teacher

Lorraine Donnelly  
Elaine Gardiner

## Principal Teachers

Lesley Gordon/ Jill Donald  
Hilary Roddick

## Teaching Staff

P1A	Amy Lightbody
P1B	Jean Millar/Mhairi Colston
P1C	Eilidh Guinness
P2A	Megan Thomson/Karen Johnston
P2B	Jennie Smyth Docherty/Anna Kirkwood
P2/3	Danielle Coutts
P3A	Lillian Martin/Pamela Eadie
P3B	Fiona Kerr
P4A	Kiren Roopra
P4B	Suna Kupeli
P4C	Mhairi Stenhouse
P5A	Drew Hannah
P5B	Dawn Rutherford
P5C	Jasmine Forbes
P6A	Jennifer Miller/Megan Burke
P6B	Caitlin Welsh
P6C	Kathleen Carr
P7A	Jamie Ludford
P7B	Stephanie Morrison/Toni McVey
P7C	Laura Tennent
RCCT teachers	Fiona Paterson/Megan Burke/Amanda Bowman

## Early Learning and Childcare staff

Depute Head of Centre	Claire Moore (Mon, Tues & Wed AM)
Depute Head of Centre	Laura Mesarowicz (Wed PM, Thur & Fri)
Senior Early Years Worker	Heather Hill (Wed-Fri)
Senior Early Years Worker	Lisa Burke (Mon & Tues)
Nursery Teacher	Kirsty Quinn
Early Years Worker	Debbie Armstrong
Early Years Worker	Lauren Barrie
Early Years Worker	Lisa Burke (Wed-Fri)
Early Years Worker	Diane Cowan
Early Years Worker	Tracey Elliot
Early Years Worker	Lesley Irving
Early Years Worker	Lesley Jack
Early Years Worker	Lee-Anne Jackson
Early Years Worker	Rachel Johnstone
Early Years Worker	Sandra Macdonald
Early Years Worker	Louise McLaren
Early Years Worker	Rachel McMillan
Early Years Worker	Grant McNeil

Early Years Worker  
Early Years Worker  
Early Years Worker  
Early Years Worker  
Early Years Worker  
Early Years Worker

Nicola Paterson  
Isobel Rankin  
Pamela Shovlin  
Suzanne Stevenson  
Wendy Stirling  
Sharon Warner

Early Years Support Worker  
Early Years Support Worker

Laura Bradshaw  
Ruth McEnaney

Early Years Modern Apprentice

Millie Ralton

Early Years Housekeeper

Louise Chilton

Clerical Assistant

Avril Zammit

### **Visiting Teachers**

Donna Inglis - Support for Learning Teacher  
Jude McIntyre - Physical Education

### **Visiting Tutors**

Kath Neil - Violin  
Stuart Carson – Woodwind  
Chris Sargeant – Double Bass

### **Classroom Assistants**

Gillian Boot  
Patricia Boyce  
Sarah Fyfe  
Fiona Galt  
Avril Hardie

### **Support for Learning Assistants**

Alvarina Adams  
Niamh Arthur  
Rhona Cochrane  
Julie Harris  
Alison Hetherton  
Geraldyn Hope  
Alison Love  
Orla Talbot

### **House Keepers**

Nikki Grant  
Sharon Thompson

### **School Psychologist**

Jennifer Greenhill

### **Admin Assistant**

Margo Burnett (M-W)/Angela McGhee (Th-F)

### **Clerical Assistant**

Karen Cunningham  
Pam Frame  
Angela McGhee (M-W)

## Building Manager

William Hiddleston

## FM Staff

### Kitchen

Mary Baxter  
Lynn Carr  
Susan Campbell  
Christine Hudson  
Diane McDonald  
Tracy McGregor  
Carol Oliver  
Rosemary Sneddon  
Carole Welch

### Cleaning

Lynn Carr  
Lee Crome  
Elizabeth Cuthill  
Jill Keers  
Tracy McGregor  
Lorraine Sturton

## School Crossing Patrol

Charles Byers

## School Support Co-ordinator

Janice Semple

House captains



# CAMPSIE



Junior House Captains





# Lenzie Meadow Accommodation and Facilities



Lenzie Meadow Primary School is designed to support the delivery of Curriculum for Excellence.

The spaces in the school provide a range of learning environments that allow staff and pupils to work in ways that suit their needs.

The school is designed to be flexible, and provide opportunities for staff and pupils to change the way they work depending on the activities they are doing.

All Infant classes enter via their own individual ground floor classroom door. Within the class they have their own individual, non-gender specific toilets and cloakrooms.

Senior classes enter from 4 different wings – there is an entrance for each stage; P4 to P7. All classes are on the upper floor and all have outdoor balconies to promote outdoor learning. Toilets on the upper floor are at every end of the building and again are non-gender specific. All toilets are totally private and self contained.

Each class is equipped with interactive screens and is open to a social area adjacent to each room. These flexible areas can be used to deliver lessons in science and art, for example.

Lenzie Meadow provides a wide range of teaching

spaces across two wings, including:

- 20 teaching bases, each comprising a formal classroom and an informal teaching area;
- Two general purpose classrooms for staff and pupils to use when required, for music drama, and other activities;
- Two large shared flexible areas that are available for staff and pupils to use for art, science and other activities;
- A number of smaller private rooms for small group work, or one-to-one learning; and
- Two amphitheatre style staircases for performance, mini-assemblies and social activities.



The central area of the school provides PE, social and performance spaces, including:



- A large two-court gym hall with sports curtains, climbing frames and changing rooms;
- A large dining, assembly and Physical Education (PE) hall;
- The ability to use demountable acoustic walls to open up both halls into one large PE, assembly or performance space, seating the entire school;
- The ability to use one general purpose classroom as a stage, opening onto the hall space. Staging, curtains, lighting and projection are available to support performances; and
- The ability to seat the entire school for lunch in two sittings, with food produced in the on-site kitchen.

Outdoor spaces have been designed to support outdoor learning, sports and active play, including:

- A large all weather pitch which can be used whole, or subdivided for small games use;
- A hard court basketball and netball court;
- A range of different outdoor spaces, including a garden, log shelter, woodland, grass, a courtyard with amphitheatre seating, and paved and tarmac playground areas; and
- Access to covered outdoor spaces directly from each classroom.





The building is designed to take advantage of new technologies, providing WIFI throughout the building which allows pupils to use laptops and other devices in each part of their learning.

Large interactive screens are provided throughout the school to take advantage of electronic learning resources.

The school is accessible for pupils and staff with additional needs, and is equipped with hearing induction loops, lifts, and a full hygiene suite with change and hoist facilities.



The nursery is designed to encourage active, outdoor play and learning. In addition to large indoor playrooms, the nursery has direct access to covered outdoor space, and a dedicated outdoor play area. The nursery can operate independently from the school, with separate access, food preparation facilities and facilities for parental use.



# School Hours

## Primary 1-7 School hours

Stage	Drop off	Pick up
P1-4	8.55 am	2.55 pm
P5-7	9.00 am	3.00 pm

## Morning Break

Stage	Start	Finish
P1-4	10.20 am	10.40 am
P5-7	10.40 am	11.00 am

## Lunch Break

Stage	Start	Finish
P1-4	11.50 am	12.30 pm
P5-7	12.30 pm	1.10 pm



# School Holiday Arrangements 2023/2024

<b>August 2023</b>		
Teachers return (In-service day)		Monday 14 August
In-service day		Tuesday 15 August
Pupils return		Wednesday 16 August
<b>September 2023</b>		
September weekend		Friday 22 September to Monday 25 September
Pupils return		Tuesday 26 September
<b>October 2023</b>		
In-service day (Teachers)		Friday 13 October
October break		Monday 16 October to Friday 20 October
Pupils return		Monday 23 October
<b>December 2023 and January 2024</b>		
Last day of term		Friday 22 December
Christmas and New Year		Monday 25 December to Friday 5 January
Pupils and teachers return		Monday 8 January
<b>February and March 2024</b>		
February break		Monday 12 February to Tuesday 13 February
In-service day (Teachers)		Wednesday 14 February
Pupils and teachers return		Thursday 15 February
Last day of term		Thursday 28 March
School Closed (Easter break)		Friday 29 March to Friday 12 April
<b>April 2024</b>		
Pupils and teachers return		Monday 15 April
In-service day (Teachers)**		Thursday 2 May
<b>May 2024</b>		
May Day (closed)		Monday 6 May
Pupils and teachers return		Tuesday 7 May
May weekend		Friday 24 May to Monday 27 May
Pupils and teachers return		Tuesday 28 May
<b>June 2024</b>		
Last day of school		Wednesday 26 June



# Attendance and Absence

## Attendance at School

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

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

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

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

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

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

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

## Un-notified Absence Policy

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

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

## Family Holidays

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

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

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

## Information regarding exceptional closures

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

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

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

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

## Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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

# Parental Engagement in the School

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

At Lenzie Meadow, we strongly encourage parents to become involved in their child's learning in partnership with our staff. Normally regular visits are planned throughout the year for parents to discuss the progress of their child. We also encourage parents to call and make an appointment to speak to the class teacher if they wish to discuss their child's education or wellbeing.

Each class holds an open morning each session. Parents are invited along to a performance to find out what their child has been learning within the term. At this event they are invited back to class to view pupil work.

All classes use Teams as a way to engage parents and classes post pictures and videos of things that are happening within the class.

Our website has a collection of helpful videos which can support maths at home.

Many parents are involved in the running of our after-school club programme. This is strongly welcomed and provides extracurricular activities for all children within the school. Please contact the school if you would like to offer support.

Parents are very welcome to come in and help within their child's class. This can be arranged through the Head Teacher, as necessary checks, if required, would be undertaken before entering school.

## Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

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

## Members of the Parent Council are:

Chair:	Lyndsey Saunders
Vice Chair:	Louise Thompson
Clerk:	Angela McGhee

### Stake Parent Council Members

P1-Jennifer MacDonald  
P2-Emma Henderson  
P3-Joyce Thomson  
P4-Maureen Matheson  
P5- Jocelyn Currie  
P6-Justine Currie  
P7-Nic McColm/Susan Tate

Staff representatives                      Lorraine Donnelly, Jill Donald & Hilary Roddick

### They may be contacted through:

The Parent Council email address: [lenziemeadowparentcouncil@gmail.com](mailto:lenziemeadowparentcouncil@gmail.com)

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

## Parent Teacher Association (PTA)

This association has the full support of the Head Teacher, Depute Head Teachers and Staff and it is hoped that the support, goodwill and co-operation will continue to flourish. The committee agrees the activities for the year and meetings are held at intervals during the year. Further information may be had from the secretary.

### The main office bearers are:

Chair	Jacquie Devine
Vice Chair	Jo Donnelly
Secretary	Louise Holland
Treasurer	Hilary McNaught
Communications	Sophie Li Barker & Victoria Bowie

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. This is a very active and committed group within Lenzie Meadow Primary and the Early Learning and Childcare Centre.

Contact Details [lenziemeadowpta@yahoo.co.uk](mailto:lenziemeadowpta@yahoo.co.uk)

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

## Pupil Voice

Pupil Voice is of major importance at Lenzie Meadow. Some of the best ideas are from pupils who have a vested interest in their school and their learning.

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.

## House Captains, Vice Captains, Junior Captains and Junior Vice

Pupils and staff are allocated to one of our four houses: Campsie (Red), Cawder (Yellow), Kelvin (Blue) or Lennox (Green).

Interviews are held at the beginning of each session to elect Captains and Vice-Captains for each house from our Primary 7 pupils. Junior Captains and Vice Captains are elected from P4.

We encourage pupils to wear their house badge at all times and house colours eg: sports t-shirts which can be purchased from the uniform suppliers.

Inter-house competitions are held throughout the year and on Sports Day the children compete in house teams. Good behaviour and conduct contributes to house points and a cup is presented to the winning team in June. We want to ensure our pupils views are heard and have a number of ways our pupils can contribute. Each year children are invited to apply for these posts and then selected at each stage.

## Learning Committee

The Learning Committee discuss various learning within our school and help take forward improvements identified by pupils. The members visit other schools and then find out from the other children what key changes we need to make in order for learning to be positive for all children.

## Digital Leaders

Digital leaders are appointed in P6 and have three different roles. They are E-safety Ambassadors, Code Crackers and Ipad Ninjas.

## Health and Wellbeing Committee

Active health is very important and this committee works with the Principal Teacher who has responsibility for Active health. They arrange events and canvas opinions from the children about what sports and clubs the children would like in the school.

## School Librarians

We have a group of children who are currently developing our school library and run World Book day.



## **The School and Community**

The school and its pupils have an important contribution to make to the local community. Respect for others and a caring attitude are fostered at every opportunity.

The school does a great deal of fund raising for local, national and international charities. You will be kept informed about these by our weekly update throughout the session.

We also have strong links with businesses, local churches, voluntary groups and sports clubs in the area. All of these help to give our pupils opportunities to learn and develop across a wide range of skills.

The school is part of the local community and the facilities within it can be used for a range of activities outwith school hours. Lets are obtainable from Community Learning and Development and Children's Services.

## **Positive Behaviour**

In Lenzie Meadow Primary we believe that it is fundamentally important to promote a positive and caring environment, in which our pupils will develop to the maximum their self-esteem and sense of worth and have respect and consideration for others.

The school takes a positive approach to discipline with the emphasis on praise and reward. This may involve parents as the co-operation of parents in this process is vital to its success.

Each class is involved in establishing a Classroom Charter at the beginning of each year. This charter sets high expectations of behaviour for all pupils. We also have our School Charter as indicated in our School Vision statement.

## **Anti-Bullying Procedures**

Lenzie Meadow Primary promotes positive behaviour and operates a strict anti-bullying policy. Any incidents are thoroughly investigated by a member of the Senior Management Team. A copy of our anti-bullying policy is available on the school website.

## **EQUAL OPPORTUNITIES AND SOCIAL INCLUSION**

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

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

The Equality Act (2010)

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

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

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

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

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

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

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

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

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

## **Playground Supervision**

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



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# Curriculum

## Curriculum for Excellence

Bringing learning to life and life to learning.

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

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

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

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

## Numeracy and Mathematics

*Numeracy- the confidence and competence in using number which will allow individuals to solve problems, analyse information and make informed decisions based on calculations.*

*Mathematics equips us with many skills required for life, learning and work. Understanding the part mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and the richness it brings.*

There are five main strands of learning in Numeracy and Mathematics:

- Use knowledge and understanding of the number system, patterns and relationships
- Use knowledge and understanding of measurement and its application
- Use knowledge and understanding of shape and space
- Research and evaluate data to assess risks and make informed choices
- Apply numeracy and mathematical skills.

Numeracy is a skill for learning, life and work. Being numerate involves developing an ability and confidence in using numbers that allows us to function responsibly and contribute effectively to society.

Good numeracy skills are necessary for successful learning and are essential for life beyond school. Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Curriculum for Excellence numeracy and mathematics benchmarks as well as experiences and outcomes have been categorised into fifteen specific organisers, these include;

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time

- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations
- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation
- Data and analysis
- Ideas of chance and uncertainty.

## Literacy and English

The three organisers within the literacy and English framework are:

- listening and talking
- reading
- writing.

Within these organisers there are subdivisions.

- **Enjoyment and choice** highlight the importance of providing opportunities for young people to make increasingly sophisticated choices.
- The **tools** include important skills and knowledge: for example, in reading it includes such important matters as reading strategies, spelling and grammar.
- **Finding and using information** include, in reading, critical literacy skills; while the understanding, analysing and evaluating statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.
- **Creating texts** describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

We have a clear and progressive Phonics and Grammar programme taught within the Infant department through Jolly Phonics and Jolly Grammar.

From P4-7 we use a progressive spelling programme and we incorporate grammar into writing lessons through the Talk4writing approach.

All stages are taught French as Language 2 and we are starting to introduce Spanish and Gaelic as Language 3 in Primary 5 to 7.

Listening and talking is a main focus for all areas of language and permeates the entire curriculum. Children in the Infant department are introduced to 'tools' for listening and talking. As we extend through the primary stages listening and talking is developed through debating and literature circles.

## Health and Wellbeing

Lenzie Meadow has a Health and Wellbeing programme aligned with Curriculum for Excellence experiences and outcomes. Some areas covered within this programme deal with mental, emotional, social and physical wellbeing. Physical education, activity and sport are taught collaboratively by our PE specialist and the class teacher. We fully embrace partnership working of Health Activities and work closely with Active Schools to promote wellbeing activities throughout the year.

Early years use a wellbeing programme which deals with emotional literacy and friendship called PATHS – Positive Alternative Thinking Skills. This can be used from Nursery to P7, as well as our Bounce Back wellbeing programme at assembly and then through class lessons.

Other important aspects of this programme are food and healthy eating, drug and alcohol awareness as well as building relationships and sexual health and parenthood. Sensitive aspects of the sexual health programme are taught in term three after a letter is issued to inform parents of the lesson content. The Sexual Health lessons are available for parents to view on request.



## Social Studies

This area of the curriculum incorporates three main aspects:

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

This curricular area is covered in a creative, integrated and imaginative way, maximising the development of skills and, of course, knowledge and understanding. We have also produced an updated mapping skills programme for every stage.

All stages adopt a responsive and integrated approach to delivering the social studies curriculum in order to make connections in learning through all areas. A strong emphasis is placed on global educational links as well as enterprising activities.

## Expressive Arts

The creative and imaginative talents of the children are developed through art and design activities, music, drama and dance. We value the arts within Lenzie Meadow Primary and provide quality learning and teaching in these areas through clear and comprehensive programmes of study. Class teachers work alongside both music and PE specialists to deliver quality learning experiences for pupils.

Instrumental tuition in Violin, Double Bass, Saxophone and Flute is offered from Primary 4, when pupils are auditioned for the instrument of their choice. The local authority provides percussion lessons for P4 pupils. Primary 4 to 7 children are given the opportunity to be in the 'Glee' choir and perform at local events and school services.

## Technologies

Our programme for technologies looks at aspects of technological developments in society as well as Digital Literacy to enhance learning. The basic skills of technology are introduced at the early level and enhanced throughout the primary stages in order that children can fully integrate their technological skills to enhance all areas of their learning.

## Science

The four main aspects taught within science are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials

Our planning is in line with Curriculum for Excellence and delivers stimulating lessons which are interactive and fun. We are also a Glasgow University STEM Ambassador partner and therefore many of our lessons are collaboratively taught by science experts from the university and the class teachers.

## Religious and Moral Education

We follow the guiding principles and aims of the Regional Policies on Religious Education and Religious Observance (1993). The resource packs for Christianity and other world religions are used to support the teaching of Religious Education and are incorporated into our curriculum. We also adopt a whole school approach to the religious and traditional aspects covered through Christmas and Easter.

## 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.

## Sensitive Aspects of Learning

Parents can be provided with any information regarding sensitive aspects of education such as our health and wellbeing programme e.g. sexual health, drug awareness and online safety by making an appointment to visit the school. Our Relationships, Sexual Health and Parenthood Programme can be found on the following link <https://rshp.scot/about-the-resource/#mappinglearning>

## Developing Young Workforce

Through a variety of interdisciplinary approaches, we develop skills for lifelong learning and work including a specific careers focus in Primary 7.

## Homework

The philosophy behind the homework policy is to assist your child in the art of study which may be necessary in later life, as well as practising and consolidating key concepts and skills previously taught in class. Homework mainly consists of literacy and numeracy activities, although there may be times when the children are asked to find information about their topic, make/design an item or conduct a survey. On average, homework should last between 15 - 30 minutes depending on the age and stage of your child. Pupils, particularly in the infant classes, should be encouraged to practise their reading at home with you, to talk about the pictures and to predict what is going to happen next.

We have in place a structured home learning programme in phonics and spelling for primary 1, 2 and primary 3 children. The most profitable and effective “homework” for your child is your own interest and involvement in his/her schoolwork for a short time each evening. It is hoped that homework tasks will give parents the opportunity to work with their children at home and provide some insight into the learning taking place within Lenzie Meadow Primary.

In January of each year all classes take part in a fun and challenging ‘active’ home learning activity. This focuses on more practical activities that can be done at home and children really enjoy the opportunity to take part in this.

A copy of our homework policy can be found on our school website.

## Extra Curricular Activities and Excursions

Throughout the year we offer a variety of extra curricular activities and outings to our pupils. These are run by staff, Active School’s Leaders and outside providers. Such clubs include Running, Netball, Football, Dance, Drama, Basketball, Minifit, Badminton, Art and outdoor Learning.

At Lenzie Meadow, we also offer pupils opportunities to extend their learning beyond the school gate. Educational Outings in the local community and further afield are planned to enhance learning.

In Primary 7, pupils are offered the opportunity to participate in a week long activity based residential visit.

In advance of all excursions out with the local area, parents are notified in advance and must complete the relevant permission slips and provide medical information. Risk Assessments are undertaken before excursions take place.

# Assessment and Reporting

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

Assessment is through a suite of activity based around the pupil on a yearly basis. This will be school based, ongoing teacher assessment and standardised assessment. Staff moderate and track pupil learning termly and report to the Senior Management Team through tracking meetings.

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

Parents receive a written report on pupil progress in the final term. There is also opportunity to meet formally during Parents' evenings twice per year as well as an invitation in the first term to meet the teacher. Results of the above assessment can be shared with parents during the Parent Interviews.

Parents may also be invited to 'Team around the Child' meetings if appropriate to support pupil progress.

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 Interim Chief Education Officer who can be contacted at:

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

Tel: 0300 1234510

Email: [Greg.Bremner@eastdunbarton.gov.uk](mailto:Greg.Bremner@eastdunbarton.gov.uk)

# Transitions and Enrolments

## 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.

## Admission to Early Learning and Childcare Provision in East Dunbartonshire

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

Before leaving an Early Learning & Childcare Centre, a transfer of information record for each child will be prepared by Early Years staff to ensure a smooth transition and continuity of 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](mailto:sharedservices.education@eastdunbarton.gov.uk) calling 0300 1234510 or from the EDC Website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

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

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

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

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

## Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in December/January each year. If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

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



## Catchment Secondary School

The catchment secondary school for Lenzie Meadow is Lenzie Academy.

### **Lenzie Academy**

**Myrtle Avenue**

**Lenzie**

**G66 4HR**

**Telephone – 0141 955 2379**

Close links are maintained with Lenzie Academy throughout the year. Individual arrangements are made for pupils with Additional Support Needs. Visits for Primary 7 pupils are organised before the summer holidays. During transition arrangements, parents are also invited to view the school and are given information relating to their new school.

## Placing Requests

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

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

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

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

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

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

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

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

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any

such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

## Mid-Session Transfers

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

## Transport for Placing Requests

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

## Support for Learners

### Pupil Support Groups – PSGs and Support for All Meetings

Lenzie Meadow operates 6 PSGs per year with a specific focus for each meeting. During these meetings the Education Psychologist will work with the senior management, class teachers and Education Support staff to discuss pupils who require support in wellbeing or learning. Any pupil can be discussed at this meeting and strategies will be implemented within class as part of a differentiated planning process.

Mrs Gardiner oversees the additional support needs of all children in Primary 1 to 4 and works closely in transition within local Early Learning and Childcare Centres including Lenzie Meadow Early Learning and childcare. P5 to 7 is co-ordinated by Mrs Donnelly and effective transition arrangements are made between Primary 7 and the receiving secondary of our pupils. Our catchment feeder is Lenzie Academy with whom we have an excellent relationship and transition processes in place throughout P6 & 7.

The Education Support teacher is inclusive within the daily teaching in all classes. She may work with different groups throughout the year as well as maintaining a strong focus on individuals and groups whom she has assessed.

## Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;

- has a particular health need;
- is living with parents who have a drug or alcohol dependency;
- has English as an additional language.

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

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

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

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

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

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

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

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

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

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

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

# Support for Learning Services

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

These are: -

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

The Services support pupils through: -

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

## 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 a holiday play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: [parenting@eastdunbarton.gov.uk](mailto:parenting@eastdunbarton.gov.uk). A member of the team will be in touch.

## Protecting Children and Young People

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

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

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

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

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

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

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

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

## Additional Support Needs

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

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

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

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

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

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

## Autism Adviser

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

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

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with the establishment staff 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

The school and early Learning and childcare pastoral support is addressed by the child's Key Worker or Class Teacher in the first instance. Steps to support pupils would then pass to the Principal Teachers, then to the Depute Head Teachers responsible for their departments. Children with additional support needs may also have pastoral support from the Learning Support Co-ordinator for each department.

The Head Teacher has the ultimate responsibility for Pastoral Support within the School and Early Learning and childcare and will attend meetings and create actions to address support in conjunction with the learner, their family and external agencies as required.

A number of organisations out with East Dunbartonshire exist to provide advice and support for pupils. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

## Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC*) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people. The Children and Young People’s (Scotland) 2014 Act now provides a legal framework around these principles.

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

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

- Child focused, ensuring that the child and family are at the heart of decision 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 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 co-ordinator will consider the following questions in relation to the eight wellbeing indicators and will ask the following questions:

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

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

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

## Child Protection and Safeguarding

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

## School Improvement

### Raising Attainment

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

### Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. This is communicated at the end of each school year or in the start up of the new academic session. It can be found on the school website

## School Improvement Plan

Our most up to date School Improvement Plan can be found on our 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 through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

## Why do we need your data?

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

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

## Data policy

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

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

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

## Your data protection rights

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

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

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

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

## Concerns

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



CAWDER



# School Uniform

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

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

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

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

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

The appropriate clothing and footwear for PE is a white T-shirt, black or dark blue shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. **Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities. Earrings cannot be taped up.**

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

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

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

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

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

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

Lenzie Meadow Badged Items	BARU www.kitmykid.co.uk	GILMOURS www.schoolwearmadeeasy.com
White polo shirt	✓	✓
Navy round neck sweatshirt	✓	✓
Navy cardigan sweatshirt	✓	✓
Navy wool blazer with green flat braid all round	✓	✓
Navy polyester blazer with green flat braid all round	✓	✓
Navy V-Neck knitted jumper (cotton/acrylic/wool options)	✓	✓
Navy knitted cardigan (cotton/acrylic options)	✓	✓
Navy V-Neck knitted slipover (cotton/acrylic options)	✓	✓
Waterproof winter jacket	✓	✓
Striped School Tie	✓	✓
Navy Gym Bag		✓

**The following un-badged uniform items can be bought from any clothing retailer:**

Grey trousers/shorts/skirt/pinafore
Navy jumper/cardigan/sweatshirt or tank top
White shirt/White Polo shirt
Grey socks/tights
Navy gym shorts and white T-shirt
indoor shoes (plimsolls/trainers)— Children can wear any footwear to come to school
Blue or Green Gingham summer dresses
Navy Windcheater jacket (Kagool)
Navy Fleece

**Any footwear for outdoor use is acceptable (including on the MUGA pitch) except studded boots. Pupils require a change of shoes for indoor use only, for example black plimsolls, trainers or school shoes.**



## School Meals

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

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

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

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

## Free School Meals

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

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

## Cashless Catering

The school operates a cashless catering system. Each pupil has an individual account, which can be topped up online, or by submitting cash or cheques to the school office. This account is used to pay for school meals, and children do not have to bring lunch money to school. Meal selections are made by children in class at the start of the day, and there is no requirement for any smartcard or other identification system. Your child's individual account number, as well as information on how to use the cashless catering system, will be provided. Payments into the pupil accounts are made by parents online via the Council 'payment' website at <https://www.eastdunbarton.gov.uk/payments>

## TRANSPORT

### (a) General

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

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

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

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

(b) Pick up Points

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

(c) Placing Request

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

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

## Adverse Weather Conditions

### DRIVER'S RESPONSIBILITIES

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

### STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

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

## PARENTAL RESPONSIBILITIES

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

## MEDICAL AND HEALTH CARE

If your child takes ill during the school day the School Office staff will contact you. 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.

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

## DATA PROTECTION ACT 2018

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

[www.eastdunbarton.gov.uk/council/privacy-notice](http://www.eastdunbarton.gov.uk/council/privacy-notice)

## ACCESSING YOUR CHILD'S PUPIL RECORDS

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

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

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

## FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the previous section 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.

Lenzie Meadow policy is:

1. Pupils are discouraged from bringing mobile phones to school.
2. 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 within 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, it will be held in the school safe and can only be collected at the end of the school day.
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 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.*