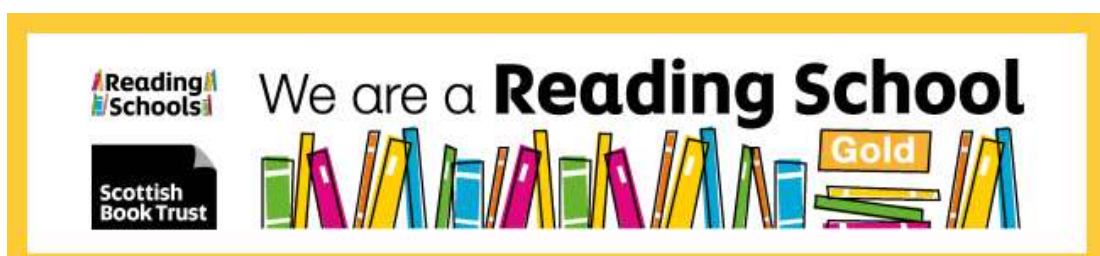


BALMUIDY PRIMARY SCHOOL HANDBOOK 2026/2027





Welcome

Dear Parent/Carer

Welcome to Balmuildy Primary School. I hope that this handbook provides you with a useful introduction to School life.

At Balmuildy Primary we aim to provide a safe, stimulating and caring environment for all our pupils. Our school policies take account of pupils with additional support needs and also promote equal opportunities for all sectors of the school community. Our pupils are encouraged to work to their full potential and to have respect and consideration for others.

By working in partnership with parents, we hope to provide a stimulating and motivating learning environment for all our pupils to provide them with the skills and knowledge required to enable them to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens

If there is anything you wish to find out more about, please do not hesitate to contact me.

I look forward to working with you and your child.

Yours sincerely

Mrs Charlotte Grogan

Head Teacher



SECTION 1: Practical Information about the School

School Contact Information

Head Teacher	Charlotte Grogan
Name and Address	Balmuildy Primary School Stirling Drive Bishopbriggs G64 3AJ
Telephone	0141 955 2276
E-mail:	office@balmuildy.e-dunbarton.sch.uk
Website:	www.balmuildy.e-dunbarton.sch.uk

Community Facilities Available

The Council makes a number of schools available for community use. Individuals and groups can apply to use the spaces during the academic year, from August to June. Please contact the Letting Team for more information by email letting@eastdunbarton.gov.uk or by phone 0300 1234510

School Information

Balmuildy Primary is a non-denominational school situated in the west of Bishopbriggs. It serves an area stretching from the Glasgow boundary to Hilton Road on the west side of Kirkintilloch Road. The school was built in 1962 and has a traditional structure with 16 classrooms and a large hall with a stage. The hall is used for Physical Education, school assemblies and also contains a dining area. We have been fortunate to be able to use a classroom as a cooking space and a classroom for multi use.

Functional Capacity **396**

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



Present School Role 343

Each year we may have a small number of composite classes (two year groups in the same class) which are formed in accordance with authority guidelines. Parents of children in composite classes are issued with an information leaflet explaining how the class is formed

School Hours

School Hours are the standard 25 hours per week for Pupils.

Morning Session begins	9.00 am
Morning Interval	10.30 am - 10.45 am
Lunchtime infants	12.00 pm-12.45 pm
Lunchtime Upper school	12.15 pm-13.00 pm
Dismissal	3.00 pm

Primary 1 are full time pupils immediately in August. We currently have an adapted system to reduce congestion. P1-3 doors open at 8.55am and are dismissed at 2.55pm

Out of School Care

There are two independent out of school care providers operating for pupils at Balmuildy Primary

Bishopbriggs out of school care operate on site in the gym hall details can be found at <https://bishopbriggsoutofschoolcare.com>

Auchinairn after school care provide a forest school with drop off and pick ups details can be found at <https://auchinairnafterschoolcare.co.uk>



All our pupils have 2 P.E days a week

Class	P.E Days
P1a	Wednesday and Thursday
P1b	Tuesday and Thursday
P2a	Tuesday and Thursday
P2b	Monday and Wednesday
P3a	Tuesday and Friday
P3b	Tuesday and Friday
P4a	Thursday and Friday
P4b	Monday and Wednesday
P5a	Tuesday and Thursday
P5b	Tuesday and Thursday
P6a	Wednesday Friday
P6b	Monday and Tuesday
P7a	Monday and Friday
P7b	Wednesday and Thursday

All pupils will take part in a weekly assembly on a Friday

School Staff

The number of teachers in the school is adjusted each year according to the school roll. In session 2026/2027 the full time equivalent number of staff is 20.02, which includes the Senior Management Team and a P. E Specialist.



Teaching Staff

Mrs Charlotte Grogan	Head Teacher
Mrs Carol Jarman	Depute Head Teacher
Mrs Katherine Robertson	Depute Head Teacher(0.5)
Mrs Lindsay McBride	Depute Teacher/ Principal Teacher
Mrs Carolyn McAteer	Principal Teacher
Mrs Zara Hair	P7b
Miss Maria Capanni	P7a
Mr Jason Boyle	P6b
Miss Natalie Gibson/ Mrs Kiddie	P6a
Mrs Ashling Anderson	P5b
Mrs Kirsty McArthur	P5a
Miss Mari Ann Lawrie/ Miss Alex Caldwell	P4b
Ms Grace Inglis / Miss Caitlin O'Hara	P4a
Mrs Bird	P3b
Ms Caitlin Gordon/ Mrs Carolyn McAteer	P3a
Miss Elizabeth Hood	P2a
Miss Iona Campbell/ Mrs Denise Murray	P2b
Miss Laura Jean Struthers	P1b
Mrs Debbie McDonald/Miss Biggart	P1a
Mr Paul Blakey	NCCT
Mrs Caroline Kiddie	Pupil Support Teacher
Miss Caitlin O'Hara	Pupil Support Teacher

Support Staff

Mrs Catherine Thomson	PSA(Pupil Support Assistant)
Mr Garry Thomson	PSA
Mrs Moira Lamina	PSA
Mrs Baljeet Gill	PSA
Mrs Koushiti Mondal	PSA
Mrs Sharon Caldwell	PSA
Mrs Samanths McLaughlan	PSA
Mrs Fiona Newton	Admin Assistant
Miss Adele Brown	Clerical Assistant
Mrs Jacqueline Doyle	Housekeeping Assistant
Miss Kelly McManus	Housekeeping Assistant



Peripetetic Staff

Ms Anne Barrett
Mr David Prentice
Mrs Chris Sergeant
Mrs Gillian McKane

PE
Brass
Double Bass
Woodwind

Facilities Management

Craig Milligan

Building Manager

Catering Team

Susan Dempsie

Catering Team Lead



THE SCHOOL YEAR 2026/27

In-Service Day (Teachers return)
In-Service Day
Pupils Return

Thursday 13th August 2026
Friday 14th August 2026
Monday 17th August 2026

Closes 3pm (September Weekend)
Closed
Closed
Pupils Return

Thursday 24th September 2026
Friday 25th September 2026
Monday 28th September 2026
Tuesday 29th September 2026

In-Service Day
Closed (October Holiday)
Pupils Return

Friday 9th October 2026
Monday 12th October 2026 to Friday 16th
Monday 19th October 2026

Close 2.30pm (Christmas Holiday)
Closed
Pupils Return

Friday 18th December 2026
Monday 21st December 2026 to Monday 4th
January 2027
Tuesday 5th January 2027

Closed (Mid-Term Break)
Closed
In-Service Day
Pupils Return

Monday 15th February 2027
Tuesday 16th February 2027
Wednesday 17th February 2027
Thursday 18th February 2027

Closed (Easter Weekend)
Closed
Pupils Return

Friday 26th March 2027
Monday 29th March 2027
Tuesday 30th March 2027

Last day of term Easter Break
Closed
Pupils Return

Friday 2nd April 2027
Monday 5th April to Friday 16th April 2027
Monday 19th April 2027

Closed (May Day)
Pupils Return
In-Service Day
Pupils Return

Monday 3rd May 2027
Tuesday 4th May 2026
Thursday 6th May 2026
Friday 8th May 2026

Closed (May Weekend)
Pupils Return

Friday 28th May 2027- Monday 31st of May 2027
Tuesday 1st June 2027

Close 1pm (Summer Holiday)

Wednesday 30th June 2027



Attendance at School

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

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

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

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

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

- All children and young people have a right to education; and education authorities have a duty to provide education.



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

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

Un-notified Absence

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

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



Missing in Education

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

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. ([Attendance, exclusion and missing from education - Schools - gov.scot](https://www.gov.scot/publications/attendance-exclusion-and-missing-from-education/schools/pages/1.aspx)).

Schools should ensure their Child Protection Co-ordinator is notified and seek central support from the ASN and Children's Services team if they have any concerns.

Family Holidays

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

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

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

Information Regarding Exceptional Closures

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or



difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will also be updates on the website www.eastdunbarton.gov.uk

(a) Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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



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

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

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

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

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

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

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

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

We will take account of our parent/carers needs and will respond with patience and understanding when parent/carers have specific requirements of us. We recognise that some of our parent/carers will encounter the Council at difficult times in their lives and/or when experiencing challenging circumstances, and that this may cause them to act in ways that are out of character, however, the



Council has clear expectations around how we aspire to deliver excellence in parent/carer services. We would always suggest that contacting your child's school in the first instance to try and respond to any complaints quickly.

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

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



Section 2 Parental Involvement and Engagement and family learning

Parents Welcome

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

A close partnership between home and school is essential if children are to benefit from their time at school. We encourage parents to contact the school at any time by phone or email to discuss matters of concern or to discuss specific issues with staff. We try our best to respond to parental concerns or requests within 48 hours or sooner if possible.

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.

The school telephone will take messages out of hours and contact can also be made through the school email address. We endeavor 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 Seesaw accounts. The school uses email regularly and has a text message system so we can contact parents in an emergency. Parents' views are very important and, where appropriate the school asks for feedback regarding policies and procedures within the school.

[Scottish Schools \(Parental Involvement\) Act 2006](#)

[Family engagement and support for parents - East Dunbartonshire Council](#)

Parent Councils

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

Parents are welcomed to be:

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



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

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

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

The main aims of the Parent Council are:

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

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

Parent Council Contact Details

Chairperson Mrs Fowler

Vice Chairperson Mr Kelly

Clerk Mr Henrich

Parent Council Email Address: balmuildypc@outlook.com

Parent Council Facebook Page: Balmuildy Primary Parent Council



Constitution of Balmuirdy Parent Council

- 1** This is the constitution for the Parent Council of Balmuirdy Primary School, hereinafter referred to as Balmuirdy Primary School Council.
- 2** These are the objectives of the Parent Council:
 - To work in partnership with the school to create a welcoming school which is inclusive for all parents
 - To promote partnership between the school and all its parents
 - To develop and engage in activities which support the education and welfare of the pupils
 - To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils
- 3** The Parent Council will have a minimum membership of three parents of children currently in attendance at the school and a maximum number of 20 which would include co-opted members. Co-opted members shall not exceed one third of the membership of the council.
- 4** The Parent Council will be selected for a period of one year after which members may put themselves forward for re-selection if they wish. Any parent of a child at the school can volunteer to be a member of the School Council. Invitations will be sent out to parents to nominate themselves prior to the Annual General Meeting and selection would be confirmed at the Annual General Meeting of the Parent Council. Should the number of volunteers exceed the number of vacancies selection would be by names drawn out of a hat at the Annual General Meeting.
- 5** The Parent Council can if it wishes co-opt no more than one third of the membership of the Council. Co-opted members will be selected at the Annual General Meeting of The School Council and will serve for one year
- 6** Office Bearers of the Parent Council will be selected by the council members on an annual basis. The Parent Council will be chaired by a parent of a child attending Balmuirdy Primary School. If the child ceases to be a pupil, a new chair will be agreed at the next meeting. The office bearers should consist of a chairperson and unless a paid clerk to the council is appointed by the council, there should be a secretary appointed from the members of the council.



- 7 The Balmuildy Parent Council is accountable to the Parent Forum of Balmuildy Primary School and will make a report to it at least once a year on its activities on behalf of all the parents. The Parent Council shall give all members of the Parent Forum at least two weeks' notice of the meeting and, at the same time, circulate notice of the matter, or matters, to be discussed at the meeting.
- 8 The Annual General Meeting will take place in January of each year. A notice of the meeting including date, time and place of the meeting will be sent to all members of the Parent Forum at least two weeks in advance.

The meeting will include:

- A report on the work of the Balmuildy Parent Council
 - Selection of the new Balmuildy Parent Council.
 - Appointment of the Auditor and approval of the accounts (if applicable)
- 9 The Balmuildy Parent Council will meet at least once per school term. Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the chair having a casting vote in the event of a tie. No vote can be taken at a Parent Council meeting unless two thirds of the parent members are present. Any two members of the Parent Council can request that an additional meeting be held, and all members of the Council will be given at least one week's notice of the date, the time, the place and the agenda of the additional meeting. It is expected that Parent Council representatives conduct themselves in an appropriate manner showing respect and due consideration towards all members of the school community. If these expectations are not fulfilled, the appropriateness of membership would be discussed, and advice would be sought from the local authority.
 - 10 Copies of the minutes of all meetings will be available to all parents of children at Balmuildy Primary School and to all teachers at the school. Copies will be available from the Secretary or Clerk of the School Council and from the school office.
 - 11 Meetings of the Parent Council shall be open to the public, unless the School Council is discussing an issue which it considers should be dealt with in a confidential basis. In such circumstances, only members of the Parent Council and the head teacher, or his or her representative, can attend.
 - 12 The Parent Council may change its constitution after obtaining consent from a majority of members of the Parent Forum. Members of the Parent Forum will



be sent a copy of any proposed amendment and given reasonable time to respond to the proposal.

- 13** Should the Balmuildy Parent Council cease to exist, any remaining funds will be passed to the education authority to be used for the benefit of the school where this continues.

Parent Teacher Association

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

The Parent Teachers' Association meets during the school session. The Office-bearers are elected at the Annual General Meeting in September.

You can get further information from balmuildypta@gmail.com

The Parent Teachers' Association organise activities including nights for parents, discos for children, a May Fayre and a Winter Fayre each session. We encourage you to support the PTA and parents wishing to volunteer or assist at events will be most welcome.

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 226 4378, or email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

PTA Chairperson Amy Walker balmuildypta@gmail.com

Pupil Involvement

In order to support distributed leadership and promote pupil voice each child and staff member are part of a Leadership Group who will work together to improve our school. Each Leadership Group will agree an action plan at the start of each session in order to have a clear goal for their group.

Staff and pupils will have the opportunity to select the group that they would like to be part of on an annual basis. This is an opportunity to become involved in the life and work of our school and work with children and staff from across the school community.



Section 3 School ethos

Vision

The ethos of our learning community is to have the wellbeing of children at its centre, to work together to maximise their attainment and achievements in order to prepare them for life and work in a 21st Century world.

Values

At Balmuldy Primary school we have 6 key values:

- Kindness
- Honesty
- Equality
- Respect
- Teamwork
- Do your best



Aims

At Balmuldy Primary School we aim to:

Recognise that children learn best when they feel safe and happy and their needs are being met

Put learning at the heart of everything we do

Develop children's personal skills along with learning

Support children to make the most of their skills and talents and fulfil their potential

Provide an education based on transferrable skills that can take children anywhere they want to go

Work in partnership with parents, agencies and the wider community to meet the needs of learners.



Our Motto

Here at Balmuildy Primary, we are safe, happy and ready to learn

East Dunbartonshire Council Vision and Aims



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

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

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

These are as follows:

Equity & Opportunity

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

Family & Community Partnerships

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

Learning and Teaching

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

Child Centred and Future Focussed



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

Inclusion and Empowerment

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



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

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

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

Equal Opportunities 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 Equality Act 2010

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



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

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

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

[Technical guidance for schools in Scotland | EHRC \(equalityhumanrights.com\)](https://equalityhumanrights.com/technical-guidance-for-schools-in-scotland/)

Please also see the schools' Anti-Bullying Policy.

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.

Anti-Bullying Policy

Balmuildy Primary's Anti bullying Policy is based on East Dunbartonshire Council's Procedure Manual 3/34: Education Service Anti-Bullying Policy and Guidance (2022) and can be read <http://www.balmuildy.e-dunbarton.sch.uk/media/17305/balmuildy-primary-anti-bullying-guidelines-2023.pdf>

The Rationale: 'Respect for All has a fundamental role to play in helping us realise our vision for all children and young people. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination'. Respect for All: A National Approach to Anti-Bullying for Scotland's Children and Young People Scottish Government (2017)



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 prepares our children for a future they do not yet know and equips them for the jobs of tomorrow.

Curriculum for Excellence allows for seamless transitions, including from early years to primary, from primary to secondary and onwards to further education. Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

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

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

Through this process, we ensure our curriculum continues to develop the four capacities of Curriculum for Excellence, promotes equity and inclusion, reflects the principles of Getting it Right for Every Child (GIRFEC) and the United Nations



Convention on the Rights of the Child (UNCRC), and supports every learner to achieve their full potential. Curriculum improvement is closely aligned with our School Improvement Plan and our self-evaluation using *How Good Is Our School?* (4th Edition), ensuring that our learners are equipped with the knowledge, skills, attributes and values they need for learning, life and work.

Within Balmuildy 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.

The curriculum can best be described as all the activities that are designed to promote the intellectual, personal, social and physical development of the child. At present it can be divided into the following main areas:

- Literacy and English
- Mathematics & Numeracy
- Technologies
- Social Studies
- Sciences
- Religious and Moral Education (RME)
- Health and Wellbeing
- Expressive Arts - Art & Design, Drama, Dance and Music

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

You can read more about Curriculum for Excellence of the Education Scotland website.

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/>

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. Teachers seek opportunities for children to develop and apply Literacy skills across all curriculum areas, using outdoor learning and real life contexts wherever possible.

Listening and Talking

The pupils learn to listen by themselves and in groups for information, instructions and directions in a variety of different situations and for a variety of different purposes. Other activities include practice and free talk, role playing, games, interviews, discussions and reports. Balmuldy Primary recognises the importance of listening and talking in every subject. Our children are encouraged to listen carefully and to speak fluently and confidently.

Reading

Within a positive reading culture which values reading for enjoyment, children are taught to decode (read) words and to demonstrate that they understand the content of the text. In P1, using a variety of enjoyable activities and games, children will initially learn to recognise single initial sounds and how to blend them together to form words. This skill will be applied to reading books both in school and at home. Children will also begin to build a basic sight vocabulary through exposure to a wide range of texts, developing print concepts to identify title, author, illustrator, etc.

Reading for enjoyment is encouraged at every stage of the school and a selection of both physical books and online reading resources is available to encourage regular reading for pleasure. Each class has a library containing an interesting and varied supply of fiction and non-fiction texts with reading material including non-fiction, plays, graphic novels, etc. A library of online texts is available using the Bug Club resource which children can access both in school and at home.

Reading skills are developed and used across all curricular areas. We have a wide range of fiction and non-fiction texts used to support literacy development. Infant classes use a variety of books to help support their reading development. In P4-7, children further develop and apply reading skills, work collaboratively to explore class and group novels. They are taught to develop more complex features of texts, using comprehension skills to find and analyse information, examine the writer's message and study features of language. Pupils are encouraged to draw on a wide variety of types of reading in order to help them understand and appreciate a diversity of reading material.



Writing

A range of writing skills across various genres are taught and assessed. The development of various types of writing is enhanced by programmes of study in phonics, spelling, grammar and handwriting. Writing skills are used across all curricular areas to allow application in real and relevant contexts. Pupils are encouraged to present their work attractively and examples of written work can be seen throughout the school. Some pieces of written work are re-drafted by pupils allowing their final draft to be a well presented, polished piece of writing. Pupils also have the opportunity to word process their written work on the computer. Children with dyslexic type difficulties will often make use of ICT to aid their writing, especially in extended pieces of work.

Modern Languages

The children begin learning a Modern Language at the start of Primary 1 with the introduction of French. 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.

English as an Additional Language

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.

Numeracy and Maths

Maths is a tool used to aid investigations of the world around us and as a means of interpreting and recording information. An investigative, problem solving approach is encouraged throughout the maths curriculum. Subject areas are:

- Number, money and measure, which includes core skills of number bonds and times tables
- Information handling which includes reading and interpreting graphs
- Shape, position and movement which includes understanding 2-D and 3-D shapes and their properties

Through the Numeracy and Maths 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 practice their skills in realistic and problem solving situations through an active approach to learning.

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. It aims to enable children to make positive life choices and gives them the knowledge and skills to live confident, healthy, independent lives.

As part of our Health and Wellbeing programme, we use the national resource to deliver relationships education. Information on what we teach at each stage and the resources used can be found at <https://rshp.scot>. Parents will be notified before sensitive aspects of learning are started each year.

We aim to develop in our children a love of sporting activities encouraging them to develop their skills and competence across various disciplines including games, fitness, gymnastics and athletics. Through games skills, pupils prepare for popular sports and acquire team spirit, discipline and positive attitudes towards others. All classes have at least 2 hours of PE weekly. This is further enhanced by experiences provided by our Active Primary Co-ordinator and our partners in our local community.

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.

Technologies

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

The key areas covered are:

- Digital Literacy
- Technological developments in society and Business



- Computing science
- Food & textiles
- Craft, design, engineering & graphics

There are a whole range of technologies involved in Digital Literacy. Learning and teaching within Digital Literacy 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

This covers a variety of studies to help our children explore and discover the world about them past and present, near and far. Through the experiences provided during Social Studies pupils should achieve knowledge and understanding of the environment. They should also develop positive attitudes to it and develop skills which will enable them to interact effectively with it.

Your child may visit museums, parks, castles, nature reserves etc. Visiting experts are also encouraged to come into the classroom to share their expertise and experiences with us. 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.

The framework includes:

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

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. 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

Skills, knowledge and understanding are developed progressively through these concerts and where possible, connections are made with other areas of the curriculum to reinforce understanding and skills.

Expressive Arts

Expressive Arts includes learning in Music, Art and Design, Dance and Drama. 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 Strings, woodwind and brass tuition for a number of children in the upper school.

Religious and Moral Education

At Balmuldy Primary School through Religious and Moral Education we cover moral and social values and the study of various religions. We also link rights based learning where appropriate, which allows us to look at rights issues within different cultures across the world.

Much R.M.E. is implicit and is taught by fostering an ethos of care, consideration and respect for others in all aspects of school life. In the development of pupils' spiritual, moral, social and cultural values our aim is to educate not to instruct. Based on national advice set out in S.O.E.I.D. circular 6/91 Scottish Government Schools Directorate Circular 1/2005 the Education (Scotland) Act 1980 and the Standards in Scotland's Schools Act 2000.

- helps pupils towards a consistent set of beliefs, values, attitudes and practices
- is concerned with the spiritual growth of the pupil
- encourages pupils to become aware of a wide range of religious interpretations of personal experience
- fosters attitudes of open enquiry and awareness of prejudice.



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

Parents 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 session and the pupil noted as an authorised absentee in the register. The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

Learning Through Play and Enquiry based learning

Play is an important means of a child's educational development. Children learn best when they are interested and by actively participating in activities - by 'doing' and by 'finding out'. Play therefore motivates children for learning. It is the child's way of growing and learning, of coming to terms with life and discovering themselves and their environment.

In the early stages play activities are designed to capture the attention and imagination of the children and to help them develop a wide range of skills which encourage good use of language and prepare children for other school subjects. The children learn to interact with each other and the teacher and develop social skills by listening, discussing, sharing, taking turns and considering others, at the same time early reading, writing and counting skills are developed.

Learning through practical activities structured by the teacher continues throughout your child's primary education. As children progress through the school they start to develop skills in pupil enquiry, using an investigative approach to various areas of the curriculum and developing their skills in leading their own learning. They will make choices about what and how to learn, developing skills for lifelong learning.

Extra-Curricular Activities

We endeavor to offer a range of after school activities, in order to provide different opportunities for as many of our children as possible. These are supported by staff, professional coaches and fully disclosed volunteers.

Do you have skills and some time you could volunteer? Could you run a small club for gardening, art, music, chess, skipping, sewing, etc? We would love to hear from you



and would be happy to discuss anything you feel you could offer to widen pupils' experiences and interests. If you are willing to either run a club or assist someone else who is running a club please contact the school office to let us know.

Educational Excursions

Throughout the session, class teachers may plan educational excursions that enhance or support the learning. Parents are informed in writing of the full details before any excursion takes place; which will include, for example, the financial costs and accommodation. Parents are encouraged to contact the school with any queries well before any excursion occurs and to attend any parents evenings regarding the trips. The school policy on mobile phones, which states that no pupil should carry a phone on their person, will be applied whilst on excursions. In the event of an emergency, staff carry a school mobile phone.

Each year Primary 7 children are offered a place on our residential excursion. This excursion enables children to develop a range of skills as they try out new challenges. We write to parents as early as possible to inform them of the proposed educational activities undertaken, as well as potential costs and any relevant housekeeping arrangements. We ask that if you plan to send your child on the residential excursion, that you let us know of any potential concerns that may occur and attend any parent information evenings as they arise.

Homework

East Dunbartonshire Council Education Service's Parental Engagement Strategy recommends that, 'in the primary stages, homework has a family learning approach rather than routine, rote tasks.' stating that *'Maximising children's learning is best facilitated by parents engaging in learning activities in the home, in tandem with similar critical instructions being received at school.'* (Crosnoe 2012)

Homework/Family Learning varies from stage to stage depending on the age and stage of the child. Homework may include reading, number work and/or spelling relating to work in class. This can be completed when it suits each individual family and there should be no pressure to do so. Where a child has found a particular concept more challenging and some additional home learning would be beneficial then the teacher will contact parents and provide some targeted home learning to assist.



Section 5 Assessment and Reporting

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.

To support parents to better understand what their child is learning in school we use an online platform called Seesaw. This allows us to share what is going on in class/ school and includes snapshots of children's work in maths, literacy and other areas of the curriculum. Teachers aim to provide a weekly update for parents through Seesaw. Parents are encouraged to leave positive comments on their child's profile/ work on Seesaw.

In Balmuildy 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. 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

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

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



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

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

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

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

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

East Dunbartonshire Council
Southbank House
Strathkelvin Place
Kirkintilloch
G66 1XQ

Tel: 0300 123 4510
Email greg.bremner@eastdunbarton.gov.uk



Section 6 Transitions and Enrolment

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 - East Dunbartonshire Council](#) sets out the options available to parents, including the location of early learning and childcare providers, the available hours, and the way in which 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 year's 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 - East Dunbartonshire Council](#). 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. Full information can be found on the council's website, [Deferred entry to primary school - East Dunbartonshire Council](#). 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 - East Dunbartonshire Council](#) 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.

Registration and Enrolment

Information on new school entrants can be found on the council's website, [Primary, Secondary, and Early Years Education - East Dunbartonshire Council](#). Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment



area or, who wish their child to transfer to the school should contact sharedservices.education@eastdunbarton.gov.uk

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

Primary School Admissions

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

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

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

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

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

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



Secondary School Admission

Transfer Information will be issued to Primary 7 parents 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.

The catchment non-denominational secondary school for children at a catchment home address for Balmuildy Primary School is:

Bishopbriggs Academy
Wester Cleddens Road
Bishopbriggs
Glasgow G64 1HZ
Telephone No.: 0141 955 2351
Email: ooffice@bishopbriggs.e-dunbarton.sch.uk

The catchment denominational secondary school for children at a catchment home address for Balmuildy Primary School is:

Turnbull High School
St Mary's Road
Bishopbriggs
Glasgow G64 2EH
Telephone No.: 0141 955 2393
Email: office@turnbull.e-dunbarton.sch.uk



Placing Requests

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

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

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

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

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

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

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



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

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

Mid-Session Transfers

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

Transport for Placing Requests

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



Section 7 Support for Pupils

Children and Young People with Additional Support Needs

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

Guiding Principles

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

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

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

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

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;



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

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

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

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

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

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to



learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

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

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

School Counselling

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

Targeted Intervention Tier 2 provision:

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



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

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

Learners who may require to additional resources could be experiencing:

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

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

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

Targeted Intervention Tier 3 provision:

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3



establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).

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

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

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

Advocacy

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

My Rights My Say

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

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

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

Supporting Families Service

The core purpose of this Service is to provide support to families in developing their skills and confidence in their parenting and to provide Services to children to enhance their development and learning. Examples of the Services available include parenting workshops, bespoke 1 to 1 support and advice. Services also include a holiday play scheme for children and young people with additional support needs as well as our



Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the Services, please contact the team by emailing parenting@eastdunbarton.gov.uk. A member of the team will be in touch. Further information can be found on website [Parent and family learning - East Dunbartonshire Council](#)

Protecting Children and Young People

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

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

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

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

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

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

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

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views, and concerns
- Reporting and recording concerns about the welfare or safety of children



- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

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

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

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

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

Additional Support Needs

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

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

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

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

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



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

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 the decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The EDC Including Every Learner Policy provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person. This is in line with *GIRFEC* National Practice Model.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in



most cases, teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

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

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

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

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

Where 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 need 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 view of the child and the 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

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's key achievements and areas of future focus for improvement. This can be viewed on our school website

School Improvement Plan

This outlines our priorities for each academic session and can be viewed on our school website.

The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils 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

The following is a description of our school dress:

For Boys

- Grey trousers or shorts
- Maroon sweatshirt, zipper or hoody
- Blue polo shirt
- Blue shirt/school tie
- Brown or black shoes, sandals or wellingtons

For Girls

- Grey skirt or grey trousers
- Maroon cardigan, sweatshirt, zipper or hoody
- Blue polo shirt
- Blue blouse/school tie
- Brown or black shoes, wellingtons - or boots as long as they have a flat or low heel

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

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

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

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Clothing Grants are available for families to help with the cost of uniforms. The use of recycled uniforms is highly supported.



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 that there is a requirement that all jewellery is removed prior to undertaking physical education activities.

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

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

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

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

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

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.

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 that cares 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 P1-P5 pupils will receive free school meals. This is universal and in line with the Scottish Government Guidelines.

Parents of P6 and P7 pupils who pay for school meals should sign up for ipayimpact where payment for school meals are made. Parents will also be able choose with their child(ren) the evening before which meal they would like the following day through this system.

Example Prices 2026/27

Main Meal (at present £2.75 for P6 - P7 only, Primary 1-5 receive a free school meal)

Main meals change from week to week on a 3 week rota. The menu is sent out via groupcall when it is updated and can also be downloaded from the East Dunbartonshire Website

<https://www.eastdunbarton.gov.uk/services/a-z-of-services/primary-secondary-and-early-years-education/school-meals>



The ordering process in the school classroom will be the same for all
Primaries: P1-P7

Teachers will take the orders from the children and log this on the smart board application. Pre-ordering can be done via ipayimpact or the Fusion App. Parents should sign up for ipayimpact. Teachers will be able to see on the smart board application who has pre ordered.

For pupils bringing in packed lunches, these can be eaten in the gym hall along with pupils who are having school meals from the kitchen.

Lunches are operated on a Zone System, which rotates on a weekly basis. Pupils are called in by a member of staff when it is time for their lunch sitting. Once pupils have finished their lunch, they are encouraged to play outside until the period is over. During severe adverse weather, pupils will be monitored indoors.

Parents are asked that children do not bring into school fizzy drinks in cans, or bottles, food items that would be hazardous for other children for lunch or snack. A reminder that we are a nut free school for pupil safety and we cannot allow any foods containing nuts to be consumed during the school day.

Free School Meals

Some families may also may 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.

Any parental queries for Cashless Catering/Online Ordering should be directed to cateringpayments@eastdunbarton.gov.uk



Transport

(a) General

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

This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

Parents should obtain an application form from the 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.

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

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

www.eastdunbarton.gov.uk.



(b) Pick up Points

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

(c) Placing Request

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

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

ADVERSE WEATHER CONDITIONS

Driver's Responsibilities

- In adverse weather conditions drivers **MUST** liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the drivers 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 journeys 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 there are 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

Community and Child Health Services provide the following programme of medical care for all pupils

P1-P7	Flu Immunisation
P1	Vision Testing
	Height measurement
P1&P2s	Tooth Brushing Programme

Dental inspections are carried out at least twice during Primary School

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 appears unreasonable, the Head Teacher should seek advice from the school nurse or doctor and if required, the Chief Education Officer.

The school cannot administer medicine unless a consent form is completed by the parent. Should your child require medication during school hours, please contact the school for a consent form.

If children take ill or have an accident while at school, the parents will be notified immediately. It is therefore of the utmost importance that the school can contact parents or emergency contacts. Parental contact forms are issued at the start of the session and should be completed and returned to school



Data Protection Act 2018

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

Accessing your Children's Records

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

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

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



Freedom of Information (SCOTLAND) Act 2002

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

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

Use of Photographs and Video Filming of Children

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

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

School Campus No Smoking Policy

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

Mobile Devices

This policy sets out the East Dunbartonshire Council framework on the use of mobile devices (e.g. phones, tablets and smartwatches) in schools. It aims to support learning and teaching, safeguard young people, promote consistency,



and ensure equity of access across schools. The policy aligns with Scottish Government guidance (2024) and reflects the outcomes of extensive stakeholder engagement. Mobile device use should be guided by clear educational purposes that reflect teacher professionalism and context specific judgement.

Operational Guidance

Primary Schools

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

Secondary Schools

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



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

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

Safeguarding and Prohibited Uses

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

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

Policy Exceptions

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

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

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

School Playground Supervision

An adult presence is provided in the playgrounds at break times in terms of the Schools Safety and Supervision of pupils Scotland Regulation, 1990. The janitorial assistant and classroom assistants are present in the playground at intervals and lunchtimes.

School Security

The school doors are kept locked while the children are in the building. All visitors calling at the school must report to the school office and a member of staff will assist with any queries or concerns.

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 the school campus area.

Parking

We urge you to show consideration when dropping children off at the school by parking further from the school and walking the remaining distance. This would help to avoid some of the dangerous practices which frequently occur

You should **not**

- Park on the yellow zigzag lines or in the marked bus bays
- Park on the bend at the corner of Southesk and Stirling Drive
- Enter the school grounds when parking is already very limited and turning a car can be a major problem

We want your child to be safe not only in the school but also in the approaches to school. With over 340 children arriving and leaving each day the entrances to school get very busy

Information in Emergencies

In the event of an accident or an emergency at school, we will try to contact parents in the first instance, but we should be supplied with the name, address and telephone number of an emergency contact to be used when it is impossible to reach parents.

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 reopening. We shall keep in touch by using emails, texts, letters, notices in local shops and community centres, announcements in local churches and in the press and local radio. There will also be updates on the website www.eastdunbarton.gov.uk. If it should be necessary to close the school without prior warning to parents, children should have, by arrangement, somewhere to go if their parents are not at home,



Appointment of Adults to Voluntary Child Care Positions

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

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

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

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

