

Baljaffray Primary School Handbook 2025-2026



Baljaffray Primary School
Grampian Way,
Bearsden,
Glasgow G61 4RA

Tel No: 0141 955 2241
Email: office@baljaffray.e-dunbarton.sch.uk
Website: www.baljaffray.e-dunbarton.sch.uk

Contents Pages

Section 1 : School Information

Contents	2-3
Letter from Head Teacher	4
EDC Vision Statement	5
Baljaffray School Aims	6
Baljaffray School Values	6
Baljaffray Charter	7
School Information	8-9
Staff List	9-10
School Holidays	11-12
Attendance	12-14
Comments, Compliments and Complaints	15

Section 2: Parental Involvement and Engagement

Supporting Learning at home	16-18
Parental Involvement Act	19
Parent Council	19-20
PTA	21

Section 3: School Ethos

Promoting Positive Behaviour	22-23
Equal Opportunities for All	23-24
Development of Spiritual, Moral, Cultural and Social Values	24-25
Child Poverty/The Promise/UNRC	25-28

Section 4: Curriculum

The Curriculum	28-29
Health and Wellbeing	29
Literacy and English	30-31
Numeracy and Mathematics	31-32
Social Studies, Science & Technologies	32-34
Expressive Arts	34
Religious and Moral Education	34
Religious Instruction and Observance	34
Extra-Curricular Activities	35
Playground Supervision/Wet Weather Arrangements	35

Section 5: Assessment and Reporting

Assessment	36
Liaising with and involving parents/carers	36-37

Section 6: Transitions and Enrolments	
Registration and Enrolment	37-39
Transfer from EYC to Primary	39-40
Primary to Secondary Transfer	40-41
Placing Requests	42-43
Section 7: Support for Pupils	
Guiding Principles	43
Universal & Targeted Levels of Support	44-45
Targeted Intervention -Tier 2 Provision	45-46
Targeted Intervention -Tier 3 Provision	47
Supporting Families Service	47
Protecting Children and Young People	48-49
Promoting Wellbeing, Protecting and Safeguarding	50-52
Section 8: School Improvement	
School Improvement Planning/Attainment	52
ScotXed, Data gathering	53-55
Section 9: School Policies and Practical Information	
School Policies and Practical Information	55-62
Mobile Phones	63
Appointment of Adults to Voluntary Childcare Positions	63-64
Addresses	64
Business Continuity Plan	65

Grampian Way
Bearsden
Glasgow G61 4RA
Tel No: 0141 955 2241
Email: office@baljaffray.e-dunbarton.sch.uk

Dear Parents/Carers

Welcome to Baljaffray Primary. I hope that you will enjoy reading our handbook and find it interesting and helpful.

Within our school we have created a safe, happy and caring environment for children, parents/carers and staff. We aim to provide a broad and balanced curriculum. Pupils are helped to become responsible citizens, confident individuals, successful learners and effective contributors. Great importance is attached to good manners, self-discipline and developing positive attitudes. Our pupils are encouraged and supported to reach their full potential based on our school vision: Be the best you can!

We believe that education involves a close partnership between the home and school and take great care to encourage this bond. We strive to work closely with parents and carers to ensure our pupils become confident, independent learners who are creative, healthy and have a 'can-do' attitude to life. We have an extremely hard-working and active PTA who organise a wide range of fundraising events throughout the year and a very committed Parent Council.

Pupil voice is very strong in the school and is encouraged and developed through a range of opportunities such as Playground Buddies, Peer Mediators, Captains, Reading Buddies, Digital Ambassadors and many more.

We hope that you will enjoy getting to know us better and look forward to having you and your family join us at Baljaffray. If you would like more information about the school, please do not hesitate to contact us.

Yours sincerely

Lesley Rodden

Lesley Rodden
Head Teacher

Education in East Dunbartonshire

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

"Working together to achieve the best with the people of East Dunbartonshire"

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

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership; and
- Our Employees.

Baljaffray Primary School Aims

1. To promote our shared vision and values and establish a culture where members of our school community at all levels are empowered to do 'the right thing, not the easy thing'.
2. To provide a nurturing environment inside and outside where learners are able to 'be the best they can' in their learning whilst developing their social skills so they grow into respectful and responsible citizens, ready for life and work.
3. To promote positive attitudes in our school community with an emphasis on respect for oneself, others and the environment, resilience, compassion and kindness enabling learners to become good citizens in their own community and in a national and global context.

Baljaffray Values

Baljaffray Values were devised in consultation with our pupils, parents/carers and staff. The Baljaffray Values underpin our school ethos and philosophy.

With **EFFORT** we can be:



Respectful



Kind



Honest



Resilient

At Baljaffray Primary School, rather than school rules we have a code of conduct that prompts all that we say and do:

Ready, Respectful and Safe

Baljaffray Charter

The Baljaffray School Charter combines our vision, values and approaches. It is displayed in all classrooms to ensure that all pupils and staff are familiar with and follow 'The Baljaffray Way'.



The Baljaffray Way

Be the best you can!

Our Values

- **Respect**
- **Resilience**
- **Honesty**
- **Kindness**
- **Effort**

Code of Conduct

- **Ready**
- **Respectful**
- **Safe**

Adults at Baljaffray Primary

- Meet and greet all children.
- Are calm and consistent with high expectations for all.

Stepped Sanctions

1. Reminder
2. Warning
3. Last Chance
4. Time Out
5. Repair

Restorative Questions

- What has happened?
- What were you thinking about at the time?
- Who has been affected by your actions?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

School Information

Baljaffray Primary School and Early Years Centre are located at Grampian Way, Bearsden, Glasgow G61 4RA, telephone 0141-955-2241. The school stands on a beautiful open site on the outskirts of Glasgow and to the north of Bearsden. There are views of the Renfrewshire Hills to the south west and of the Campsie Hills to the north east. The school is a semi open plan building, providing splendid facilities for the pupils throughout their school years.

Baljaffray Primary is a co-educational, non-denominational primary school.

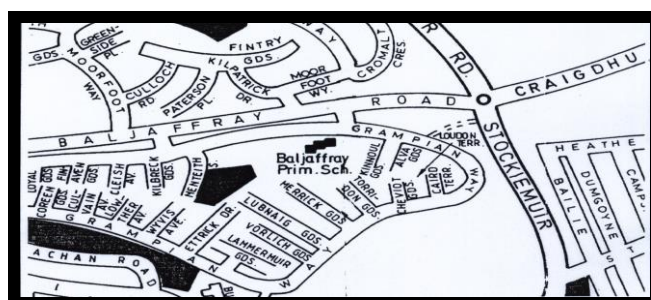
Baljaffray Primary's catchment area zone includes Bonnaughton and North and South Baljaffray. The boundaries of this zone are Stockiemuir Road (the A809) to the east: Duntocher Road (the A810) to the south: and the limits of the housing areas to the north and west.

Address: Grampian Way, Bearsden, Glasgow G61 4RA

Tel No: 0141 955 2241

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

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



School Roll

The planning and working capacity of the school may vary, dependent on the number of pupils at each stage and the way the classes are organised. The present roll is 262 pupils but the school can accommodate up to 430 pupils. Parents/carers should note the working capacity of the school may vary, dependent upon the number of pupils at each stage and the way in which the classes are organised.

Primary 1 classes have a maximum of 25 pupils, primaries 2 to 3 have up to 30 pupils per class. From Primaries 4 to 7, the maximum class size is 33 pupils.

The upper limit for a composite class is 25 pupils; this is a class which is composed of children from more than one stage.

All pupils within the catchment area live within 1 mile of the school.

Baljaffray is a non-denominational, co-educational school.

School Hours

9.00 am	School begins for primaries 1 - 7
---------	-----------------------------------

10.25 am - 10.40 am	Morning breaks
10.45 am - 11.00 am	

12.15 pm - 1.00 pm	Lunch break
--------------------	-------------

3.00 pm	School closes
---------	---------------

After each holiday, school begins, as usual, at 9.00 am

At the beginning of the Christmas and Easter holidays, school closes at 2.30pm

For the start of the summer holiday, school closes at 1.00 pm.

Inclement weather: In extreme weather conditions the children remain in class, supervised by Primary 7 monitors and classroom assistants.

To maximise adult supervision in the playground we have two morning intervals. Half the school have their break 10.30 - 10.45 and the rest 10.45 - 11.00. We have one lunch sitting 12.15 - 1.00 pm. Infant classes enter for lunch first whilst we have a rota for P4 - P7.

Baljaffray Early Years Centre

Early Years Centre handbook can be found on the website

Staff List

The number of teachers is adjusted each session according to the size of the school roll. The school is staffed by a Head Teacher, 1 Depute Head Teacher, 1 Principal Teacher, 5 full time class teachers, 12 part time class teachers and 2 probationers. The school also has part-time specialists for music and PE.

Mrs Lesley Rodden	Head Teacher
Mrs Elaine Paterson	Depute Head Teacher
Mrs Jane Cowan	Principal Teacher

Teaching Staff

Miss Amy Pringle/Mrs Suzanne Bagley/Mrs Louise Logan	P1
Miss Cherie O'Neill/Miss Rachel Wesley	P2
Mrs Samantha Campbell	P3
Mrs Diane Thomson/Mrs Kara Banks	P4a
Miss Katy Hanlon	P4b
Mrs Rebecca Lowdon	P5
Mrs Nicola Maclean/Mrs Elaine Hepburn	P6a
Mr Barry Fitzsimmons	P6b
Mrs Alice Murray/Mrs Tracey Young	P7a
Mrs Margaret Docherty/Mrs Carole Anne Jenkins	P7b

Mrs Heather Vassie	Support Teacher
Mrs Jillian Hetherington	NCCT

Visiting Staff

Mrs Yvonne Bryson	Violin	Monday & Tuesday pm
Miss Anne Barrett	P.E.	Tuesday all day & Thursday pm
Mr Stuart Carson	Woodwind	Tuesday am

Office Staff

Mrs Eleanor McArthur	Administrative Assistant
Mrs Sandra Cameron	Clerical Assistant

Support Staff

Mrs Mandy Findlay	Classroom Assistant
Mrs Sadia Tahir	Classroom Assistant
Mrs Helen Varela	Classroom Assistant
Mrs Andrea Glendinning	Support for Learning Assistant
Mrs Alison Kerr	Support for Learning Assistant
Mrs Julie Wilson	Support for Learning Assistant
Mrs Catherine Smith	Support for Learning Assistant
Mrs Anne Halpin	Support for Learning Assistant (BSL)
Mr Patrick McMahon	Building Manager

Mrs Fiona Parkinson	Team Leader (Kitchen)
Mrs Margaret McMahon	Housekeeper
Mrs Margaret Elliot	Facilities Assistant
Mrs Jennifer Ramsay	Facilities Assistant
Ms Lorraine O'Neil	Facilities Assistant
Mrs Louise Greer	Facilities Assistant
Mrs Ashley Forsyth	Facilities Assistant
Mrs Michelle Whitelaw	Facilities Assistant
Mrs Catherine Pitt	Facilities Assistant
Miss Sandra McDowell	Facilities Assistant
Mrs Pamela Grant	Team Leader (School)

Holidays for Session 2025-2026

In Service Days	Tuesday 12 August 2025 Wednesday, 13 August 2025
Pupils return	Thursday, 14 August 2025
September Weekend	Friday 26 September 2025 Monday 29 September 2025 (both dates inclusive)
In Service Day	Friday 10 October 2025
Mid Term	Monday 13 October 2025 to Friday 17 October 2025 (both dates inclusive)
Christmas/New Year	Monday 22 December 2025 to Friday 2 January 2026 (both dates inclusive)
Mid Term	Monday 16 February 2026 to Tuesday 17 February 2026 (both dates inclusive)
In Service Day	Wednesday 18 February 2026
Easter Holidays	Friday 3 April 2026 to Friday 17 April 2026 (both dates inclusive)
May Day	Monday 4 May 2026

In Service Day

Thursday 7 May 2026

May Weekend

Friday 22 May 2026 to
Monday 25 May 2026
(both dates inclusive)

Summer Closure

Thursday 25 June 2026

For the start of the October holiday, school closes at 3.00 pm

For the start of the Christmas and Easter holidays, school closes at 2.30 pm

For the start of the summer holiday, school closes at 1.00 pm

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.

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. [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.

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 that the holiday is important to the well-being and cohesion of the family, following serious or terminal illness, bereavement or traumatic events.

Parents/carers 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/carers 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 failure 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.



Parental Communication with School in Case of Emergency

It is important that parents/carers 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 2.30 pm. 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/carers and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

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

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school.

There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

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

Section 2: Parental Engagement and Involvement



Home and School Links

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

Co-operation and encouragement from parents/carers is greatly appreciated and undoubtedly works to the advantage of all pupils. At Baljaffray Primary we provide many opportunities for parents/carers and carers to become involved in school life.

Supporting Learning at Home

There are many ways parents/carers and carers can support learning at home. Reading homework is issued from P1- P7. We also encourage children to embark on personal reading at home. In addition, we issue pupils with a login to an online reading resource called Bug Club. Teachers will allocate a range of online books at the appropriate level which children can access at home. Last session parents/carers were consulted on homework. We are increasingly aware that research regarding the impact of homework on children's

attainment shows that there is little evidence to suggest that the traditional model of homework impacts positively on children's learning. The majority of parents/carers voted for the removal of generic daily/weekly homework in favour of a more bespoke provision. This means that throughout their time at Baljaffray children may be set additional homework in numeracy and spelling if the class teacher identifies a need for additional practice.

We use digital technology effectively to support learning at home. Our Primary 1-3 classes use Seesaw. Teachers post photographs, observations and learning tasks on Seesaw for parents/carers. Parents/carers are also able to share moments from home. P4-7 classes are able to access Microsoft Teams.

SWAYS

Each term every class teacher issues a class SWAY outlining the learning planned for that term. The school produces regular newsletters sharing events and activities as well as listing important dates for diaries.

Sharing Learning

Each session we send home literacy and numeracy jotters for parents/carers to see some of the learning which has taken place in class. It also enables parents/ carers to discuss learning. A written report on your child's progress will be issued in Feb/March and Parent/Carer Consultation Evenings are arranged in October and June.

If at any time your child is having difficulty in any aspect of school life, we will get in touch with you to arrange a suitable time to discuss the issue. Similarly, if you are concerned about any aspect of your child's work, please do not hesitate to get in touch with the school.

We also have an annual open morning in February where parents/carers can join in with the learning with the children in class.

Assemblies

Throughout the year we have regular assemblies which classes are responsible for such as Harvest and Remembrance. Parents/carers of class group organising are invited to attend.

Open afternoons, concerts and parents/carers workshops offer further opportunities for parents/carers to view the school in action.

At all stages, parents/carers are welcome to contact the Principal Teacher/Depute Head Teacher or Head Teacher for information or advice which can be done via the school office.

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

- Non-resident parents/carers 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/carer' (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/carers 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 session, it is important that parents/carers inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents/carers 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)*

The publication is available from:

East Dunbartonshire Council

The Marina

Strathkelvin Place

Kirkintilloch

Glasgow

G66 1TJ

Tel: 0300 123 4510

Parental Involvement Act

The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents/carers involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement. It also establishes a structure and process to replace School Boards with Parent Councils.

The Act outlines three areas where parents/carers should be supported and encouraged to be more involved in their child's learning.

- At home - providing parents/carers with information on what their children are learning at school and how this can be supported at home.
Through school - providing parents/carers with opportunities to contribute to the life of the school e.g. by helping out in the classroom at school events.
- In a more formal way - deciding what kind of parent/carer representation the schools should have.

At Baljaffray Primary School we have two formal parents' nights each session, one in October and the other in June. In addition, we hold a Meet the Teacher event in August. All parents/carers are invited to come to visit their child's class in the evening and the class teacher outlines class layout/procedures and learning. Each term class teachers send out a newsletter which outlines the learning which is planned. Each newsletter suggests websites to support children's learning. In term 3 we have an open event which parents/carers are invited to. This offers an opportunity for parents/carers to visit their child's/children's' class(es).

Parent Council

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/Carers are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

- to support the school in its work with pupils
- to represent the views of parents/carers
- to promote contact between the school, parents/carers, 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 (in some schools the PTA fulfils this role).

For more information on parental involvement or to find out about parents/carers as partners in their children's learning, please contact the school or visit the Parentzone website at www.education.gov.scot/parentzone

<u>Chairperson</u>	Mrs Linden Fradet	Parent Member
	Mrs Hazel Lauchlan	Parent Member
	Mrs Emily Dewar	Parent Member
	Mr Gavin Ross	Parent Member
	Mr Graeme Glen	Parent Member
	Dr Sreenu Vattipally	Parent Member
	Mr Craig Barratt	Parent Member
	Mr Gary Granger	Parent Member
	Mrs Indrani Manoharan	Parent Member
	Mrs Fernanda McLintock	Parent Member
	Mr Sandeep Pandya	Parent Member

Staff Members Mrs Lesley Rodden, Head Teacher
Mrs Elaine Paterson, Depute Head Teacher
Mrs Jane Cowan, Principal Teacher

Parent Teacher Association - PTA

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

The PTA meets once a month and helps the school in various activities. Over the years, the Association has enhanced the curriculum of all the children in the school by many purchases including an outdoor classroom, laptops, printers, interactive white boards, football and netball strips, computer trolleys, furniture for the infant play area, construction kits for the senior school, waterproof outdoor suits etc.

The Association also adds to the social aspect of school life holding family discos, Spring and Christmas Fairs, etc.

PTA

Chairperson	Mrs Charlotte Malone
Secretary	Mrs Emily Dewar
Treasurer	Mrs Adele Targosz

The PTA meetings are attended by many parents and the PTA welcome any new parents who would like to come along.

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 Councils and Committees

At Baljaffray we have a wide range of councils and committees and the children are encouraged through their membership to participate in the decision making within the school.



Section 3: School Ethos

Promoting Positive Behaviour

The vision, values, and aims of the school are at the core of the Baljaffray community. Positive postcards are sent home to celebrate achievements linked to our values. Learning and teaching is at the heart of what we do; pupil work is displayed throughout the school. The displays in our hall celebrate effort and achievement helping to foster a positive attitude and growth mindset for the whole school community. We also celebrate wider achievements.

Our ethos is based on our values and the rights of the child. Relationships with learners and their families are very positive. Rights are displayed throughout the school on displays and discussed regularly in class and at assemblies.

In Baljaffray our main aim is to encourage good behaviour and teach the children self-discipline and to help them get along with one another. At Baljaffray we model the types of behaviour that we would like each child to have and demonstrate throughout their lives. Staff build positive relationships with all children and maintain that positive attitude. We meet and greet at the classroom door, enabling the feeling of security and safety with the children.

Our school values underpin the ethos of our school:

- ❖ Respect
- ❖ Kindness
- ❖ Honesty
- ❖ Resilience
- ❖ Effort



Each class has a charter agreed by all pupils. A playground charter was designed in consultation with pupils. Key aspects are outlined below.

- Treat everyone in the school as you would like to be treated, with respect
- Be kind and helpful at all times
- Be well mannered and considerate
- Always tell the truth
- Please take care of school property and others' belongings
- Please keep the school and the playground clean
- Please walk carefully through the school

At Baljaffray we have high expectations for all our learners. It is important that the children have a clear understanding of the standards of behaviour we expect.

We have a 'Behaviour Blueprint' which the whole school contributed to and it is used in all areas of school life. Parents/carers are informed of any unacceptable behaviour from their child at the earliest opportunity and are encouraged to work with the school to help modify this.

Bullying is sustained, deliberate actions which are often pre-meditated in order to cause a negative impact on the recipient. It may take the form of hitting, kicking or the use of force in any way. It can be teasing, making rude gestures, name calling, leaving someone out or damaging a person's property. Bullying can be done in person, via mobile phones or using the internet. Bullying will not be tolerated at Baljaffray under any circumstances. The school has an antibullying policy following East Dunbartonshire guidelines. This policy is on the school website.

Parents/carers will be kept informed and consulted about difficulties or worries at an early stage. The main aim of our policy, however, is to encourage and reward good behaviour rather than focus on problems.

Pupil Conduct

A partnership between the school and parents/carers is required in order to ensure the best possible standards of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour.

At Baljaffray Primary School we have a school charter:
Ready, Respectful and Safe

The aim is to nurture an atmosphere of friendly co-operation, encouraging respect and consideration for others and for property. We expect the cooperation of parents/carers to ensure highest possible behaviour of pupils. Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons. East Dunbartonshire Council has a comprehensive Anti-Weapon/Knife Crime Policy (May 2017).

EQUAL OPPORTUNITIES FOR ALL

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

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

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

- 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 \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/technical-legal-guidance/technical-guidance-for-schools-in-scotland)

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

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.

- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty

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

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

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

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

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and 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.

Race

In relation to race equality, the school follows written procedure whenever a racist incident is reported. This procedure is detailed in the document "Tackling Racist Incidents within the Education Service". Parents/carers who want to find out more about this procedure should ask the school for a copy of the leaflet 'Managing Racial Harassment and Racist Bullying in Schools: A Guide for Parents/Carers'.

Disability

The Disability Equality Duty (DED) places Education Authorities under a statutory duty to actively promote disability equality across all of their functions (policies and practices). East Dunbartonshire Council's Education Service's Disability Equality Scheme (DES) and Action Plan were published in December 2006. This Scheme and Action Plan will build on the wide range of work that the Education Service does to promote disability equality in East Dunbartonshire Schools. More information on this can be found in the Disability Equality Scheme (DES) and Action Plan for the Education Service. Further information is also available in the Education Service's Accessibility Strategy. A copy of these documents can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at

The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510 Ext 8709.

Gender

The Gender Equality Duty (GED) was created by the Equality Act 2006. The GED requires Scottish Schools and Education Authorities to actively promote sex equality and improve services, policies and practices for all boys and girls. Schools and support services in East Dunbartonshire work hard to ensure that all pupils achieve their full potential and their Gender Equality Scheme and Action Plan reflects this commitment. A copy of this document can be obtained from all schools in East Dunbartonshire Council and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 123 4510

Section 4: Curriculum

Curriculum for Excellence



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

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

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

The curriculum of the school 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 at school and seeks to provide challenge and enjoyment through learning activities offered.

It is our policy to give every pupil an equal chance to share in all the learning opportunities, formal and informal, that the school provides. Assessment is used to improve the quality of learning and teaching, identify pupils' strengths and weaknesses, assist in the provision of a curriculum suited to the needs of the children and to ensure continuity and progression throughout the curriculum. Pupils will also be encouraged to take responsibility for their own learning.

Formal assessments are carried out when appropriate in literacy and numeracy and mathematics. Informal assessment is ongoing and covers every area of the curriculum.

Curriculum Areas

Health & Wellbeing

We recognise that good health and well being is central to effective learning. Our main goal is to provide a positive ethos and encourage participation in activities which promote a healthy lifestyle. We work hard to promote anti-bullying and anti-discriminatory approaches and ensure all children get the best possible support and pastoral care we can provide.

A programme to support all areas of health and well being has been developed. Parents/carers will be notified before sensitive aspects of learning e.g. Sexual Health and Relationships are started each year.

Within Baljaffray Primary School we use the PAtHS programme (Promoting Alternative Thinking Strategies). This programme is designed to boost children's self esteem and reduce anxiety. PAtHS focuses on improving self awareness and our relationships.

Five key aspects underpin the PAtHS programme:

- self awareness
- relationships
- self management
- decision making
- social awareness

The programme helps children to handle emotions well, avoid negative behaviours, make positive decisions, solve problems cooperatively and practise empathy.

Literacy and English

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities in all aspects of life, lays the foundations for lifelong learning and work and is given a very strong focus in Baljaffray Primary School.

English Language is reading, writing, talking and listening.

Children learn to listen carefully and effectively, talk confidently and fluently, read with understanding and enthusiasm, and write with expression and accuracy. In this way they will gain a sound knowledge of the principles of language and will become familiar with its structure and use.



Reading

A progressive phonics programme is used at the early stages, to provide pupils with a solid foundation upon which to build reading skills. 'ELS' is a method of systematically introducing children to letter sounds and combining them to read words.

Reading is about fluency, the ability to read aloud, but also about comprehension - the ability to understand what you are reading, and pleasure - the discovery that reading is fun and can be enjoyed. It is important therefore that from the earliest age children be encouraged to listen to stories, look at books and develop a liking for books. In Primary 1 we use phonetic books so that children are able to decode and develop comprehension skills.

In school, the skill of reading will be developed at a rate suitable to the child's ability and need. We use the Bookbanded approach to reading rather than a specific core reading resource. This ensures that reading books provide us with varied and enjoyable reading materials which are well structured and of good literary quality. By using these books the children develop a sound reading ability and are encouraged to try more demanding material. We move children on to reading novels when appropriate.

At home you can help your child enjoy reading, improve vocabulary and develop a greater understanding by discussing events/pictures in the stories.

Children will readily tell you what they see in a picture, but it is worth asking them to think about why something has happened, what may happen next and

how the characters feel, etc. We then compliment this work with a wide range of activities, i.e. writing, further discussion and creative work - all related to the reading books.

Each class has a library area with a good selection of books and children are encouraged to read in school.

A variety of language and reading development materials are used including computer software and reciprocal reading approaches. At all stages the children are expected to read for information and for enjoyment using the wide range of fiction and non-fiction texts in the class and school library.

Writing



In primary 1, children build on their emergent writing and drawing skills. As their reading develops they start to explore letter shapes and words and gradually build sentences. A plethora of opportunities to write are provided across the curriculum. Spelling is taught progressively throughout the school following a structure programme using the Look, Say, Cover, Write, Check method. The importance of neat, legible handwriting is encouraged throughout the school.

Talking and Listening

Opportunities for developing Talking and Listening skills permeate the curriculum. We aim to develop children's skills using a variety of resources.

1 + 2 Languages Approach

A structured programme of French is followed by all pupils. The approach encourages spoken language and includes a number of activities, songs and games designed to foster confidence in spoken French with language learning being part of everyday life in the classroom. Our second language is Spanish which the children learn a block from P5-P7. Within Baljaffray Primary School all classes are developing knowledge and skills of British Sign Language.

Numeracy and Mathematics

Numeracy and Mathematics is used in everyday situations as well as in sciences, business and technology. The five significant aspects of learning in numeracy and mathematics are:



- Information handling or the gathering, organising, display and interpretation of data.
- Number, Money and Measurement, in which children learn to add, subtract, multiply and divide as well as to work with time, and measure length, weight, area and volume.
- Shape, Position and Movement, in which children learn about the properties of two or three-dimensional shapes, and to comprehend position and movement.

In each of these aspects, children will develop problem-solving and enquiry skills.

At Baljaffray it is our policy to provide an organised structure for mathematics with a balanced progression of work from preschool to P7, through which the child will work at his or her own rate according to ability. At each stage in the programme the emphasis will be placed initially on practical work to help children acquire concepts and understand particular techniques before proceeding to written work for consolidation. Table practice and daily work are essential to encourage mental agility.

The core resource used is Leckie Maths which provides a well-planned and balanced progression of work. It is an essential part of the scheme that learning from DOING takes place at each new development and that concrete materials are available whenever required.

There is a strong emphasis on mental calculation throughout the school and this is practised daily. Interactive mental maths plays a vital part in the children's knowledge and understanding of number.

At all times we encourage the children to develop positive attitudes towards mathematics so that in time they will learn to work co-operatively and independently on varying activities and challenges.

Social Studies

This covers a variety of studies to help children explore and discover the world around them, past and present.



Learning in the social studies will enable children to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world

- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

As well as covering the experiences and outcomes in social studies, we carefully look for opportunities for children to further develop their skills, knowledge and understanding in other curricular areas through an interdisciplinary approach. Children have the opportunity to learn within contexts which are enjoyable, motivating and relevant.

Sciences

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

The key concepts covered are:

Planet Earth

Forces, Electricity and Waves

Biological Systems

Materials

Topical Science



Technologies

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



Pupils should develop knowledge and understanding of, and be able to use, Information Technology. In school we have 2 computer areas for pupils in P1-P3 and P4/P5. We have a substantial number of laptops and iPads. There are also interactive boards in all classes. The use of computers and iPads is fully integrated into all areas of the curriculum and all pupils are given the opportunity to experience their use and develop their skill. Throughout the school we follow a comprehensive programme to develop digital skills in a systematic and progressive way.

Expressive Arts

This describes the studies and activities in music, art and design and drama. The expressive arts are invaluable in raising the self esteem of many children and so play a big part within the curriculum.



Great emphasis is placed on the enjoyment of music throughout the school. The visiting woodwind teacher gives tuition in flute and clarinet. Violin and viola are taught by the visiting strings tutor. Our Primary 4 pupils enjoy drumming with a visiting specialist in term 2.

Religious and Moral Education

The religious and moral education programme is comprehensive and reflects current guidelines in Scottish Education. Pupils are encouraged to develop their own beliefs and values as they reflect and learn about religion as well as learning from religion.

Religious Instruction and Observance

Parents/carers 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.



Parents/carers from minority and minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be

granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Community Facilities

Karemore After School Club which is privately run has the use of a classroom and facilities in the school. The contact number is 07887683534

Skoolz Out Child Care, 12 Kenilworth Crescent, Bearsden, Glasgow G61 4DG. The contact number is 07855 089294

Outwith normal school hours, the school premises are used by the school for extra curricular activities and by the community, as follows:

Applications for the use of the school premises should be made by emailing letting@eastdunbarton.gov.uk Tel: 0300 1234510.

Extra Curricular Activities

There are many opportunities for the children to be involved in a wide variety of after school activities in Baljaffray Primary. After school clubs have included football, netball, dance, tennis, badminton, fitness and athletics. Primary 7 children visit Ardmay Outdoor Education Centre each year.

Playground Supervision

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

Wet Weather Arrangements



During heavy rainfall our children will be accommodated in class bases at intervals/ lunch. Supervision will be provided by support staff and P7 monitors. When the weather is only slightly wet or showery, children will be allowed outside to play. Children benefit from a break from the class bases to enjoy some fresh air and exercise whenever possible.

Section 5: Assessment and Reporting

Assessment

Teachers use a range of assessment strategies continually to gather evidence of pupils' attainment. This ensures pupils are provided with appropriate programmes of learning. Much of this is done informally on a continual basis throughout the school year (formative assessment)

In addition to ongoing observations in class, pupils are assessed using a variety of standardised reading, spelling and mathematics tests. National Standardised Assessments (NSA) are conducted in P1, P4 and P7. These are carried out on iPads.

Based on the extensive assessment material pupil progress is tracked as well as standards of attainment over time.

Parents/carers who are concerned about any matter pertaining to their child's work or progress should not hesitate to contact the school to make an appointment to speak with the Principal Teacher/Depute Head Teacher or Head Teacher.

A written report is sent home in Feb/March. Parents/carers who have children with additional support needs may meet more regularly with the school and associated agencies required.

The school offers high quality universal and targeted support to enable all children to achieve success. A Pupil Support Group (PSG) provides a forum for discussion relating to specific children's learning and development needs. The Educational Psychologist attends this group.

Liaising with and involving parents/carers in their child's education

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

- Non-resident parents/carers 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'/'carer' (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/carers 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/carers inform their child's school of these changes.

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

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

East Dunbartonshire Council
Southbank House
Strathkelvin Place
Kirkintilloch
Glasgow G66 1XQ
Tel: 0300 123 4510

Email: greg.bremner@eastdunbarton.gov.uk

Section 6: Transitions and Enrolments

Early Learning and Childcare

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 provisions are 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 centres provide 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 are available in local authority early years centres 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 are part of East Dunbartonshire Councils early years partnership framework to provide funded 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 must 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 the application stage.

Some two-year-olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. The 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 eligibility, 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 must also 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.

A change in Scottish Government legislation from August 2023 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/carers who are applying for deferred entry for their child must also [register their child for Primary 1](#). The [Early Years Admissions Policy](#) provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

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

Transfer from Early Learning and Childcare to Primary

Registration and Enrolment

Information on new school entrants can be found on the council's website, www.eastdunbarton.gov.uk. Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents/carers who want to send their child to a school other than the catchment school must make a placing request. Parents/carers 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

New entrants are invited to visit the school in June to meet their new teacher and classmates. In June we also hold parent/carer information workshops for P1 parents/carers.

Parents/carers who live outwith our catchment area who wish to enrol in Baljaffray Primary should submit a placing request to East Dunbartonshire Council. The application form is available online on the EDC website.

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

Primary School Admissions

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

Enrolment dates will be set by the Education Service and the enrolment should be completed in January prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and Early Years Centres advertising the date(s) for registration. Parents/carers 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.

Primary to Secondary Transfer

Pupils are normally transferred between the ages of 11½ and 12½ years, so that they will have the opportunity to complete at least four years of secondary education.

The secondary school for children in this school is:

Bearsden Academy, Stockiemuir Road, Bearsden G61 3SF
Head Teacher: Mr George Cooper Tel: 0141 955 2344

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents/carers will have an opportunity to view the school and are given a brief explanation of school life.

Before the children leave Baljaffray they visit the secondary school. The Depute Head Teacher in charge of the liaison in Bearsden Academy is Mr George Stevenson.

Reports of the child's progress are forwarded to the secondary school. There is consultation between the appropriate primary and secondary teachers concerning the pupils with additional support needs.

We have an extensive transition programme involving children visiting during and after school. Teachers from the academy visit Baljaffray and deliver lessons alongside the Primary 7 teachers.

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents/carers in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

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.

Placing Requests

As a parent/carers you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary Placing Requests to commence school

in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

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

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

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

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

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

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

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

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

there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents/Carers 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/carers will be responsible for the safety and transportation costs of their child to and from their chosen school.

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 Levels of Support

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

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

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

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

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc.

A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

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.

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.

Protecting Children and Young People

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

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

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

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

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment. The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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

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

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

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

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

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

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.

Psychological Service

Gail Hendry is Baljaffray Primary's Educational Psychologist from the Council's Psychological Service. She supports us in delivering East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics related to the school improvement plan.

English as an Additional Language Service

We are fortunate to have several pupils in our school who are bilingual. We try to encourage the bilingual pupils to use and develop their first language as much as possible, as we know it supports their learning and enriches and strengthens the school.

Pastoral Support

Pastoral Support is provided by the class teacher in the first instance. The Depute Head Teacher liaises with all class teachers to form an overview of support for learning and pastoral care. All information is passed to the Head teacher in order to action support when required.

Promoting Wellbeing, Protecting and Safeguarding

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

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

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

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

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

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

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

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

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

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

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

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

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in the Children and Young People (Scotland) Act 2014 and the Additional Support for Learning (Scotland) Act 2004 as amended.

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

Child Protection and Safeguarding

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

Section 8: School Improvement

School Improvement Planning and 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 the Education Services.

The priorities for Baljaffray Primary School for session 2025-2026 are:

- Raising Attainment in Mathematics and Numeracy through Pedagogy for Learning, Teaching and Assessment (Year 2)
- Learning for Sustainability/Outdoor Learning (Year 2)
- Improving Wellbeing for all - Relationships, Learning and Behaviour (Year 1)
- Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading/Phonics/Spelling and Writing.

A full copy of this plan can be found on the school website <http://www.baljaffray.e-dunbarton.sch.uk> as well as the Standards and Quality Report which highlights progress and achievements across all aspects of the school's work.

The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

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

Why do we need your data?

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

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

Data policy

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

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

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

Your data protection rights

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

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

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

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

Concerns

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

Section 9: 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/carers. 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/carers and pupils.

Parents/carers are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents/carers, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, polo shirts and t-shirts. Our uniform is grey for primaries 1-6 and black for the primary 7 pupils and can be ordered online at www.schoolwearmadeeasy.com. Delivery is free of charge. Ties can only be ordered directly from the school. All children should wear plain black shoes or boots.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a white T-shirt, black 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, sweatshirts 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 printed 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/carers 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. Children with packed lunches also come to the cafeteria

for lunch. There is a rota for the cafeteria. P1-3 always come in straight away at 12.10 pm. The rota for P4-7 changes weekly so each stage has a turn of coming in first to the cafeteria. No drinks cans or glass bottles should be brought to school. We encourage healthy drinking and children should bring a refillable water bottle to school.

Please be aware that we are a **NUT FREE SCHOOL**. We ask that parents/carers are aware of allergies when preparing packed lunches. **No nuts or nut products are allowed in the school.**

A cashless catering system is in place to enable parents/carers to preorder and pay for children's lunches online. Children are no longer required to bring lunch money to school.

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.

Children can bring packed lunches and share the dining hall facilities with those having a midday meal. If you provide your child with a packed lunch, please remind him/her that he/she should stay within the school grounds during the lunch break.



Transport

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

Pick-up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's/carer's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's/carer'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.

Placing Request

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

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

Adverse Weather Conditions

Driver's Responsibilities

- In adverse weather conditions drivers **MUST** liaise with Head Teachers to ensure the safety of the children.

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

Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher.
- Head Teachers to contact parents/carers, 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/carers for pupils accessing school transport. This will allow school office staff to inform parents/carers 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/carers should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents/carers 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/carers 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 Dental Care

Please advise us of any particular medical requirements.

It is important that parents/carers keep the school fully informed of any problems concerning their child's health. The more we know the more help we can be, should the need arise. When a child is taken ill during school, we contact parents/carers and if required request that the child be taken home.

If, for any reason, your child needs to be given medicine within the school day please let the office staff know as arrangements can be made to ensure that this is possible.

In the case of an accident or emergency we would again contact the parents/carers and if necessary make arrangements for transport to hospital.

Problems can and do arise when we cannot contact a parent. Hospitals sometimes require a parent/carer's signature for injections, etc. Please ensure that we have an emergency telephone number for you and that it is kept up to date.

Periodically, throughout your child's time in school, there are medical and dental inspections. Parents/carers are lettered and informed about these inspections prior to any professionals seeing the children.

First Aid and Emergency Provision

Provision is made to offer practical first aid for simple cuts and bruises. Other injuries are likely to require specialist medical attention, and for this reason parents/carers are requested to provide the school with a contact

telephone number where they can be located during school hours. When a child takes ill at school and gives cause for concern, the parents/carers emergency number will be contacted. Please remember to always to keep us informed of any change in these contact numbers.

In an emergency situation, inability to contact a parent/carers would require the school to seek medical assistance.

Data Protection

Data Protection Act 2018

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

Accessing Your Child's Pupil Records

Parents/carers 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/carers do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held outwith 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/carers may make an application on their child's behalf for access to all records.

The table below summarises who may access what records by writing to the Head Teacher.

Age of Child	Child's Legal Rights	Parent's/Carer's Legal Rights
Under 12	A child's parent or carer 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 suitably maturity or understanding.
--------------	--	--

Freedom of Information (Scotland) Act 2002

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

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

Use of Photographs and Video Film Involving Pupils

On occasion, the school may seek permission from parents/carers 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/carers 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 within the school's Management Information system (Seemis), parents/carers will be asked for consent.

School Campus No Smoking Policy

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

Pupil use of Mobile Phones in School

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

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

All establishments will incorporate the following points into their policy:

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

APPOINTMENT OF ADULTS TO VOLUNTARY CHILDCARE 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 childcare position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary childcare 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 childcare 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.

Addresses

Greg Bremner, Chief Education Officer
East Dunbartonshire Council
The Marina
12 Strathkelvin Place
Kirkintilloch, Glasgow G66 1TJ

Telephone: 0300 123 4510

Ann Davie, Chief Executive
East Dunbartonshire Council
12 Strathkelvin Place
Kirkintilloch, Glasgow G66 1TJ

Telephone: 0300 123 4510

Bearsden Community Hub
69 Drymen Road
Bearsden, Glasgow G61 3QT

Telephone: 0300 123 4510

Social Care and Social Work Improvement Scotland
1 Smithhills Street
Paisley PA1 1AB

Telephone: 0141 843 4230

Local Regional Councillors for Bearsden North:

Cllr Duncan Cumming, Cllr Alan Reid, Cllr Calum Smith

East Dunbartonshire Council
12 Strathkelvin Place
Kirkintilloch G66 1TJ

Telephone: 0300 1234510

Business Continuity Plan

It may be the school requires to be closed prior to the arrival of pupils e.g. heating failure, water failure, gas leak. In such circumstances the following actions must be taken:-

Specifically nominated staff will be at the school gates to speak to any parents/carers or pupils arriving at the school and ensure that no one attempts to enter the school.

The nominated staff for this duty are:

- Mrs Lesley Rodden
- Mrs Elaine Paterson
- Mrs Jane Cowan

In such an event details will be posted on the school website detailing the reason for the closure and possible date of re opening.

Any pupils arriving unaccompanied will be taken to the designated assembly area in the school until parents/carers can be contacted and arrive to take them home. If for any reason the designated assembly area cannot be used, then pupils arriving unaccompanied must be taken to the muster site for the school.

The nominated muster site for the school is Bearsden Academy. There will be a senior member of staff at the muster site to manage the pupils' arrival.

The management of these procedures will be carried out by the school Senior Management Team.

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

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