

# St Nicholas' Primary School

Bearsden

2023 / 2024



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# WELCOME

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Dear Parents/Guardians

Welcome to St Nicholas' Primary School. I hope you will find this handbook a useful introduction to life in the school.

St Nicholas' is at the heart of the Catholic community within Bearsden and Milngavie. We enjoy partnerships with St Andrew's Parish Church, St Joseph's Parish Church, parents, the local community of Bearsden and Milngavie and other schools.

In school we aim to provide a safe and stimulating environment, ensuring that all pupils reach their potential and become successful learners, confident individuals, responsible citizens and effective contributors.

This handbook provides a snapshot of life in St Nicholas', if you would like more information, please do not hesitate to contact me.

I look forward to working with you and your child.

*Charlotte Grogan*

Head Teacher



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## SCHOOL INFORMATION

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St Nicholas' Primary School was built and opened in 2018.

The school has 17 classrooms, a variety of open areas throughout the school, a gym hall and a dining hall.

St Nicholas' is a Catholic establishment catering for boys and girls from Primary 1 to Primary 7. The current roll is 278, with a working capacity of 434. The school has a functional capacity of 509. Parents should note that the working capacity of the school may vary dependent upon the number of children at each stage and the way in which classes are arranged.

Following regulations introduced by the Scottish Government class sizes are as follow

P1	-	25
P2 & P3	-	30
P4 – 7	-	33
Composite	-	25

### **School Contact Information**

Head Teacher	Mrs Charlotte Grogan
Name and address	St Nicholas' Primary School Duntocher Road Bearsden Glasgow G61 4QL
Telephone	0141 955 2222
E-mail	<a href="mailto:office@st-nicholas.e-dunbarton.sch.uk">office@st-nicholas.e-dunbarton.sch.uk</a>
Website	<a href="http://www.st-nicholas.e-dunbarton.sch.uk">www.st-nicholas.e-dunbarton.sch.uk</a>
Community Facilities Available	The school premises are available for use by various organisations. Applications for lets should be made via the East Dunbartonshire Council website or by telephoning: 0300 123 4510.

## SCHOOL HOURS

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School hours are the standard 25 hours per week for pupils.

School opens:	9.00 a.m.
Morning interval:	10.30 a.m. - 10.45 a.m.
Lunchtime:	12.15 p.m. – 1.00 p.m.
Whole school dismissal:	3.00 p.m.

Primary 1 are full time pupils immediately from August 2023.

## TEACHING & SUPPORT STAFF

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Head Teacher	Mrs C Grogan
Deputy Head Teacher	Mrs A Murray
Deputy Head Teacher	Ms C Lennon
Primary 1	Mrs L Orr & Mrs Mackie
Primary 2	Miss McDougall
Primary 3(1)	Mrs E Wilson
Primary 3(2)	Mrs D McCann
Primary 4(1)	Mrs M Brady & Mrs J Wright
Primary 4(2)	Mrs Darley
Primary 5(1)	Mr P Currie and Ms S Fraser
Primary 5(2)	Miss S McEntee
Primary 6(1)	Mrs J Muchan
Primary 6(2)	Miss E Gracie
Primary 7(1)	Mrs AM McNair
Primary 7(2)	Miss S Smith
NCCT	Mrs M Connolly and Miss D Hughes
Additional Support	Mrs D Frew, Mrs K Gilmour, Mrs AM Letham and Mrs C McGovern
Support for Learning Assistants	Mrs A Belyanova, Miss A Boyd, Miss L Currie, Mrs V McGregor and Mrs N Rae
Classroom Assistants	Miss S Eddie, Dr C Marek-Johnston and Mrs M Mowatt,
Admin Assistant	Ms R Macpherson
Clerical Assistants	Mrs L Gartshore, Mrs W Murray and Dr C Marek-Johnston
Building Manager	Miss C James

## THE SCHOOL YEAR

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First Term:	In-Service Day	Monday 14 <sup>th</sup> August 2023 <b>Pupils do not attend</b>
	In-Service Day	Tuesday 15 <sup>th</sup> August 2023 <b>Pupils do not attend</b>
	Pupils return	Wednesday 16 <sup>th</sup> August 2023
September Weekend	Closed	Friday 22 <sup>nd</sup> and Monday 25 <sup>th</sup> September 2023
	Re-open	Tuesday 26 <sup>th</sup> September 2023
October Break	In-Service Day	Friday 13 <sup>th</sup> October 2023 <b>Pupils do not attend</b>
	Closed	Monday 16 <sup>th</sup> - Friday 20 <sup>th</sup> October 2023
	Re-open	Monday 23 <sup>rd</sup> October 2023
Christmas Break	Closed	Monday 25 <sup>th</sup> December 2023 - Friday 5 <sup>th</sup> January 2024
	Re-open	Monday 8 <sup>th</sup> January 2024
February Break	Closed	Monday 12 <sup>th</sup> and Tuesday 13 <sup>th</sup> February 2024
	In-Service Day	Wednesday 14 <sup>th</sup> February 2024 <b>Pupils do not attend</b>
	Re-open	Thursday 15 <sup>th</sup> February 2024
Easter Break	Closed	Friday 29 <sup>th</sup> March – Friday 12 <sup>th</sup> April 2024
	Re-open	Monday 15 <sup>th</sup> April 2024
	In-Service	Thursday 2 <sup>nd</sup> May 2024 <b>Pupils do not attend</b>
May Day	Re-open	Friday 3 <sup>rd</sup> May 2024
	Closed	Monday 6 <sup>th</sup> May 2024
	Re-open	Tuesday 7 <sup>th</sup> May 2024
May Weekend	Closed	Friday 24 <sup>th</sup> and Monday 27 <sup>th</sup> May 2024
	Re-open	Tuesday 28 <sup>th</sup> May 2024
Summer Holidays	Last Day of Term	Wednesday 26 <sup>th</sup> June 2024
	Closed	Thursday 27 <sup>th</sup> June – 9 <sup>th</sup> August 2024

## ATTENDANCE AND ABSENCE

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### **Attendance at School**

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

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

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

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

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

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

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

### **Un-notified Absence Policy**

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

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

## **Family Holidays**

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

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

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

## **Information regarding exceptional closures**

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

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

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

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

## **Comments, Compliments and Complaints Procedure**

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

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

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

In relation to making a complaint:

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

## PARENTS WELCOME

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

At St Nicholas', we believe that parents play a vital role in their child's education. We endeavour to provide a variety of opportunities which allow parents to become involved in school life, whether that is as a member of our PA and/or our Parent Council, parent helper or supporting learning at home.

We place great importance on communication and believe that two way communication is the best way to ensure we meet the needs of all learners. During each session there are two parents' evenings where you can discuss your child's progress on a 1 to 1 basis with their teacher. In conjunction with ongoing school priorities, Family Learning Sessions are organised to ensure the parent community are part of the whole improvement strategy. As well as whole school performances, each stage regularly leads religious services and masses.



## PARENTAL INVOLVEMENT

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We aim to have an “open door” approach at St Nicholas’. Please feel free to call or pop in to discuss any issues that arise. The school telephone will take messages out of hours and contact can also be made through the school email. We endeavour to keep the school website up to date with news and important information, as well as highlighting the fantastic work the children are doing through our Twitter and Seesaw accounts. The school uses email regularly and has a text message system so we can contact parents in an emergency and also give reminders of important dates. These messages are also all available through the Xpressions website or app, which can be found at <http://xpressions.groupcall.com/> or in your smartphone store.

Parents’ views are very important and, where appropriate the school asks for feedback regarding policies and procedures within the school.

## PARENT COUNCILS

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

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

School office staff are happy to pass correspondence to any members of the Parent Council or to our Parent Council Chairperson – Rachael MacDonald.

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

## PARENT ASSOCIATION (PA)

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The PA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome – please contact the PA if you want to join. Our Chairperson is Natalie Matheson and can be contacted at [natalie.stnicspa@hotmail.com](mailto:natalie.stnicspa@hotmail.com)

The Scottish Parent Teacher Council (now known as Connect) is the national organisation for the PTA's 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](mailto:info@connect.scot) or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

## PUPIL COUNCIL

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Each session pupils from P2 to P7 elect their pupil representatives. These representatives make up the St Nicholas' Pupil Council. The Pupil Council meet regularly to discuss how they can support the local community with school organised events.

In addition to this there is a Junior Management Team who assist the Senior Management Team with the running of the school.

## SCHOOL AIMS

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Our School Aims are founded on the shared values, hope and ambitions of our whole school community. They take account of the needs of the pupils and reflect the improvement objectives of East Dunbartonshire Council. The school aims to give a framework from which priorities in the School Improvement Plan will be developed.

Priorities outlined in the annual Improvement Plan are intended to make a major contribution to raising standards of achievement and to enhance the ambitions of St Nicholas' Primary School.

## EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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



## THE EQUALITY ACT (2010)

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

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

- Eliminate discrimination, harassment and victimisation;

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

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

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow, G66 1TJ. Tel: 0300 123 4510.

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

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

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

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

## **PUPIL CONDUCT**

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

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim

is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

## SCHOOL DISCIPLINE

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

Children are encouraged to make good choices; however, at times children need reminding of what good choices are and the consequence of making the wrong choice. In general, this is something that school staff deal with but on occasion where it is felt appropriate, parents are involved in this discussion.

## CURRICULUM FOR EXCELLENCE

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Bringing learning to life and life to learning.

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

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

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

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

## OPPORTUNITIES FOR ALL

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More recently, in response to the economic downturn and the resultant adverse effects on young people's prospects in the labour market, the Government introduced Opportunities for All in its Programme for Government in September 2011. This is an explicit commitment to *an offer of an appropriate place in learning of training for every 16-19 year old not currently in employment, education or training*. It brings together and builds on existing Scottish Government policies and strategies and embraces relevant UK Government policy in a single priority to support young people to participate in learning or training in order to improve their employment prospects. Opportunities for All became a live offer from 1 April 2012 and will ensure that the post-16 system delivers for all

young people. It focuses on supporting young people who have disengaged, seeking to re-engage them with appropriate learning or training from their 16<sup>th</sup> until at least their 20<sup>th</sup> birthday. Whilst Opportunities for All commits to offering a place in learning or training, those young people who wish to move into employment should be supported to do so.

Within St Nicholas' Primary School we ensure that pupils develop skills for learning, life and work by providing opportunities for children to acquire transferable skills that will allow them to gain skills for their future. Literacy, Numeracy and Health and Wellbeing are at the core of all learning experiences.

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

More information about the School and Nursery Curriculum can be found at [www.eastdunbarton.go.uk](http://www.eastdunbarton.go.uk) and/or [www.educationscotland.org](http://www.educationscotland.org)



## CURRICULUM

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The curriculum can best be described as all the activities that are designed to promote the intellectual, spiritual, personal, social and physical development of the child.

At present it can be divided into the following main areas:

Literacy and English  
Technologies  
Sciences  
Expressive Arts

Mathematics & Numeracy  
Social Studies  
Religious Education (RERC)  
Health and Wellbeing

Planning for improvement in these areas of the curriculum is detailed within the school's Improvement Plan.

### **Literacy and English**

Language is at the heart of children's learning; it is central to their intellectual, emotional and social development. We aim to provide children with structured and stimulating opportunities, to use language in ways appropriate to their needs and to the world in which they live.

High priority is placed upon developing in the children the ability to use Literacy and English appropriately and concisely through listening attentively, talking fluently, reading with understanding, and writing with style and accuracy.

### **English as an Additional Language Service**

We are fortunate to have many pupils in our school who are bilingual, which is they speak two or more languages. We seek 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.

### **Modern Languages**

The children begin learning a Modern Language at the start of Primary 1 with the introduction of French. The teachers involved in Modern Languages teaching have all participated in the National Training Programme. In the course of their training, they are provided with a package of learning and teaching materials which form the basis of lessons for the children.

Throughout the course of Primary 1 to Primary 7, the children are taught to communicate in French through the spoken and written word and taught skills and strategies which will prepare them for future language needs.

### **Numeracy and Mathematics**

This area of the curriculum involves the children in number work, money, measurement, shape, position and movement, information handling and problem solving.

Through the Numeracy Programme we introduce children to increasingly complex mathematical ideas. Alongside this programme, teachers give strong emphasis to mental calculation. The children are actively involved in their learning and are given practical material and equipment to help their understanding.

In addition to the above, mathematical activities arising from their work in other areas of the curriculum help to communicate to the children the idea that mathematics, like English Language, is relevant to everyday living. Children are given opportunities to apply and practise their skills in realistic and problem solving situations through an active approach to learning.

### **Technologies**

There are a whole range of technologies involved in information processing and electronic communications, including the Internet, electronic mail and video conferencing.

Learning and teaching of information and communications technology aims to develop the children's abilities so that they become skilled, confident and informed users of ICT. To this end, a programme of work linked closely to children's learning across the curriculum is implemented at each stage of the school. This programme allows for the progressive development of skills in word processing, databases, spreadsheets and graphics. Children are also involved through a programme of activities in designing, building and evaluating in various contexts.

### **Social Studies**

The units of work which children undertake in this area of the curriculum aim to develop their knowledge and understanding in History, Geography and Modern Studies.

As children develop, their experience is extended to cover distant places not only in space but in time. Certain units of work also allow for the development of a multi-cultural dimension. As well as fostering knowledge and understanding of the children's own cultural heritage, we take seriously our responsibility to prepare them for life in a society where cultural diversity is recognised and respected.

### **Sciences**

Science and its applications are part of our everyday lives. Through science children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills.

Skills, knowledge and understanding are developed progressively through: Planet Earth, Forces, electricity and waves, Biological systems, Materials and Topical Science.

Where possible, connections are made with other areas of the curriculum to reinforce understanding and skills.

### **Expressive Arts**

Music, Drama, Art & Design and Dance occupy an important place in the school curriculum. Such activities help children to explore the world and interpret it in a distinctive way. They have a valuable contribution to make to children's physical, emotional, intellectual and social development.

In addition to the on-going work undertaken by class teachers, children's experiences may be enhanced by the input of specialist teachers. At present visiting members of staff provide violin and brass tuition for a number of children in the upper school.

### **Health and Wellbeing**

The school programme for Personal, Social, Health Education and Physical Education aims to offer children opportunities to develop awareness of themselves and others and to increase their knowledge and understanding of a range of lifestyles and health issues. In addition to the time in the week devoted to Personal, Social and Health Education, children's physical, emotional and social health is furthered by making use of learning opportunities which arise in other areas of the curriculum. We aim to provide children with 2 hours of Physical Education per week covering a whole range of activities and experiences further enhanced by experiences provided by our Active Primary Co-ordinator and SFA coaching.

Commitment is also given to ensuring that the school ethos, policies and extra-curricular activities have a positive impact on children's physical environment and on their emotional and social health. We have an extensive programme of other school activities which is continually changing to respond to the needs of the children.

## **GOD'S LOVING PLAN**

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God's Loving Plan provides guidance to Primary school teachers on how children can be helped to develop healthy and respectful attitudes to their bodies and to relationships with families and friends. This important resource connects children's learning about who they are and how they relate to others, to their learning about God and their relationship in faith. It helps children understand how love can be at the heart of their lives and what the Church's vision is of Marriage as the ultimate expression of love between man and woman.

In using this resource, teachers are encouraged to work closely with parents and carers to ensure that young people are supported as they grow, particularly when coming to deal with the physical and emotional impact of puberty. Good communication between home and school is encouraged to ensure that the more intimate aspects of children's growth are dealt with sensitively and skilfully by parents and teachers working together.

The detailed planning framework in God's Loving Plan connects learning in Religious Education (RERC) to aspects of Health and Wellbeing (H&W/B) taught from Primary 1 to Primary 7. This learning is organised under four themes, dealing with God as the source of all life who is delighted when we use our unique talents (including our bodies) for good, who call us to be loving people and who guides us to make choices that are good and responsible.

## **RELIGIOUS INSTRUCTION AND OBSERVANCE**

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

## EXTRA CURRICULAR ACTIVITIES

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Throughout the sessions we endeavour to work with the local wider community to provide a variety of after school clubs.

We also work with Active Schools to provide joint extracurricular activities with nearby schools.

As well as in-house extracurricular activities some extracurricular activities occur off site. Parents will be notified in advance and permission sought for all concerned. EDC Excursion Insurance Cover can be found in the Appendices.

Parents are encouraged to contact the school with any queries well before any excursion occurs and to attend any parents evenings regarding the trips.



## ASSESSMENT

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Assessment is an important part of the education process. Our class teachers ensure that all our pupils make progress at their own rate of learning, and will provide appropriate teaching for each child across all areas of the primary curriculum. In order to assess this progress, class teachers carry out a programme of continuous assessment which may involve informal/formal testing included in regular class routines and programmes of work.

Every child in P1, P4 and P7 will undertake national standardised assessments (SNSA) covering some aspects of reading, writing and working with numbers. For further information, please refer to 'Assessment within East Dunbartonshire Schools' which can be obtained upon request.

In St Nicholas' Primary there are two formal opportunities for parents to have a 1 to 1 conversation with the class teacher. These usually occur in October and March. Unfortunately, due to current restrictions, these have been replaced by 1 tracking report which provides up to date information on your child's progress. This will be kept under review. There is also a written report for all children Primary 1 to Primary 7, which highlights the child's progress in all areas of the curriculum and their next steps in learning. P1 – P7 reports are issued in June.

## LIAISING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION

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

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

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

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

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

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

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

East Dunbartonshire Council  
The Marina  
Strathkelvin Place  
Kirkintilloch  
Glasgow  
G66 1TJ  
Tel: 0300 1234510  
Email: [Greg.Bremner@eastdunbarton.gov.uk](mailto:Greg.Bremner@eastdunbarton.gov.uk)

## REGISTRATION AND ENROLMENT

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

Before leaving an Early Learning & Childcare Centre, a transfer of information record for each child will be prepared by Early Year's staff to ensure a smooth transition and continuity of education for the child transferring to primary.

## SCHOOL ADMISSIONS

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When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from Shared Services – Education by emailing [sharedservices.education@eastdunbarton.gov.uk](mailto:sharedservices.education@eastdunbarton.gov.uk) or calling 0300 123 4510.

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

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

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

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

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

## SECONDARY SCHOOL ADMISSIONS

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

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

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

## **ASSOCIATED SECONDARY SCHOOLS**

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The associated secondary schools for children in St Nicholas' Primary are:

Turnbull High School, St Mary's Road, Bishopbriggs G64 2EF  
Telephone No: 0141 955 2393

John Paul Academy, 2 Arrochar Street, Summerston, G23 5LY  
Telephone No: 0141 582 0140

St Ninian's High School, Bellfield Road, Kirkintilloch, G66 1DT  
Telephone No: 0141 955 2386

## **PLACING REQUESTS**

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As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

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

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

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

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

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

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

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

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

## **MID SESSION TRANSFERS**

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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**

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

## **CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS**

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

All children require support to help them learn. However, there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from

education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

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

That the child or young person:

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

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

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

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

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

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

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

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

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

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

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

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



## SUPPORT FOR LEARNING SERVICES

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

These are :-

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

The Services support pupils through :-

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

Mrs Grogan has overall responsibility for pupils. However, the Depute Head teachers, Mrs Murray and Ms Lennon, can be contacted as well.

## **SUPPORTING FAMILIES SERVICE**

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

## **PROTECTING CHILDREN AND YOUNG PEOPLE**

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

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

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

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

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

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

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

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

## **ADDITIONAL SUPPORT NEEDS**

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

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

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

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

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

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

Within St Nicholas' Primary, we have established a Pupil Support Group. This group involves professionals from Health, Educational Psychology & Social Work meeting regularly to discuss individual children and the best way to support their needs in and out of school.

Parents who are concerned about any aspect of their child's learning should contact the Head teacher or Depute Head teachers to discuss this further.

## AUTISM ADVISER

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

## SPECIALIST SUPPORT SERVICE – TEACHERS TEACHING IN MORE THAN ONE SCHOOL

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

The teams support the additional needs of:

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

## PROMOTING WELLBEING, PROTECTING AND SAFEGUARDING

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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 to help this child or young person?

- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

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

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



## CHILD PROTECTION AND SAFEGUARDING

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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.

## RAISING ATTAINMENT

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

## STANDARDS AND QUALITY REPORT

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Every year each school publishes a Standards and Quality report which highlights the school's major achievements, which can be found at the following link - <http://www.st-nicholas.e-dunbarton.sch.uk/school-info/improvement-plans/>

## SCHOOL IMPROVEMENT PLAN

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Each session at St Nicholas' Primary School, we will liaise with a variety of stakeholders to identify priorities for the following year. This is then illustrated within our School Improvement Plan which can be found on the school website.

## THE ScotXed PROGRAMME

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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 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 this data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

## Concerns

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



## SCHOOL UNIFORM

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

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

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

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

The school uniform worn by children in St Nicholas' Primary is as follows:

- Green blazer/fleece/jacket
- Green jumper/cardigan
- White shirt/blouse and school tie or white polo shirt
- Grey skirt/pinafore or green gingham dress
- Grey trousers/shorts
- Indoor shoes

We also have a P.E. uniform which consists of:

Green jumper/cardigan

White polo shirt

Green or black jogging trousers/shorts/skort

The suppliers for our school uniform are:

Baru - [www.kitmykid.co.uk/St-Nicholas-Primary-Bearsden/](http://www.kitmykid.co.uk/St-Nicholas-Primary-Bearsden/)

My Clothing – <https://myclothing.com/st-nicholas-primary-school/18759.school>

Marks and Spencer - <https://www.mandsyourschooluniform.com/scotland/st-nicholas-primary/>

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

Please ensure that all items of clothing are clearly labelled, particularly ties, 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 painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

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

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at [www.eastdunbarton.gov.uk](http://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

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

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

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

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

### Free School Meals

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

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

## TRANSPORT

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### (a) General

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

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

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

**(b) Pick up Points**

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

**(c) Placing Request**

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

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



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## **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 their discretion to decide if a road is passable or not. They should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.\*

- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

#### **Strathclyde partnership for transport/East Dunbartonshire Council's responsibilities**

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

#### **Parental responsibilities**

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

## **MEDICAL AND HEALTH CARE**

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

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

## DATA PROTECTION ACT 2018

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

## ACCESSING YOUR CHILD’S PUPIL RECORDS

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

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

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

## **FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

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

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

## **USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS**

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

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



## **SCHOOL CAMPUS NO SMOKING POLICY**

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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**

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

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

All establishments will incorporate the following points into their policy:

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

## **APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS**

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

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

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

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