

COLQUHOUN PARK PRIMARY SCHOOL HANDBOOK 2026-2027



Colquhoun Park Primary School

Handbook 2026-2027

Dear Families,

I am proud to welcome you to Colquhoun Park Primary and Early Years Centre. We hope that you will find the information contained in our handbook informative and interesting. Reading through our handbook and looking through our web site (www.colquhounpark.e-dunbarton.sch.uk) and Twitter page (@ColquhounPark) will give you an insight into our active and nurturing school community.

At Colquhoun Park Primary and Early Years Centre, we are passionate about ensuring our learners grow in confidence, knowledge and skills which will equip them to achieve success in their futures. We also strive to instil in them the values that will enable them to contribute to society as responsible citizens.

Our active and responsive curriculum is delivered within a secure, stimulating and nurturing environment. We aim to ensure that each child can fulfil their highest possible potential in core literacy and numeracy skills whilst encouraging their individual development as fully as possible - socially, emotionally, physically and intellectually - so that they may experience a full and satisfactory life in the community.

At CPPS all adults endeavour to foster in children positive, caring attitudes, an awareness of the needs of others and to create opportunities for them to play a responsible part in the life of the school. The school aims to be a place where we all take pride in each other's achievements, where our children are nurtured and motivated to learn and take pride in their school environment.

We actively encourage a strong partnership with parents, partner agencies and the wider community. We have an active Parent Council who support the school in a number of ways and organise many social and fundraising events throughout the year. Colquhoun Park is a busy school and across the year we arrange activities to encourage close links between home and school.

Please contact us if you require any further information or have any concerns about your child. We will do our very best to help. You can use letter, phone or e-mail (office@colquhounpark.e-dunbarton.sch.uk) to contact us.

Yours sincerely

Claire Loney
Head Teacher



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Section One – School Information

Contact Information

Colquhoun Park Primary and EYC
Canniesburn Road
Glasgow
G61 1HD
0141 955 2258

Email: office@colquhounpark.e-dunbarton.sch.uk

Website : www.colquhounpark.e-dunbarton.sch.uk

Colquhoun Park Primary is situated on the south west edge of East Dunbartonshire, on the very busy Canniesburn Road, close to the Glasgow boundary. The school is set back from the road and at the back has a beautiful view over Colquhoun Park to the Kilpatrick Hills and enjoys spacious grounds and a polymeric football pitch. There are few local amenities other than a small group of shops on Spey Road and Colquhoun Park itself, which is a large grassed area.

Colquhoun Park Primary is a non-denominational, co-educational school which currently has 168 pupils with an FTE of 10.5 teachers, 3.5 SLA's and 1.5 Classroom Assistants. A Family Learning Assistant works closely with the senior leadership team to provide family support for our school community. There is an after school provision run by POMP.

The school community benefits from our **Early Years Centre** which provides extended day extended year and is registered for 48 x 3-5 year olds and 10 x 2 year olds. There is a Depute Head of Centre, Senior EYW, 1FTE nursery teacher (job share) and 11 EYW's, 1 EYSW, a clerical assistant and a housekeeper. Other staff includes 2 clerical assistants in the main office and a Building Manager. (Please see Website for their separate EYC Handbook).

The school has a cooking kitchen where lunches are prepared on site daily. There is very good accommodation in the main block of the school with 6 large classrooms. There is also a modern extension of 4 smaller classrooms. All the rooms in the main building are used as classrooms, and the EYC is also part of the main building separated by secure entry system. The main building accommodates the gym hall and stage area which also doubles as the dining area.

School Hours

Monday to Friday
9am - 10.30am
10.45am-12.15pm
1pm - 3pm

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

PLEASE NOTE: The use of the word 'parent' throughout this document refers to parents, carers and guardians, if not already stated.

SCHOOL STAFF LIST 2025-2026

SLT

Head Teacher

Mrs Claire Loney

Depute Head Teacher

Mrs Avril Readie

Principal Teacher

Mrs Lynsey Pash (0.6 Wed-Fri- Acting PT)

CLASS TEACHERS

P1 Mrs McNee & Mrs Brownlee

P2 Miss Scott

P3 Miss Sweeney

P4 Miss MacDonald & Mrs Page

P5 Miss Cowan

P6 Mr Anderson

P7 Miss Davie

Additional teaching staff (various remits)

Miss Clarke

Mrs Stimson

Mrs McBride

NURTURE TEACHER

Miss Ashleigh Templeman

FAMILY LEARNING ASSISTANT

Sam Kelly

SUPPORT STAFF

Administration Assistant

Mrs Charlotte Cockburn

Clerical Assistant

Mrs Elaine Docherty

SFL Assistants

Ms Pauline Sherry

Mrs Kelly Hunter

Mrs Nicola Nelson

Mrs Rani Asmat

Mrs Celia Dourish

Mrs Rhona MacLean

Mrs Kay Aitken

Housekeeping Assistant

VACANCY

Building Manager

Mr David Wayt

Catering Team Leader

Mrs Lauren Cruikshank

School Term Dates

School holidays and information about inset days can be found via East Dunbartonshire Council's website, or by clicking the link below:

[School holidays](#)

After School Care – POMP

POMP (Peace of Mind for Parents) provides our school children with after school care from Monday to Friday. If you require further information please contact our school office or Pomp Central Office on 01236 721382.

Attendance and Absence

Attendance at School

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

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

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

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

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

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Missing in Education

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.

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. ([Attendance, exclusion and missing from education - Schools - gov.scot](#)).

Family Holidays

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

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

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

Information regarding exceptional closures

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

(a) Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

- Stage 1 - Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 - Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
 - If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, 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.

Child Friendly Complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensure accessibility, and provides appropriate support.

Child-friendly complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensures accessibility, and provides appropriate support.

Child-friendly complaints processes are structured to **empower children and young people** to express concerns about services, treatment, or decisions affecting them. These processes are guided by the **United Nations Convention on the Rights of the Child (UNCRC)**, ensuring that children's rights are central to complaint handling and that their views are taken seriously

The benefits of ensuring our Child Friendly Complaints processes are fully embedded to ensure that:

- They can voice their concerns safely and confidently
- Receive responses that respect their rights and needs
- Contribute to improvements to the Council through meaningful feedback

In embedding these principles East Dunbartonshire are complying with our legal obligations under the **UNCRC**, and fostering a culture of respect, inclusion and accountability for children and young people.

Further information can be found using the following link - [Child Friendly Complaints | SPSO](#)

We will take account of our parent/carer needs and will respond with patience and understanding when parent/carers have specific requirements of us. We recognise that some of our parent/carers will encounter the Council at difficult times in their lives and/or when experiencing challenging circumstances, and that this may cause them to act in ways that are out of character, however, the Council has clear expectations around how we aspire to deliver excellence in parent/carer services. We would always suggest that contacting your child's school in the first instance to try and respond to any complaints quickly.

For further information around Council policy please see the link below:

[Unacceptable Behaviour Policy 2024 - 2028 - East Dunbartonshire Council](#)

Section 2 - Parental Engagement

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

A close partnership between home and school is essential if children are to benefit from their time at school. At Colquhoun Park, our open-door policy means that parents can contact the school at any time to discuss matters of concern or to discuss specific issues with the Head Teacher and staff. We try our best to respond to parental concerns or requests within 24 hours or sooner if possible. Where possible we will try and meet with you or our response may be in the form of a phone call, a letter or an email and in some cases by arranging a meeting at the school.

We are delighted to be able to invite parents into the building at different points through the year to our open events, class assemblies, pupil led conferences, class enterprise activities, family learning sessions and whole school events such as sports days. Where possible we notify parents of key dates in advance via our termly SWAY Newsletters and our school events calendar.

We also continue to share school news via Twitter and class and individual news on our digital platform, Seesaw.

Information is by and large electronic in line with our ECO schools status and this helps us cut down on paper and printing costs. Parents are asked to request a hard copy of information if they do not have access to email and the web.

Parental Involvement

Parents are encouraged to play an active role in their child's education in partnership with the school. We are always grateful for the assistance of parents in school activities and if you have any skills you can share with us, please do not hesitate to let us know.

There are presently a number of ways in which the school seeks to develop and strengthen links with parents and to keep parents informed and involved in the life of the school :

- Parental Questionnaires
- Class and School Newsletters
- Meet the Teacher at the beginning of term
- Pupil Led Parents Evenings (November and March)
- Progress Reports (November and May/June)

- Seesaw - eLearning journal and communication platform
- Induction Programme for Primary 1
- Stay and Play (Early Level)
- Parent Workshops and Curriculum Information sessions
- Family Learning opportunities
- Home Learning and Parent Prompts
- Information Leaflets
- Groupcall instant text messages
- Email communication
- School Website
- School Twitter Page
- Class Assemblies
- Whole School Assemblies at Harvest, Christmas, Easter and Summer
- Parent Volunteer helpers in school and help with Educational Outings
- Concerts
- Fund Raising and Social events

Parental views on the school's performance are sought regularly as well as after curriculum or open events. These views are used to support our self evaluation and help us improve our provision for the children of Colquhoun Park.

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 with their child's education and learning;
- be active participants in the life of the school;
- express their views on school education generally and work in partnership with their 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;
- 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
- To raise funds for the school for the benefit of pupils

The co-chairs of our Parent Council are Mrs Jacqueline Campbell and Mrs Jayne McKechnie. Contact details are available from the school office. The Parent Council meets at least six times per year. If you have an issue you would like them to address please contact the co-chairs or a member of the Parent Council. Volunteers are always welcome to help support events. For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school, follow us on Twitter or visit the Parentzone website at www.parentzonescotland.gov.uk.

Scottish Schools (Parental Involvement) Act 2006

Family engagement and support for parents - East Dunbartonshire Council

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

Pupil Involvement

The school has a number of committees for pupils. These can change from year to year and can include:-

- The Pupil Council which has representatives from each class in the school and encourages enterprise activities such as fundraising opportunities and community involvement
- The Eco Committee which organises recycling and environment improving activities
- Rights Respecting Ambassadors
- Junior STEM
- Primary 6 Play Pals
- Events Committee
- Active Travel Committee
- Communications Committee
- Community Spirit Committee
- Reading Schools Committee
- Princi-PALS Committee
- Mini Circle Committee
- Sports Committee
- Gardening Committee
- Family Group Leaders
- P1 Buddies
- House Captains and Vice Captains

All pupils are encouraged to be part of our committees

Our School Motto: - *Together We Learn, Together We Grow*

School and Community

We celebrate our pupils' achievements both within the school and out of school activities through our weekly assemblies where Pupil of the Week certificates are awarded and wider achievements celebrated. Our achievements and successes are also shared in our termly newsletters and on our Twitter site.

All classes use Seesaw, a digital platform which involves the children sharing and recording what is happening in the classroom with families. Seesaw allows the children and staff to capture the learning in school and at home, be creative and also learn how to use technology. Seesaw also encourages the celebration of wider achievements and feedback from our parents has been extremely positive especially in the last year during periods of remote learning. Parents are encouraged to be fully involved in their child's learning journey and Seesaw also ensures communication smooth between home and school.

The school is an integral part of the community and close links are maintained with a range of individuals, groups, organisations and official bodies. The school works closely with the Council and regularly takes part in Community Competitions. Members of the police and fire and rescue service visit the school on a regular basis and have input to our health and wellbeing programme.

We also have close links with the school nurse who is involved in aspects of topic work in the area of health education in addition to her regular duties. Every year the school is pleased to assist in the training of student teachers. We also provide work experience to students from Boclair Academy throughout the year as well as those involved in community projects. The list of community links could be extensive, however, it is important to note that parents are kept fully informed of all school events through the regular newsletters. We try at all times to further extend our links with the community by involving the children in competitions, visits and fund raising for charity.

EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS



The Vision for the Education Service is '*Excellence for All* - A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life'.

This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and

young people.

Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.

These are as follows:

Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning and Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred and Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion and Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.



The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as a symbol of care, compassion and emotional intelligence; the open book as the traditional symbol of knowledge and learning and finally the laurel symbolising growth, harmony and aspiration.

Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.

"The culture of high levels of trust, high aspirations and high expectations permeates all levels of the system. The relationship-based approach leads to highly effective collaboration at all levels with a strong focus on improving experiences for children and young people."

Equal Opportunities and Social Inclusion

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination. The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

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

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

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

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

Technical guidance for schools in Scotland/EHRC (equalityhumanrights.com)

Please also see the school's Anti-Bullying Policy available on our website.

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

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

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

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

Child Poverty

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

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

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

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

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

[Child Poverty Report and Action Plan - East Dunbartonshire Council](#)

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current plan and can be viewed here <https://thepromise.scot>. It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

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

Implementation of the UNCRC July 2024, ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members

from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

Promoting Positive Relationships, Behaviour and Learning in Education

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.

East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.

- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

At Colquhoun Park, we promote positive relationships between all members of our school community. The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides. We aim to provide a caring, happy, safe and secure environment in which the opportunities for learning are maximised, children are motivated to learn and good relationships are encouraged.

We adhere to the UNCRC and Rights based relationships and as such, the children are actively involved in creating their own class charter at the start of each new session. Award systems may be used in every class and as part of a whole school system to encourage high standards of behaviour and to reward effort. The school uses restorative practices to resolve disputes and mend relationships amongst children. All staff have been trained in this approach which encourages participants to say what they feel happened, how it made them feel and how they think it can be resolved. In most cases this works very well and supports children in resolving disputes.

Our pupils are involved in anti-bullying activities and we have a robust anti-bullying policy in line with East Dunbartonshire's Anti-bullying Policy and Procedures which was recently updated in partnership with pupils and parents. This is available from our website or on hardcopy on request from the school office. We also follow the advice and procedures as set out in *Anti Weapon/Knife Crime in Schools Guidance*, May 2017. Although we employ a very positive approach to discipline there are occasions when sanctions are necessary to discourage children from repeating inappropriate behaviour. Incidents of any inappropriate behaviour are recorded by a member of the Senior Management Team. At all times we will seek the involvement and support from parents to resolve any behaviour issues emerging.

House System and Family Grouping

Pupils are allocated to one of our four houses, Kelpies (Yellow), Clyde (Blue), Nevis (Red) or Lomond (Green). Presentations are held at the beginning of each session to elect

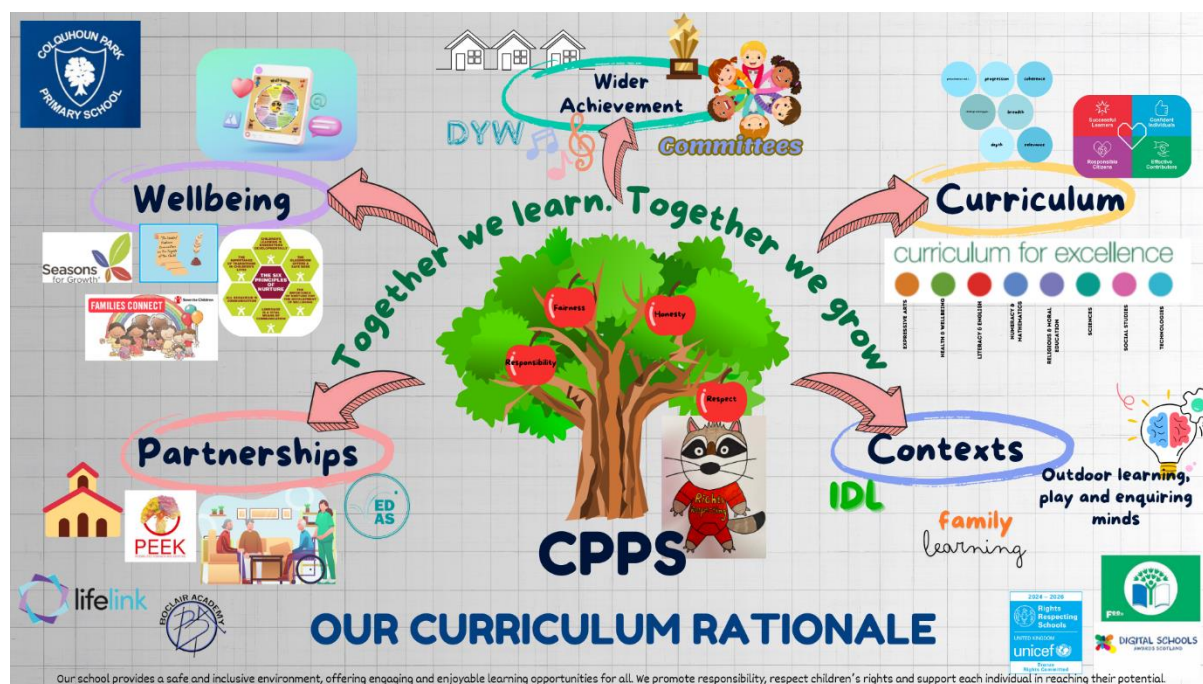
Captains and Vice Captains from Primary 7 and all pupils are encouraged to wear their house colour at certain events.

Inter-house activities are held throughout the year and the children compete in house teams on Sports Day, normally held in June. House points are allocated by the Senior Management Team, Teachers and Support Staff for good conduct and behaviour throughout the year.

Within each house are Family Groups which are made up of a Primary 7 leader and one pupil from each stage. Family Group sessions are organised throughout the year with senior pupils leading the younger children through fun activities and nurturing involvement of all.

Section 4 Curriculum

Curriculum for Excellence



Bringing learning to life and life to learning.

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. At Early Level, we continue to employ the skills of an Early Years Worker to further develop and extend the Play to Learn model in our Primary 1 and 2 classes and, working as part of our Early Level team, to enhance curriculum and pedagogy across nursery and school. Play is key to teaching and learning for our youngest pupils and develops transferrable skills for life and across all curricular areas.

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.

In line with Education Scotland, our school is committed to providing high-quality learning experiences through Scotland's Curriculum Improvement Cycle. This national approach supports continuous improvement by ensuring that the curriculum remains relevant, inclusive and responsive to the needs of children and young people in a changing world. It enables schools to review evidence, reflect on practice, implement improvements and evaluate their impact, ensuring that learning continues to meet the aspirations of Curriculum for Excellence.

Through this process, we ensure our curriculum continues to develop the four capacities of Curriculum for Excellence, promotes equity and inclusion, reflects the principles of *Getting it Right for Every Child (GIRFEC)* and the United Nations Convention on the Rights of the Child (UNCRC), and supports every learner to achieve their full potential. Curriculum improvement is closely aligned with our School Improvement Plan and our self-evaluation using *How Good Is Our School? (4th Edition)*, ensuring that our learners are equipped with the knowledge, skills, attributes and values they need for learning, life and work.

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 needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful learners, confident individuals, effective contributors and responsible citizens**, building on Scotland's reputation for great education. The curriculum at Colquhoun Park has been designed collaboratively and underpins our key values for learning and for the development of the whole child. Our Curriculum Rationale is currently under review and we will be engaging with all stakeholders as we refresh our Curriculum Rationale.

Our Curriculum is planned giving breadth, depth and coherence which will encourage progression in all elements of learning. It seeks to provide relevance to the world the children live in and provide opportunities to give personalisation and choice to our learners fostering independent learning. It affords equality of opportunity to all children and seeks to provide challenge and enjoyment through all learning activities offered.

Further information on our Curriculum Design and Rationale can be found on the school website

The principal areas of the curriculum are:

- English Language and Literacy
- Numeracy and Mathematics
- Health and Wellbeing
- Modern Languages
- Sciences and Technologies
- Expressive Arts
- Religious and Moral Education; Social Studies

Literacy and English

Literacy skills are taught and reinforced across all areas of the curriculum and is at the heart of our children's learning. The outcomes in Literacy and English are Reading, Writing, Listening and Talking. Through language the children receive much of their knowledge and acquire many of their skills. We aim to provide structured and stimulating opportunities to use language in contexts appropriate to the needs of individuals and the world in which they live. In the early stages the emphasis will be on learning through play and focusses on talking and listening, since these are aspects of language that children bring to school. As competence in reading and writing increases, the four components will move into approximately equal weightings. Various commercial and school produced resources are used to support programmes of study. The core reading resources used are Bug Club Reading, Class Novels, Reading Intervention Resources. Spelling and phonics is taught through a variety of approaches and resources including Wraparound Phonics and Spelling. Grammar and writing is delivered through the Talk 4 Writing pedagogy and letter formation through Oxford Owl Handwriting.

Numeracy and Mathematics

Numeracy skills are taught and reinforced across all areas of learning. The core resources used are Heinemann Active Maths and Teejay. The outcomes in mathematics are Number Processes, Money and Measurement, Shape, Position and Movement, Data Handling. We are currently focussing on developing our interactive Mental Maths approaches such as Number Talks, to help enhance and reinforce crucial numeracy skills.

We put a strong emphasis on numeracy skills as we feel that it is important that children are numerate and confident before applying their skills to other mathematical areas.

We provide opportunities for pupils to apply their skills through real life contexts.

Primary Modern Languages

Children across all stages are taught French by our teachers who have been specially trained. Language 3 at Colquhoun Park is Spanish along with our cluster primaries. We also use languages spoken by our pupils, staff and parents as well as some we learn together.

Health and Wellbeing

Good health and wellbeing are central to effective learning and preparation for successful independent learning. Our main goal is to provide a positive ethos, relationships and encourage participation in activities which promote a healthy lifestyle. We provide 2 hours of physical activity a week which includes The Daily Mile. We work hard to develop anti-bullying and anti-discriminatory approaches and ensure all children have the best individual support and pastoral care we can provide. Our Health & Wellbeing programme includes teaching and learning in mental, social and emotional and physical wellbeing. Other aspects of the curriculum cover food and healthy eating, drug and alcohol awareness and building relationships. We use 'Bounce Back' resource to help teach children resilience within their everyday lives. We also teach children about sexual health and parenthood. Details of this programme are available from the Head Teacher.

In our Relationships, Sexual Health and Parenthood Education programme we aim to:-

- Present facts in an objective and sensitive manner within a framework of sound values
- Make sure that Sex and Relationships Education takes account of each child's age, understanding and stage of development
- Work in partnership with parents
- Ensure that pupils have access to a planned, consistent and progressive sexual health education programme
- Respect the different cultures, ethnic and religious environment of the home
- Respect the different home circumstances and needs of all young people
- Help young people to make informed, responsible and healthy choices about their lives, relationships and their contribution to society

Copies of the content of our *Relationships, Sexual Health & Parenting Education Programme (RSHPE)* programme are available on our website or on request from the school office.

Social Studies & IDL

We believe that making strong links between curriculum areas provide children with relevance which enhances their learning and deepens their understanding of the world

around them. This is why we take an interdisciplinary approach to our teaching and learning. We follow a 3 year cycle of IDL topics. This ensures that within a level all children experience a variety of subjects which provide children with a breadth and depth of learning whilst creating curious, motivated and independent learners.

2025-26	2026-27	2027-28
Our Outdoor World	Our Democratic World	Our Scottish World
Our Enterprising World	Our Future World STEM outcomes	Our Sustainable World (food and farming-) (linked with health)
Our Rights - Our World	Our Local World	Our World of Work
Our Historical World (modern history)	Our Evolving World (weather and climate)	Our Ancient World

Technologies

ICT skills are not taught in isolation but are developed throughout all areas of the curriculum. In November 2021 the school achieved *The Digital Schools Award Scotland*, a national award which promotes, recognises and encourages a whole-school approach to the use of digital technology.

This is recognition of the efforts of staff who have worked together to identify and develop classroom activities that promote skills such as digital innovation and creativity; collaborative and self-directed learning; problem solving and computational thinking.

'Colquhoun Park Primary is a school which wants the best for their pupils and recognises the impact digital learning can have on their current and future learning. They have travelled far and are on a very positive trajectory' (Report DSAS November 2020)

Seesaw : Prior to lockdown, we had successfully rolled out pilot of Seesaw to all classes and pilot e journals at early level (Nursery- P1) to engage parents in their child's learning and increase pupil ownership of their own learning. This has resulted in all families having access at home to online learning journals through Seesaw (P1-P7) and E-Journals in EYC which was our main communication and learning platform and helped to support our families especially during lockdown. All teaching staff and Early Years Workers provided motivating learning opportunities, gave regular feedback and encouraged regular parental involvement and communication.

ICT is used to enhance learning and teaching in all subjects and develop skills which the children will need for lifelong learning. Colquhoun Park has a PC and an interactive whiteboard in each classroom and in the nursery playroom. We also have a projector in the hall linked to a laptop. We use various applications, topic related websites and interactive software to enhance learning experiences. All classes have access to wireless laptops and ipads. As well as using computers children are encouraged to use a range of technologies including listening centres, electronic books, laptops, ipads and tablets.

Glow, the Scottish Schools intranet, is used by pupils and teachers to engage in discussions and video conferencing and access resources useful for learning and teaching. Internet safety is an important part of the pupils' education and a programme is in place to support them to learn safely online.

Religious and Moral Education

As with other areas of the curriculum, the school offers Religious and Moral Education, in keeping with the aims of the Regional Policies on religious Education and religious Observation (1993). Children study Christianity and other World Religions looking at beliefs, values and issues, practices and traditions. The school has a strong link with Bearsden South Parish Church through our Chaplain, Rev Graeme Wilson who visits all the classes regularly and conducts the end of term services.

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.

Expressive Arts

The areas associated with the Expressive Arts are Music, Drama, Art and Design and Dance. All pupils are given opportunities and are encouraged to participate in performances and presentations throughout their time in school. Additional information on Curriculum for Excellence is available from the following websites:- www.educationscotland.org.uk www.parentzone.gov.uk www.skillsdevelopmentscotland.co.uk

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

Home Learning

At Colquhoun Park Primary we believe that home learning provides an important link in the working partnership between children, parents and staff. Worthwhile tasks that are completed at home enable children to appreciate the help and support of their families in "thinking together" and enables parents to help and be involved in their children's education. It also has an important role to play in reinforcing and extending the learning and teaching that has taken place in the classroom.

Home learning is a voluntary task and cannot be compulsory. We encourage all children to complete home learning and the Head Teacher will contact you by letter if your child is not completing it to see if we can offer any help. If you wish your child to be withdrawn from home learning activities please inform their class teacher in writing. Home learning tasks may vary from stage to stage and include core learning in numeracy and literacy. There may also be a choice of tasks covering other curricular areas.

Extra Curricular Activities

A wide range of activities are available throughout the year. Individual classes organise trips to do with what they are learning about in class. Primary 7 pupils are offered a week's residential visit. There are also extracurricular clubs that are held after school throughout the year. Parents are informed in advance and in writing of the full details of any trips or extracurricular activities. Consent/medical forms are issued along with this information. Parents are encouraged to contact the school with any questions well before any excursion takes place and to attend any parents' meetings regarding the residential trips. Our Active Schools Coordinator, Maxine Boys, works with staff and volunteers to support the running and any training or resources required for extracurricular clubs. We are grateful to the staff and parents who volunteer their time to supervise these activities. We have a school choir and additional music tuition in strings and brass.

Examples of extra curricular activities we can offer at times throughout the session include: - Football , Tennis, Rugby, Choir, Quizzing and Board Games.

What is on offer changes throughout the school year and depends on the expertise we have within the staff and parents. Volunteers and ideas for extracurricular activities are always welcome. Mobile phones are not allowed to be used on any school trip day or residential. Parents can contact the school for information during trips.

Developing the Young Workforce- Skills for Learning, Life and Work

We continue to develop an awareness in our pupils of the skills required to work in different areas of employment. Some of the ways we help learners make these links is through Fun 31, Developing the Young Workforce and family learning groups.

CPPS are developing links with STEM ambassadors, Skills Development Scotland and our local community to enrich this provision.

Section 5 – Assessment and Reporting

Children's progress is assessed through on-going observation of their performance in class, through progress check-ups at the end of units of learning, through teachers' professional judgements as to how well the child applies their learning in specific contexts and through Scottish National Standardised Assessments in literacy and numeracy at P1, P4 and P7.

Further information on these assessments can be found in Authority guidance for parents document '*Assessment within East Dunbartonshire schools: A guide for Parents and Carers*' which can be found on the website. All of these assessments provide us with information in relation to children's attainment against standardised national norms and pinpoints any area of difficulty which can then be addressed whilst ensuring we continue to raise attainment for all our pupils.

Across Primary 2, 3, 5 and 6, standardised assessments are carried out annually to track learner progress.

Reporting Progress

Formal written progress reports are currently issued once per session in addition to regular updates on learning via Seesaw. Our reporting format involves children conferencing with their parents to explain their work and progress followed by an interview with the class teacher. Children lead this and are involved in the meeting to help them understand their next steps in learning. We are currently evaluating our learning journeys to ensure that all children have an appropriate profile to demonstrate their progress in learning. This will become the main focus for reporting. If you wish information about your child's progress at any time please do not hesitate to contact Mrs Loney who will make arrangements for you to meet the class teacher if necessary.

Should we have any cause for concern we will of course contact parents at once.

Curriculum for Excellence Levels

Curriculum for Excellence levels are broad and designed for learners to revisit concepts more than once. This means that over a period of three or more years children can be introduced to a broad range of learning. They will then have opportunities to develop depth of understanding, be challenged to think about what they have learned in different contexts and demonstrate that they can apply their skills and knowledge to situations in the real world. Children will progress through these stages differently which is one of the reasons a more personalised approach to reporting is necessary.

Level	Stage
Early	Pre-school to end of primary 1 or earlier or later for some children
First	Primary 2 - Primary 4 or earlier or later for some children.
Second	Primary 5 - Primary 7 or earlier or later for some children.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

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

Tel: 0300 1234510

Email: Greg.Bremner@eastdunbarton.gov.uk

Section Six - Transitions and Enrolments

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

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

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

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

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

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

Some two year olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. This criteria can be found

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

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

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

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

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

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

Transfer from early learning and childcare to primary

Registration and enrolment

Information on new school entrants can be found on the council's website, [Primary, Secondary, and Early Years Education - East Dunbartonshire Council](#). Enrolment is in November each year. Pupils should be registered in only one school for their catchment

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

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

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be checked using the following webpage [School catchment areas - East Dunbartonshire Council](#) If parents have any queries on catchment areas they can email sharedservices.education@eastdunbarton.gov.uk for assistance.

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

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

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

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

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

Secondary School Admissions

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

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

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

Pupils from Colquhoun Park catchment area normally transfer to:-

BOCLAIR ACADEMY
INVERONAN DRIVE
BEARSDEN
TEL 0141 955 2358

HEAD TEACHER - Mr Douglas Brown

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 [School placing requests - East Dunbartonshire Council](#).

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a

successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

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

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

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

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

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

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

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

Mid-Session Transfers

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

Transport for Placing Requests

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

Section Seven – Support for Pupils

Section 7 Support for Pupils

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

Guiding Principles

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

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

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

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The

curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

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

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

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

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

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who

provide targeted support or intervention for learners will be trained to enhanced level in nurture.

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

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

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

School Counselling

Lifelink is the School Counselling provider for East Dunbartonshire Council. Having delivered counselling and groupwork services since 2022, Lifelink will continue with a similar suite of services from 1st August 2026 for two years, with the option of a further two-year extension thereafter. Services include universal 1:1 school-based counselling, groupwork and Holiday Support for pupils from 10 years of age. Schools have designated therapists assigned within a cluster-based model.

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require to additional resources could be experiencing:

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

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

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

Targeted Intervention Tier 3 provision:

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

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

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

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

Advocacy

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

My Rights My Say

Enquire: www.enquire.org.uk 0845 123 2303

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

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

Supporting Families Service

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

Protecting Children and Young People

2026 National Guidance and the East Dunbartonshire Child Protection Procedures (PM 3/21) adopted a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

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

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

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

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

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

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

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

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

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

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

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

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.

Additional Support Needs

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

Working with other agencies and professionals - for example, Social Work Services, Educational Psychology Service, National Health Service and parents - decisions are made with regards to the best possible education to meet the needs of the child within the resources available. Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

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

Specialist Support Service

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

The teams support the additional needs of:

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

Promoting Wellbeing, Protecting and Safeguarding

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

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

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

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

It is the entitlement of every child to be supported throughout their education. The EDC Including Every Learner Policy 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. This is in line with GIRFEC National Practice Model.

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

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

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

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

Where intended progress does not take place, the child/young person's needs are considered following a model of staged intervention.

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

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

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

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

Child Protection and Safeguarding

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

Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school and at Colquhoun Park Primary is the Head Teacher, Mrs Claire Loney.

Section Eight – 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. Colquhoun Park Primary's Standards and Quality Report can be found on the website and will detail how we have continued to improve standards in relation to literacy, numeracy and health and wellbeing.

School Improvement Plan

Every school has a school improvement plan which outlines the main areas of improvement to be undertaken. These areas are identified through our internal evaluation, parents' evaluations and pupils' evaluations. The school's current improvement plan can be accessed from our website or a hard copy can be provided on request.

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 explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and

Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results.

Accurate and up-to-date data allows us to:

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

Data policy

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

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

Scottish Government works with a range of partners including Education Scotland, Skills

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

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

Concerns

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

Section Nine – School Policies and Practical Information

School Uniform

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

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

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Clothing Grants are available for families to help with the cost of uniforms- our Family Learning Assistant is able to assist families in applying for this. The use of recycled uniforms is highly supported and we have a well stocked uniform bank.

At Colquhoun Park Primary, we are proud to wear our uniform. Our 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.

At Colquhoun Park, the Parent Council support the school in encouraging the wearing of the school uniform.

Fleece	mid blue with badge
Rain Jacket	dark blue with badge
Sweatshirt/cardigan	mid blue with white badge
Polo Shirt	white with badge
Shirt	white
Skirt/Trousers	grey/black
Baseball Cap	mid blue with school name
Woollen Hat	dark blue with badge
Tie	blue and grey with red stripes
Shoes	black or brown

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

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

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

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress. Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

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

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

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

School Meals

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

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

Any Special diets or allergies should be discussed with the school. Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

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

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

Cashless Catering

Recently the school launched its Cashless Catering system. If you pay for school meals and you wish your child(ren) to purchase a meal then you will be required to top up your online account (iPayImpact). You can link several children to one account making it easy to top up at the same time, you can also pre order meals on iPay, view your balance and view what meal choice your child(ren) have chosen. Details of how to register can be obtained from the school office.

TRANSPORT

(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route.

This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June -

July to ensure that consideration can be given to their request for concessionary transport for August.

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

(b) Pick up Points

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

(c) Placing Request

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

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

Driver's Responsibilities

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

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

Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities

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

PARENTAL RESPONSIBILITIES

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

MEDICAL AND HEALTH CARE

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

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

DATA PROTECTION ACT 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people.

ACCESSING YOUR CHILD'S PUPIL RECORDS

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

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

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

12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding.
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FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached.

If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

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

Use of Photographs and Video Film Involving Pupils

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

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.

THE USE OF MOBILE DEVICES IN SCHOOLS

This policy sets out the East Dunbartonshire Council framework on the use of mobile devices (e.g. phones, tablets and smartwatches) in schools. It aims to support learning and teaching, safeguard young people, promote consistency, and ensure equity of access across schools. The policy aligns with Scottish Government guidance (2024) and reflects the outcomes of extensive stakeholder engagement. Mobile device use should be guided by clear educational purposes that reflect teacher professionalism and context specific judgement.

Operational Guidance

Primary Schools

- Pupils are strongly encouraged to leave personal mobile devices at home.
- Where mobile phones are brought solely for use during travel to and from school (e.g. for safety, communication during pickups, or family transition arrangements), they must remain switched off and stored securely in school bags throughout the school day.
- Smartwatches must be set to airplane mode, to disable messaging, notifications, and camera functions.
- Personal mobile phones and smartwatches must not be used during lessons and not used during lunch or interval. Local arrangements are subject to Head Teacher discretion in consultation with stakeholders.
- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- All parent/carers communication should be directed through the school office.

Secondary Schools

- Mobile devices are not permitted in lessons unless expressly authorised by the class teacher for a specific planned educational task. If approved use has not been given, mobile devices should be switched off and remain out of sight.
- Use of mobile devices during interval and lunch times may be permitted and should be considered in consultation with pupils and staff. Where allowed, clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use such as listening to music with earphones.
- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile

devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.

- The use of mobile devices is strictly prohibited during assessments or examinations.

Safeguarding and Prohibited Uses

All schools must ensure rigorous measures are in place to ensure that mobile technologies are not misused. Staff are required to be vigilant and report breaches to their line manager. The following are strictly prohibited:

- Recording or photographing staff, pupils, or premises without explicit consent.
- Audio recording of lessons or individuals.
- Sharing school-related content on social media without approval.
- Engaging in any form of online cyberbullying.
- Accessing, viewing or sharing content which is of a violent or adult nature.

Policy Exceptions

Exceptions may be granted where justified and supported by appropriate documentation. This may include:

- A medical requirement (e.g. continuous glucose monitoring).
- A communication need (e.g. augmentative technology).
- A documented additional support need (e.g. ASN Action Plan).
- Young carers who require ongoing contact with family members.

Appointment of adults to voluntary child care positions

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

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

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;

- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

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

CHILDCARE INFORMATION SERVICE

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

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

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

To use this service please call the helpline number on 0141-578 8060, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

Appointment of Adults to Voluntary Child Care Positions

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

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- 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.

Business Continuity Plan

The school maintains a Business Continuity Plan which outlines procedures for the pickup of pupils in the event of an early closure of the school due to an emergency situation or an issue with the building eg no heating. If a decision is taken to close the school, but the building does not need to be evacuated, parents will be called and asked to arrange for their child(ren) to be collected from school.

In the event of the building having to be evacuated our muster site is Westerton Halls. Pupils will be taken there and parents phoned to collect them. If the school has to be closed before 9.00am, members of school staff will be at the school gates to turn away pupils who are accompanied by parents. Pupils who have arrived alone will be taken to the designated assembly point, which is the school gym hall, until arrangements can be made for them to be collected. It is essential that we have an emergency contact number for your child and that you keep us informed of changes to your or your emergency contact details