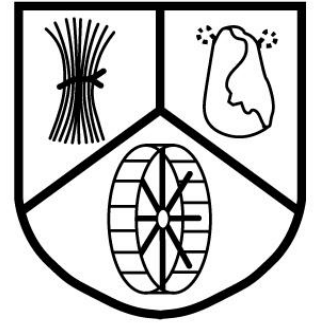
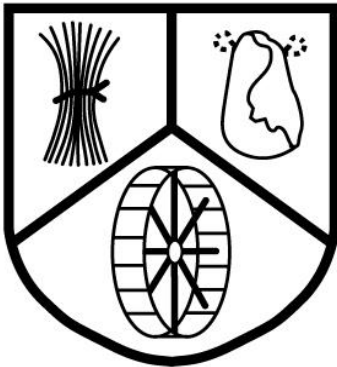






MILLERSNEUK PRIMARY SCHOOL



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Dear Parents/ Carers

On behalf of everyone at Millersneuk Primary a very warm welcome is extended to all new parents.

I am sure that your child will enjoy being a pupil of the school with the numerous activities that go on both in and around it.

This handbook sets out our current practice and explains how we hope to achieve our aims. I hope you will find it interesting and useful. If you wish further clarification do not hesitate to call at the school, where I will be pleased to help you in any way I can.

As Head Teacher I find it most rewarding to be part of and to lead such a successful, active and hard-working team of staff and pupils.

Kindest Regards

Greg Caldow

Head Teacher

SECTION 1

MILLERSNEUK PRIMARY SCHOOL CONTACT INFORMATION



SCHOOL INFORMATION

Background Statement

Millersneuk Primary is a non-denominational school, situated in a quiet residential area within Lenzie. The semi-open plan school is on ground level set in spacious grounds which include a large football pitch. The school serves a catchment area consisting wholly of private housing.

The projected roll for September 2026 is approximately 330. Pupils are grouped into 14 classes.

Attendance rates are consistently very high.

The teaching complement includes Head Teacher & Depute Head (Non-Teaching), and teaching staff including a Principal Teacher, Class Teachers and a Music Specialist.

Address	Lindsaybeg Road Lenzie Glasgow G66 5HZ
Telephone Number:	0141 - 955 - 2307
Email Address	office@millersneuk.e-dunbarton.sch.uk
Website	www.millersneuk.e-dunbarton.sch.uk
Head Teacher	Greg Caldwell gcaldow@millersneuk.e-dunbarton.sch.uk
Class Size	It should be noted that class sizes are limited as follows: P1 - 7 (25 pupils maximum)
Present Roll	330
Stages Covered	Primary 1 - 7
Denominational Status	The school is non-denominational
Single Sex or Co-education	Co-education
Community Facilities	East Dunbartonshire Council Southbank Marina KIRKINTILLOCH G66 1TD Tel: 0300 123 4510 Email: letting@eastdunbarton.gov.uk

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

STAFFING

TEACHING STAFF:

Head Teacher	Mr G Caldow
Depute Head Teacher	Mrs N Hynes
Principal Teacher	Mrs M Tierney
Primary 1G	Mrs H Glass
Primary 1HR	Mrs S Hewitt / Mrs Reid
Primary 2A	Miss K Aitken
Primary 2CM	Mrs N Coleman / Mrs E McDonald
Primary 3CW	Mrs B Currie / Miss J Weir
Primary 3K	Miss S Kennedy
Primary 4B	Miss T Bevan
Primary 4RB	Miss H Ritchie / Mr C Boyle
Primary 5BG	Mrs D Brown / Mr K Gallacher
Primary P5M	Mrs H Maguire
Primary 6C	Mrs L Cameron
Primary 6GB	Miss K Guldberg / Miss G Burns
Primary 7HM	Miss L Hughes / Mrs R Morrison
Primary 7MT	Miss E McNaught / Mrs M Tierney
Supporting Pupils	Mrs H Boyle / Mrs L MacKenzie
Education Support Teacher	Mrs M Aitken
Music Specialist	Mrs S Jones

NON-TEACHING STAFF:

Administrative Assistant	Mrs E Brown
Clerical Assistant	Mrs S Smith
Pupil Support Assistants	Mrs P Berry Mrs L Black Mrs K Elder Mrs V Hateley Mrs K Little Mrs M Ogorek
Building Manager	Mrs I Black
Catering Supervisor	Mrs L McLaughlin

The School Day:

8.50am	Children can enter school
9.00am	Start of school day
10.30-10.45am	Break
12.15 - 1.00pm	P1-3 Lunch
12.30- 1.15pm	P4-7 Lunch
3.00pm	Home

Primary 1 children will attend school full time from the first day of term in August.

After School Care:

There are no facilities within Millersneuk for after school care. However, the following after school establishments arrange transport to their premises:

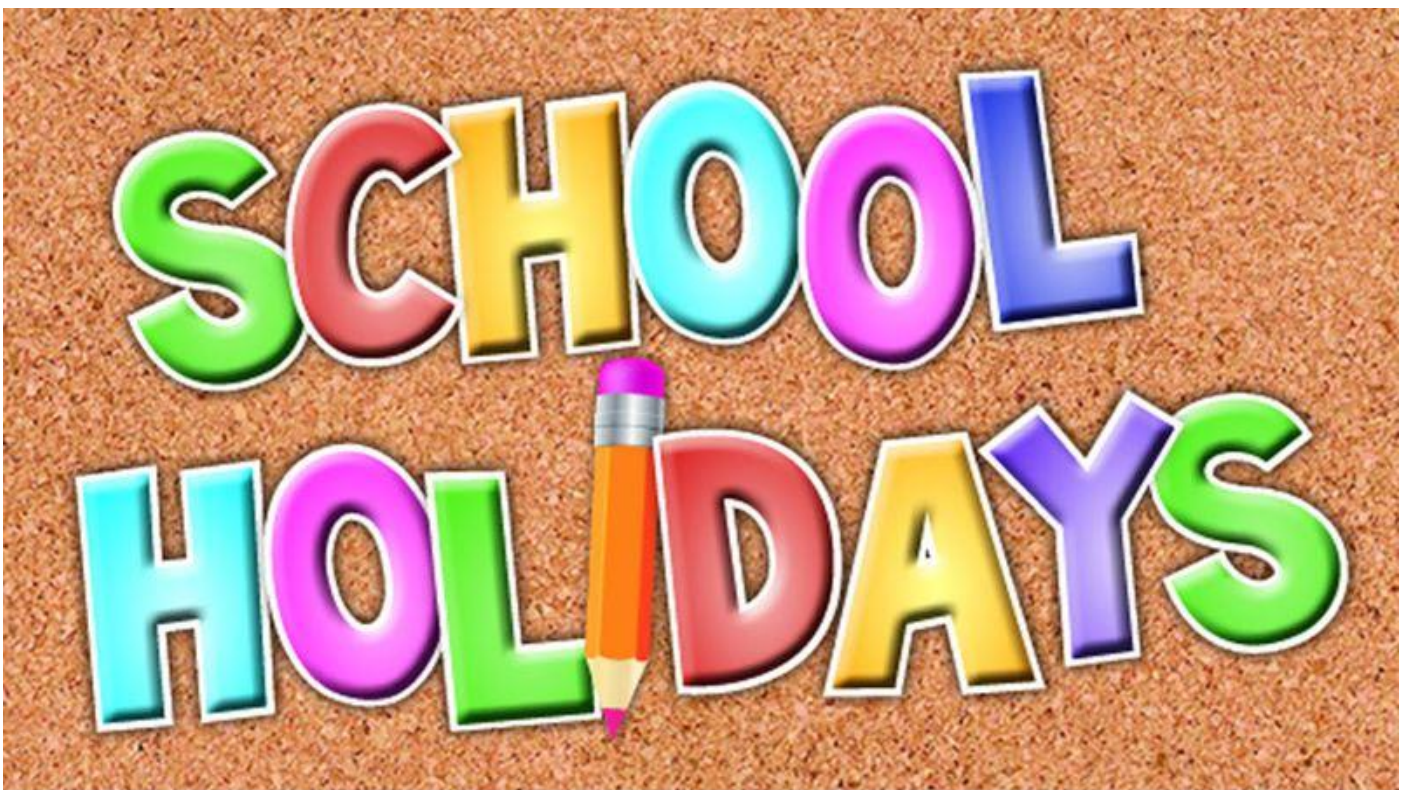
Applebays - 07883 717890

Cedar - 775 3967

Tower Nursery - 588 5515

School Holidays

[School holidays - East Dunbartonshire Council](#)



Attendance and Absence

Attendance at School

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

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

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.

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 Policy

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. . [\(Attendance, exclusion and missing from education - Schools - gov.scot\)](#).

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.

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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

Business Continuity

If the school requires to be closed prior to the arrival of pupils e.g. heating failure, staff will advise parents at the school gates. Pupils arriving unaccompanied will be taken to the designated assembly area (the school hall) until parents or carers can be contacted and arrive to take them home. If for any reason the school hall cannot be used, then pupils arriving unaccompanied will be taken to the muster site for the school. This muster site is Lenzie Meadow Primary School. Notices will be posted around the perimeter of Millersneuk detailing the reason for closure, possible date for re-opening (if known) and information about how parents will be kept informed about re-opening e.g. through local radio or East Dunbartonshire Council/ school websites.

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](#)

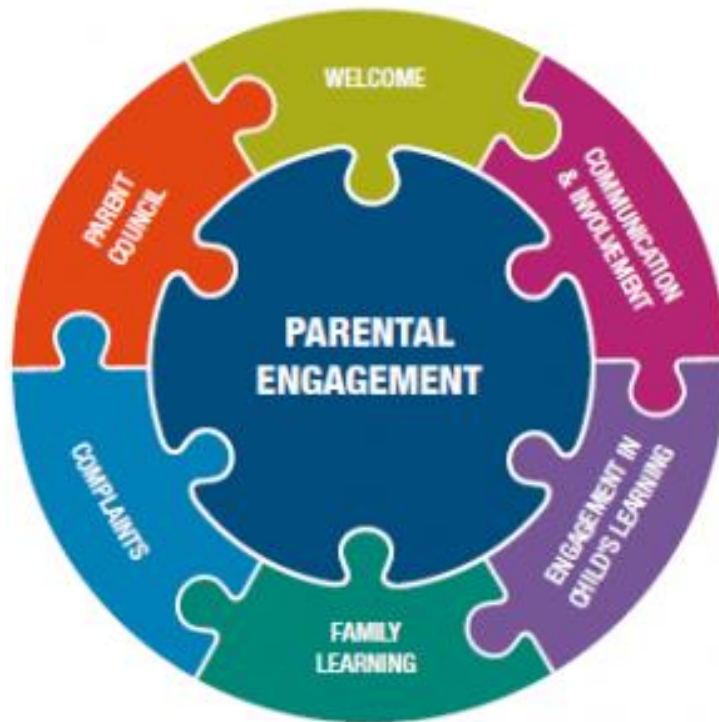
We will take account of our parent/carer needs and will respond with patience and understanding when parent/carers have specific requirements of us. We recognise that some of our parent/carers will encounter the Council at difficult times in their lives and/or when experiencing challenging circumstances,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

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

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

SECTION 2

PARENTAL INVOLVEMENT & ENGAGEMENT



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

The importance of the active support of parents in their child's education is recognised and our desire is to strengthen links between home and school wherever possible. To this end, parents are welcome to contact the Head Teacher to discuss any matter concerning a child's progress or welfare in the school. We have an open door policy and will always endeavour to respond to communication within a 24hour period. In the case of an emergency or the communication of very important information, please phone the school rather than email.

There are many occasions when we would like you to come to the school: concerts, charity events, class assemblies (Family Learning Events) and many more. Children are pleased when their parents visit their school and love to show off their work. Throughout the children's school career there will be times for parents to see finished displays of pupil work and opportunities for work parents to actively involve themselves in the work of the school. We have a parent helper programme where parents work in the classroom alongside the class teacher, supporting and reinforcing the teaching by helping the children with their tasks. We value very much the support and help of parents in the classroom. The school actively consults with, and seeks the opinion of parents through various methods e.g. Forms Surveys etc. Relatives, friends and workers in the community are invited to the school to share their experience of living and working in the area. We also have a very healthy number of parents who volunteer to support classes in our Infant department throughout the year.

Effective Ways the School Engages with Parents

- Parents Portal
- Newsletters
- Weekly diaries for parents
- Groupcall (email & text messaging)
- Seesaw
- Family Learning Assemblies
- Parental Consultations
- Pupil Reports



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 school.

All parents / carers are automatically members of the Parent Forum at their child's school.

As a member of the Parent Forum all parents can expect to:

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

MILLERSNEUK PRIMARY SCHOOL PARENT COUNCIL CONSTITUTION

Membership



The membership of Millersneuk Primary School Parent Council will be no less than five and no greater than 15 persons and should, where possible, comprise of:

- 4 to 8 parents
- 1 representative from the teaching staff
- 1 representative from the support staff
- 1 to 2 local community representatives
- The Head Teacher, who has a duty and a right to attend all meetings

Selection of Members

Parents/Carers may nominate themselves for appointment to the Parent Council by contacting the Chair of the Parent Council. The Parent Council will be selected for a period of three years, after which they may put themselves forward for re-selection if they wish. The opportunity will exist for representatives of the pupil committees to attend a meeting of the Parent Council, at any time, should the requirement to do so arise.

Chairperson / Vice-Chairperson

The Parent Council will have a Chairperson who will be regarded as the Council Office Bearer. Appointment of Chairperson will be selected on a biennial basis during the Annual General Meeting of the Parent Council. A Vice-Chairperson will also be elected on a biennial basis during the Annual General Meeting of the Parent Council. The Vice-Chairperson will stand-in for the Chairperson in times of absence and share some responsibilities if required.

The existing Chairperson / Vice-Chairperson may volunteer for re-selection. The Parent Council will be chaired / Vice-chaired by a member of the Parent Forum and in the event that the Chairperson's / Vice-Chairperson's child ceases to attend Millersneuk Primary, that person's term of office will be terminated and a new Chairperson / Vice-Chairperson will be appointed at the next scheduled meeting.

Responsibilities

The Parent Council will meet on six occasions each session. Should a vote be necessary to make a decision, each member at the meeting will have a vote, with the Chairperson having a casting vote in the event of a tie (i.e. parents, staff and co-opted community representatives).

Any parent/carer can request that a subject be discussed at a meeting of the Parent Council. This request must be communicated to the Chairperson or the Head Teacher of the school. Matters relating to individual teachers and children must not be the subject of discussion at Parent Council meetings. Copies of the minutes of all meetings will be available to all parents/carers of children at Millersneuk Primary School and to all staff at the school.

It is expected that all 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.

The Parent Council will meet on six occasions each Academic Session.

Parent Council Members

Parent Members
Alan Ferrier (P5 & P7 Parent Member)
Christina Black (P4 & P6 Parent Member)
Jen Griffiths (Chairperson) (P6 Parent Member)
Laura Henderson (P3 & P6 Parent Member)
Julie Wilson (P5 Parent Member)
Linda Boyle (P4 Parent Member)
Vishnu Janarthanan (P2 Parent Member)
Councillor Members
Callum McNally (Labour) (callummcnally@eastdunbarton.gov.uk)
Willie Paterson (Lib Dem) (williepaterson@eastdunbarton.gov.uk)
Gillian Renwick (SNP) (gillian.renwick@eastdunbarton.gov.uk)

Parent Councils will play an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on their children's education and learning. The Parent Council, as a statutory body, will have the right to information and advice on matters which affect children's education. The school and the education authority will consult with the Parent Council and take their views into account wherever decisions are being taken on the education provided by the school.

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.education.gov.scot/parentzone

Parents' Association

The Parent Association or PA 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.

There is a very active and hardworking Parents' Association in Millersneuk, and all parents are most welcome to participate in its activities. The Association arranges events for both children and parents and is involved in fundraising events for the benefit of the children. Over the past few years, the Parents' Association has arranged discos for the children, ladies' evenings, Christmas and Summer Fairs, quizzes and race nights etc. Any parent wishing to play an active part in the work of the Parents' Association should contact the chairperson:

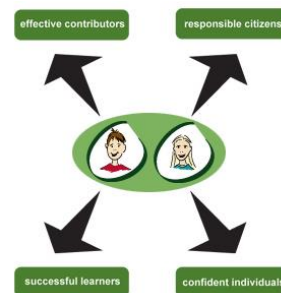
Chairperson	Deborah Jones	07734190323
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The Scottish Parent Teacher Council (now known as Connect) is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

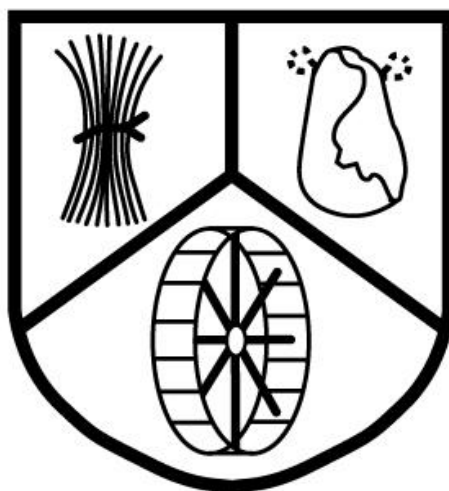
PUPIL RESPONSIBILITIES

Pupils in Millersneuk have a range of responsibilities. The school has a number of systems in place to ensure pupils exercise their voice and responsibilities:

- | | |
|------------------------------------|-----------------|
| • Buddy System | (P6/P1 & P7/P2) |
| • Pupil Council | (P1-7) |
| • Eco-Committee | (P1-7) |
| • Reading Minions | (P1-7) |
| • House Captains | (P7) |
| • Sports Council | (P5-7) |
| • Digital Leaders | (P5-7) |
| • Health & Wellbeing Champions | (P6-7) |
| • Millersneuk Improvement Officers | (P5-7) |



Pupils at Millersneuk Primary have many opportunities to become **SUCCESSFUL LEARNERS**, **CONFIDENT INDIVIDUALS**, **RESPONSIBLE CITIZENS** and **EFFECTIVE CONTRIBUTORS**.



SECTION 3

School Ethos



Millersneuk Primary School – Vision, Values & Aims

Millersneuk Primary School – Vision, Values & Aims

All pupils are supported to reach their full potential

READY

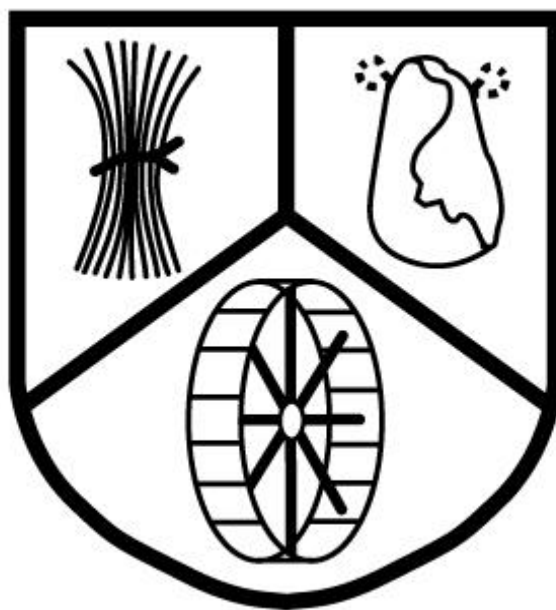
RESPECTFUL

SAFE

Motivate

Prepare

Succeed



EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS



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

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

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

These are as follows:

Equity & Opportunity

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

Family & Community Partnerships

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

Learning and Teaching

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

Child Centred and Future 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 AND SOCIAL INCLUSION

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

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

The Equality Act (2010)

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

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

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

The Equality Act (2010)

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 \(equalityhumanrights.com\)](http://equalityhumanrights.com)

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, 18
- 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 e.g.

- ✓ 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:

- 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.

Millersneuk has achieved its Rights Respecting Schools Gold Award - 'Rights Respecting'.



PROMOTING POSITIVE BEHAVIOUR

Millersneuk Primary School aims to provide a happy, caring environment where each individual can achieve his or her full potential. Good discipline and behaviour are implicit in achieving this aim.

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

Good behaviour is:

- central to the organisation of school life;
- central to the safety and wellbeing of pupils;
- part of children's personal and social development.

The school's values of READY, RESPECTFUL AND SAFE are displayed in appropriate places throughout the school sets out acceptable standards of behaviour.

The opportunity is given for pupils to discuss them and understand the need for them, particularly in the first days of a new season.

Where a pupil has difficulty controlling his/her behaviour, the school will normally contact the parents to bring the child's problems to their notice and to discuss future action.

The Head Teacher actively promotes an 'Open Door' policy. Parents are welcome in the school and can make an appointment with the class teacher or Head Teacher and can expect a courteous, helpful and prompt response.

Promoting a positive, safe and caring ethos has always been given priority within the school and will continue to have a high priority within the school's development.

The school has an anti-bullying policy which outlines clear procedures for dealing with incidents of bullying (see school website).

CELEBRATING ACHIEVEMENT

Pupil achievement is celebrated throughout the school. Each class has an "Achievement Wall" where successes within and out with the school are honoured. The school also organises "Achievement Assemblies" to celebrate pupil accomplishments. Pupils can submit an achievement slip to receive an OSCAR (Outside of School Certificate of Achievement and Recognition) at one of these assemblies. Pupils do not only achieve very high academic attainment but are also successful in a number of other ways:

- football
- dancing
- athletics
- tennis
- drama
- music

SCHOOL SECURITY

All visitors calling at the school during class time must report to the office where they will be asked to sign the visitor's book.

Anti-Weapon/ Knife Crime in Schools Guidance was produced in 2017 to provide guidance to schools and their communities and to support staff in managing pupils in possession of offensive weapons, or those suspected of possession. This guidance can be found on East Dunbartonshire Council's website.

SUPERVISION IN PLAYGROUNDS

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. Normally, this responsibility is shared between the School Management Team, Classroom Assistants and the Building Manager.



SECTION 4

Curriculum



THE CURRICULUM

Curriculum for Excellence

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

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

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

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.

Opportunities for All

More recently, in response to the economic downturn and the resultant adverse effects on young people's prospects in the labour market, the Government introduced Opportunities for All in its Programme for Government in September 2011. This is an Explicit commitment to an *offer of an appropriate place in learning or training for every 16-19 year old not currently in employment, education or training*. It brings together and builds on existing Scottish Government policies and strategies and embraces relevant UK Government policy in a single priority to support young people to participate in learning or training in order to improve their employment prospects. Opportunities for All became a live offer from April 2012 and will ensure that the post-16 system delivers to all young people. It focuses on supporting young people who have disengaged, seeking to re-engage them with appropriate learning or training from the 16th until at least their 20th birthday. Whilst Opportunities for All commits to offering a place in learning or training, those young people who wish to move into employment should be supported to do so.

LITERACY & ENGLISH

The three organisers within the Literacy and English framework of a Curriculum for Excellence are Listening and Talking, Reading and Writing.

Writing

In Millersneuk we aim to encourage children to regard writing as:

- a way to learn, to better understand and remember ideas;
- a way to entertain, inform, influence or communicate with others;
- a source of personal relaxation, pleasure and enjoyment;
- a way to express their own ideas and display their powers of invention.

Our pupils will be taught to:

- form letters and words fluently;
- write imaginative stories in a variety of formats;
- write non-fiction using a variety of genres and formats;
- write for different readers/audiences;
- use a variety of rehearsal and planning techniques;
- redraft to clarify their own meanings as well as improve the sense to the reader;
- edit their work using spelling, layout and punctuation to improve the communication effectiveness;
- revisit their writing and understand how they have developed and changed as writers.

Imaginative and personal writing is systematically taught from the early stages. Using a **Talk for Writing** approach, children are encouraged to write their own stories after discussion and planning. Children gain experience in keyboard skills and begin to use the computer to compose and word process some of their stories.

As well as encouraging fluent expression in personal writing, we also aim to develop in pupils a mastery of the accepted conventions of written English.

In Functional Writing pupils are given practice in the plain, clear and precise writing essential for the effective communication of information and ideas. This involves note-taking, summarising, letter writing, writing and report form filling. Competence and confidence in literacy including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, teachers promote language and literacy development across all curricular areas.

Handwriting

The school aims to enable the child to develop a style of handwriting which gives the child the ability to write early, quickly and legibly and which is also aesthetically satisfying, even on occasions which call for speed and concentration. Linked script is the form of handwriting used in the school.

Listening and Talking

We aim to create in our children confidence in the use of oral language in any situation. To promote development of the skills of interaction we aim:

- to provide opportunities for purposeful listening;
- to develop imaginative and critical listening habits;
- to offer motivating, enjoyable activities at an interest level appropriate to the children;
- to encourage an active response to learning activities.
- to create opportunities for children to realise the need to use the appropriate language for different situations.

Our pupils will have the opportunity to become active and focused listeners and talkers in a variety of classroom situations and in the wider environment.

They will:

- listen and respond to stories, poems and rhymes;
- participate in discussions and debates with and to different audiences;
- respond orally to varied stimuli (for example radio, television, visitors);
- discuss and evaluate their own work with peers and adults;
- participate in role-play activities;
- retell stories and poems which are known by heart;
- respond to increasingly complex instructions, ask and answer questions and justify actions and opinions.

A programme of study for listening and talking has been developed for all classes. Most listening and talking activities are based on familiar contexts which are linked to subjects taught in other curricular areas e.g. social studies, science and health.

Reading

In the teaching of reading we aim to enable our pupils to:

- read for meaning;
- develop understanding of their own reading needs for different situations;
- acquire a range of appropriate strategies to meet their reading needs;
- become confident, fluent and expressive readers;
- develop an understanding and appreciation of an author's style and purpose;
- develop an ability to select books for a variety of purposes;
- enjoy reading and develop an increasing knowledge and understanding of language and reading skills;
- acquire a range of effective comprehension skills and be able to appreciate through reading, the feelings and cultural experiences of others.

Becoming a skilled reader takes years of practice. At all times during this process pupils should see themselves as readers. From the start pupils are taught to view activities related to print as 'reading'. All pupils' attempts at reading and the development of reading skills are dealt with sensitively and positively.

In order to take account of our aims:

- a) Pupils are taught the skills necessary to access information and research materials.
- b) Pupils have access to a variety of different materials, fiction and non-fiction, poetry, plays and material other than text books, e.g. the Internet, timetables, databases, maps.
- c) Pupils learn the basic skills through a systematic and progressive reading programme.
- d) Phonic skills/word attack skills and higher order skills such as scanning, skimming are taught in a progressive way throughout the school.
- e) Reading material matches the pupil's interests, knowledge and level of maturity.
- f) Reading is seen to be a pleasurable activity.

Infants learn the basic skills of reading through a systematic, progressive programme. Oxford Reading Tree, All Stars and Bug Club resources are used.

Primary 4 to Primary 7 pupils use a variety of reading materials e.g. Bug Club (including E-books), Oxford Literacy Web Anthologies, Novel Studies and Close Reading Texts in both fiction and non-fiction.

Reading for Pleasure is very much encouraged in Millersneuk Primary. Our classroom libraries are well stocked and children are able to select texts which are made enjoyable by humour, a strong story line and attractive illustrations.



NUMERACY & MATHEMATICS

In the teaching of mathematics we aim to:

- develop in pupils an understanding of the nature and purpose of Mathematics through practical tasks, enquiry and experiment.
- afford pupils the opportunity to acquire skills in mathematical thinking, and in the development of mathematical concepts, knowledge, skills and attitudes.
- promote positive attitudes towards Mathematics and an enthusiasm and confidence in Mathematics work in school;
- develop an appreciation of these practical applications and of the relevance and importance of Mathematics in our lives;
- develop approaches to problem solving which will encourage skills in logical reasoning, hypothesising, testing and evaluating;
- give the richest possible variety of mathematical experiences appropriate to each child.

In mathematics the Curriculum for Excellence experiences and outcomes are structured within three main organisers which are Number, Money & Measure; Shape, Position & Movement; and Information Handling.

Information Handling

This organiser is concerned with the knowledge and understanding required to handle and make sense of information. Graphing, tally charts, databases and spreadsheets are included along with ideas of chance and uncertainty.

Pupils will be involved with collecting, organising, displaying and interpreting information.

Number, Money & Measurement

Children gain knowledge and understanding of number and its applications. This includes notation, ordering, costing, measuring and related calculations.

Shape, Position & Movement

Here we deal with the knowledge and understanding of two and three dimensional shape and with the location and movement of objects in space. The practical, experimental and pattern aspects appeal to many pupils, with positive effects on attitudes and awareness.



These, as well as problem solving and enquiry skills, are contained within the programme of study used throughout the school. In order to achieve a systematic, sequential and coherent curriculum in mathematics, a commercially published scheme, namely Heinemann Active/Scottish Heinemann, is used at all stages.

Learning and teaching approaches are flexible and responsive to the needs of the pupils. Learning and teaching is interactive with pupils having much opportunity for practical work. We provide pupils with open-ended tasks which develop problem-solving skills and encourage the notion that there can be more than one correct way of doing things. Children will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of mathematical ideas and concepts.

A range of ICT programmes is available to support the teaching and learning of mathematics. The school also has a wide range of mathematical equipment to facilitate active learning.

While it is the policy of the school that pupils should be adequately equipped to compute both mentally and on paper, it is also important that children are skilful in their use of the calculator to perform mundane, extensive or highly complicated calculations.



EXPRESSIVE ARTS

Learning in the expressive arts plays a vital role in enabling our children to enhance their creative talent and develop important skills, both those specific to the expressive arts and those which are transferable.

They develop in children an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

The curricular framework contains experiences and outcomes for presentation and performance across the expressive arts. The school regularly seeks out opportunities for pupils to perform or present to an audience e.g. during class assemblies, Christmas concerts, school shows, choir recitals, art exhibitions and so on.

Our Expressive Arts interrelated curricular framework comprises four elements. They are art and design, dance, drama and music.

Art

Through art and design, pupils have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

Dance

Creating and performing will be the core activities for all pupils. Taking part in dance contributes to their physical education and physical activity. Pupils develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their enjoyment of dance through evaluating performances and commenting on their work and the work of others.

Drama

Pupils' acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps pupils to understand and share their world. They develop their capacity to enjoy drama along with their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their own work and the work of others.

Music

Performing and creating music will be the prominent activities for all pupils. Children develop their vocal and instrumental skills, explore sounds, musical concepts and use their imagination and skills to create their own compositions. They will enjoy listening to musical performances and be encouraged to comment on them.

HEALTH & WELLBEING

In Millersneuk we believe that there is a powerful connection between positive, mental, emotional, social and physical wellbeing and effective attainment and achievements. Everyone within the school community shares a collective responsibility to ensure and promote the wellbeing of all. We believe that every aspect of the school's life and work contributes to that wellbeing.

Millersneuk is a Health Promoting School which:

- promotes a happy and caring environment;
- displays an attractive environment;
- encourages healthy behaviour;
- is concerned for safety and security;
- fosters positive attitudes and feelings, such as self-confidence, self-esteem, independence, responsibility and care and welfare of others;
- recognises the importance of the example set by all school staff, pupils, specialist services and the wider school community.

Learning through health and wellbeing enables pupils to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing;
- experience challenge and enjoyment;
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.

Our health and wellbeing curricular framework is structured into the following organisers:

- mental, emotional, social and physical wellbeing;
- planning for choices and changes;
- physical education, physical activity and sport;
- food and health;
- substance misuse;
- relationships, sexual health and parenthood (Parents are fully informed through an Information Evening and lettered communication detailing the contents of this curricular area)

Progression within this curricular framework depends upon the development and maturity of our pupils. Teachers take account of these factors ensuring that their learning experiences are relevant and realistic for their pupils.

Physical Education, Physical Activity & Sport

All classes normally have two PE lessons each week (2hrs). These take place in the school hall or outdoors during good weather. Children encounter a variety of practical learning experiences which enable them to develop movement skills and competences. In addition to these planned lessons, children are encouraged to take part in a range of physical pursuits during intervals and in after-school clubs e.g. playground games which are organised by the Playground Pals, a group of trained senior pupils; after-school football, cross-country running club; netball club and fitness club.

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SOCIAL STUDIES

The learning of social studies is central to the development of children's understanding of their place in the world. It involves learning about the social and physical conditions that influence, or have influenced, the lives of individuals and communities and which shape, or have been shaped by, the actions, artefacts and institutions of successive generations.

The distinctive nature of learning in social studies enables pupils to develop an open and enquiring mind and a sense of empathy. They become increasingly able to view situations from another person's perspective, whether that person has lived at a different time or is a contemporary living in a different country or in different social circumstances. It also provides important opportunities for pupils to develop an understanding of their rights and responsibilities and the importance of active citizenship.



The social studies curriculum has been structured under three main organisers:

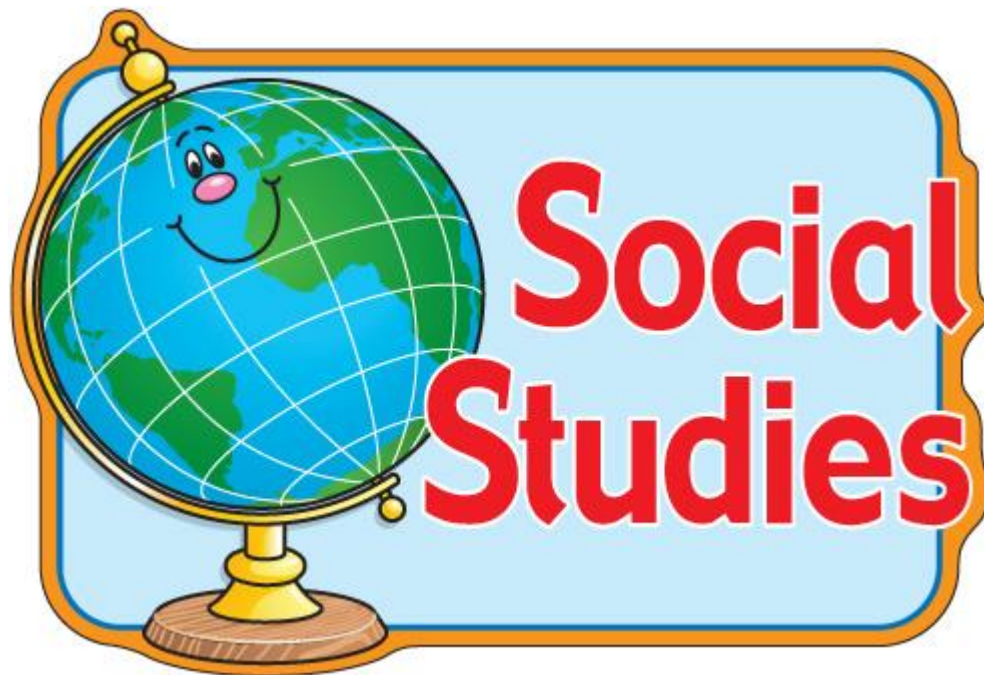
- people, past events and societies;
- people, place and environment;
- people in society, economy and business.

As they participate in experiences and outcomes in social studies pupils will be encouraged to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world;
- broaden their understanding of the world by learning about human activities and achievements in the past and present;
- develop their understanding of their own values, beliefs and cultures and those of others;
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking;
- explore and evaluate different types of sources of evidence;
- learn how to locate, explore and link periods, people and events in time and place;
- learn how to locate, explore and link features and places locally and further afield;
- engage in activities which encourage enterprising attitudes;
- develop an understanding of concepts that encourage enterprise and influence business.

Some of the topics covered are:

The Farm	People Who Help Us in School	Houses & Homes
The Twentieth Century	The Emergency Services	The Health Centre
Ancient Romans	Town & Country	The Community Centre
The Vikings	Climate Zones	Understanding Disability
The Jacobites	Conservation & Recycling	My Community
The Scottish Wars of Independence	Scotland	The Scottish Parliament
Mary, Queen of Scots	Rainforests	Rich World, Poor World
World War II, The Home Front	The Caribbean	
Japan		



SCIENCES

Through learning in the sciences we aim to provide the opportunity for pupils to: develop a curiosity and understanding of their environment and recognise the impact that science makes on society.

Our science curriculum has been recently updated and pupils have an opportunity to become involved in a wide range of investigations which stimulate and challenge them. Teaching and learning approaches are designed to promote thinking as well as provide opportunities to consolidate and apply learning.

The scientific concepts within our curriculum are identified using five organisers. They are:

- Planet Earth;
- Forces, Electricity & Waves;
- Biological Systems;
- Materials;
- Topical Science.

Through carrying out practical scientific investigations, pupils will learn to:

- ask questions and hypothesise;
- plan and design experiments;
- select equipment and resources;
- observe, collect, measure and record evidence;
- make predictions, generalisations and deductions;
- draw conclusions based on reliable scientific evidence;
- present and report findings.

Links between the sciences and other curricular areas will be planned to provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of our pupils.

RELIGIOUS AND MORAL EDUCATION

Learning through religious and moral education enables pupils to:

- Recognise religion as an important expression of human belief.
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context.
- Develop respect for others and an understanding of beliefs and practices which are different from their own.
- Develop their own beliefs, attitudes, values and practices through reflection and critical thinking.

The religions studied are Christianity, Judaism and Islam. Celebrations, festivals, ceremonies and customs; sacred writings, stories and key figures; beliefs, sacred places, worship and symbols; moral values and attitudes - are the areas which will be examined for each of these religions and by the end of Primary 7 children will have covered a balanced programme of religious education.

Services are held in Lenzie Old Parish Church at Christmas, Easter and Summer. Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child.

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.

For further information, refer to additional Guidance on Religious Observance in East Dunbartonshire schools, December 2015.

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

TECHNOLOGIES

The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning.

The technologies framework has six organisers, namely:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

What are the main purposes of learning in the technologies?

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

Well-designed practical activities in the technologies offer children and young people opportunities to develop:

- curiosity and problem solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others

MODERN LANGUAGES

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. In Millersneuk P1-7 pupils have the opportunity to learn French, P5-7 learn Spanish as a second language, this learning experience continues in Lenzie Academy.

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

Through their planning of a wide and rich range of learning activities in modern languages to develop literacy and language skills teachers will support children and young people to become:

- **successful learners**, who can reflect on how they have acquired and learned their first / second language and how this can assist them in further language learning
- **confident individuals** who through experiencing success and support, can interact with others in real-life situations, talk about topics of personal interest and deliver presentations in their new language
- **effective contributors**, who can work in individual, paired and group situations and establish and maintain contact with other speakers of the target language
- **responsible citizens**, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

By the end of Primary 7, the majority of children will have learned the skills necessary to:

- give a short presentation about themselves
- take part in simple conversations and transactions
- understand classroom instructions and personal information
- enjoy listening to a story, song or poem
- read aloud a simple text
- read and understand a short text
- write a few sentences about themselves and others.

Sensitive Aspects of Learning

The school will communicate effectively through newsletters, targeted subject letters and Parent Information Evenings when introducing sensitive aspects of learning e.g. sexual health etc.

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

HOMework

In Millersneuk Primary we appreciate that both pupils and parents have busy lives outside of school. We also recognise the benefits of children attending clubs and activities for pleasure and how these can develop skills for life. We believe the homework system in Millersneuk Primary School allows for:

- ✓ personalisation and choice for pupils and parents/carers
- ✓ a more flexible approach to completing homework
- ✓ individual pupil learning styles e.g. written activities and activities that do not require a written response and can be completed orally or through fun, practical tasks.

The aim of the homework grids is to cater for all 'learning styles'. 'Homework Grids' give children the opportunity to choose activities to complete, each grid (Spelling, Reading and Numeracy & Mathematics) have written activities which can be completed in the children's homework jotters. It is the role of parents to discuss the homework choices available and direct their children to written activities if they so wish.

Suggested Timings (Per grid/per week)	
Primary 1	10 minutes approximately
Primary 2-4	10-20 minutes approximately
Primary 5-7	20-30 minutes approximately



EXTRA-CURRICULAR ACTIVITIES

At Millersneuk we are fortunate to have a wide range of extra-curricular activities. A range of activities are usually available to interested pupils in the course of the school year, including:

Football	- EDC Football Development / P7 Football Club
Yoga	- Parent volunteer
STEM	- Various Staff
Euroquiz	- Mrs MacKenzie & Mrs Tierney
Athletics	- Various Staff

Various other after-school clubs are organised by East Dunbartonshire's **ACTIVE SCHOOLS CO-ORDINATOR**.

Throughout the year classes go on educational excursions, participate in outdoor activities and sporting events. Each year we hope to organise a 5 day residential visit for P7 children.

These activities will require parental approval and relevant medical information. Parents will be informed in writing of full details before any excursion takes place.

We are most grateful to staff and parents who give of their own time to take these activities.

Further details are available from the Head Teacher.





SECTION 5

ASSESSMENT & REPORTING



ASSESSMENT AND REPORTING

The school has its own system of continuous assessment. Assessment tasks in each area of maths and language are built into the planning process. Assessment takes many forms. The most common is 'informal' and on-going assessment by the class teacher. This can be in a group situation or on an individual basis and takes place after a skill is taught and practised. Progress tests are incorporated into daily routine. Pupils also take responsibility for self-assessment. These assessments both formal and informal help to contribute to the broad profile which contributes to the end of term report which is normally issued in June.

Parents are informed of their child's progress by the following methods:

1. Pupil reports are sent home in October & March of each year;
2. An appointment system is established whereby parents discuss their child's progress with the class teacher;
3. Seesaw is used to send photographs celebrating pupil attainment & achievement on a regular basis.

Be assured that if, for any reason, you would appreciate an interview with your child's teacher to discuss a specific concern at any time of the year, an appointment can be made. You will always be welcomed at the school - we share a common desire to see your child developing to his/her full potential.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

East Dunbartonshire Council

The Marina

Strathkelvin Place

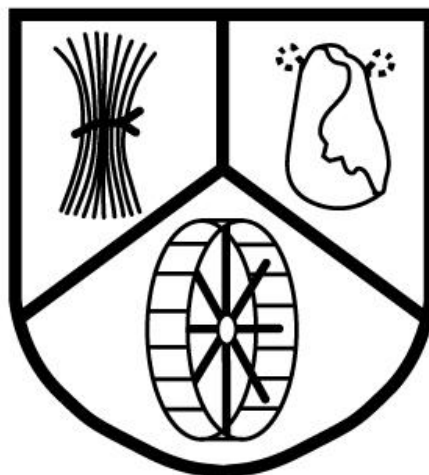
Kirkintilloch

Glasgow

G66 1TJ

Tel: 0300 123 4510

Email greg.bremner@eastdunbarton.gov.uk



SECTION 6

Transitions & Enrolments



Early Learning and Childcare

East Dunbartonshire Council is committed to the provision of high-quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The [Early years admissions policy - 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 years centres provide places for children aged 3-5 and eligible 2-year-olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the [East Dunbartonshire Council website](#)

Funded places are available in local authority early years centres or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary, and independent sector, as well as childminders who are part of East Dunbartonshire Councils early years partnership framework to provide funded early learning and childcare.

The [East Dunbartonshire Council website](#) sets out clear information to guide the online application process for all funded early years places. Applications for 3- and 4-year-old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested; however, this is not guaranteed, and all places are allocated as per the [Early years admissions policy - 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.

Transfer From Early Learning And Childcare To Primary

Registration and enrolment

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

sharedservices.education@eastdunbarton.gov.uk

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

Primary School Admissions

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

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

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

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

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

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

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in 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.

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

The secondary school to which the children from this school normally transfer is:

Lenzie Academy
Myrtle Avenue
Lenzie
Tel: 0141 955 2379

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



Support for Pupils

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

Guiding Principles

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

Universal and Targeted Levels of Support:

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

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

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

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

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

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

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

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

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

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

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

School Counselling

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

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require to additional resources could be experiencing:

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

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

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

Targeted Intervention Tier 3 provision:

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

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

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

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

Advocacy

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

My Rights My Say

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

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

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

Supporting Families Service

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

Protecting Children and Young People

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

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

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

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

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

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

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

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

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

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

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

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

Child Protection and Safeguarding

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

Additional Support Needs

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

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

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

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

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

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.

SUPPORT FOR LEARNING IN MILLERSNEUK

Mrs Hynes (DHT) has overall responsibility for additional support needs within Millersneuk Primary. Our Education Support Teacher is Mrs Gillian Burns.

Autism Adviser

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

The Autism Adviser for Millersneuk is Mrs Megan Aitken.

OTHER AGENCIES AND PROFESSIONALS

Psychological Service

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy of identifying, assessing and supporting all pupils, particularly those with additional support needs. The Psychological Service operates at three levels within the Council, namely that of the individual young person/family, the level of the whole school and that of the Authority. Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics in relation to the school improvement plan.

Specialist Support Service - teachers teaching in more than one school

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

The teams support the additional needs of:

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

ADDITIONAL SUPPORT NEEDS

Under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 the following organisations have been identified to support parents of children and young people with ASN:

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

Promoting Wellbeing, Protecting and Safeguarding.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Protection and Safeguarding

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

CHILD PROTECTION POLICY

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

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

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

- creating and maintaining a positive and caring ethos;
- developing health and personal safety programmes;
- being observant of children's needs, views and concerns;
- reporting and recording concerns about the welfare or safety of children;
- monitoring and supporting children in co-operation with relevant professionals, parents and carers.

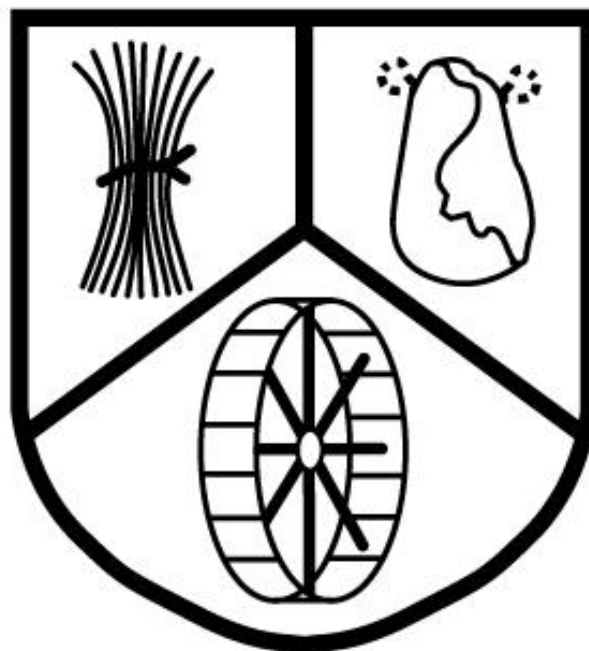
Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult requests this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively and information will only be passed to those who need to know in order to protect and support the child. If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police. When a member of staff, a child or another individual provides information and the Head Teacher considers that there is the 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.



SECTION 8

School Improvement



RAISING ATTAINMENT

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 & Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. To see the most recent Standards and Quality Report and this year's School Improvement Plan Priorities, please go to the school website at www.millersneuk.e-dunbarton.sch.uk. This year the school achieved the Sportscotland Gold School Sport Award and the Right Respecting Schools Gold Award

School Improvement Plan

Every year the school has priorities it takes forward in order to further improve the standard of Teaching & Learning offered to pupils. This year's priorities are listed in the table below. Staff, pupils, parents and the Millersneuk community will work in partnership to achieve these goals.

Looking Forward – 3 Year Improvement Plan Priorities			
Session	2026/27	2027/28	2028/29
Priority 1	<u>Wellbeing & Inclusion</u> Implementing New EDC Dyslexia Guidelines The Circle	<u>Wellbeing & Inclusion</u> Implementing New EDC Dyslexia Guidelines	<u>Wellbeing & Inclusion</u>
Priority 2	<u>Reading Pedagogy</u> Reading Schools - Gold Award Metacognition (Meta-Skills)	<u>Curriculum</u> CIC Implementation Planning 21 Hours	<u>Pedagogy</u> CIC Implementation

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.

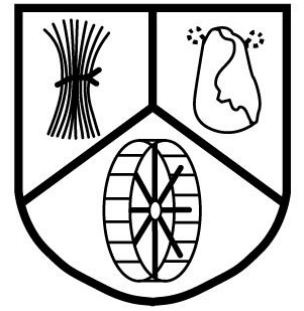
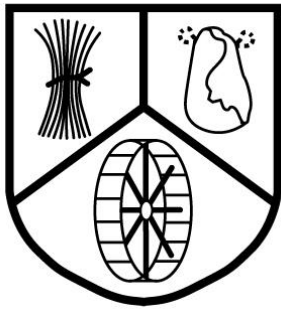
Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland 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.

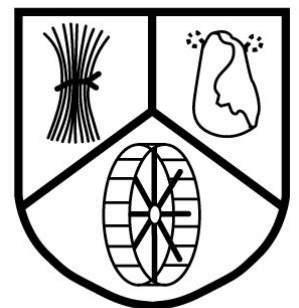
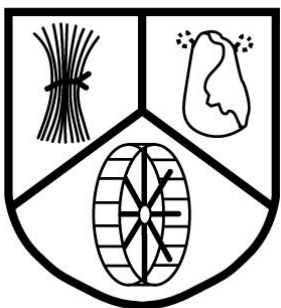
Concerns

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 & Practical Information



SCHOOL POLICIES

A list of school policies is available on the school website www.millersneuk.e-dunbarton.sch.uk. If you wish to discuss a school or East Dunbartonshire policy, parents/carers should contact the school.

School Uniform

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

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

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

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

The school's uniform supplier is School Wear Made Easy(www.schoolwearmadeeasy.com).

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

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

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

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

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

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

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

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. If you have any queries regarding the school's dress code, please contact the Head Teacher.

School Meals

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

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

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

Meal prices are reviewed annually. Please contact the School to be advised of the current price. Parents and children can choose their school meals in advance using the Cashless Catering system. This system is also the method by which P6-7 parents would pay for school lunches.

Free School Meals

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

Some families may also be 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.

TRANSPORT

(a) General

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

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

concessionary travel applications each year in the period June - July to ensure that consideration can be given to their request for concessionary transport for August.

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

(b) Pick up Points

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

(c) Placing Request

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

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

Adverse Weather Conditions

Driver's Responsibilities

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

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

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

PARENTAL RESPONSIBILITIES

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

MEDICAL AND HEALTH CARE

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

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

All Primary 1 children have a health check by the school nurse during their first year at school. Examinations are carried out throughout the school year, i.e. hearing, eye testing, dental and health education. Parents should specify any particular medical requirements.

If a child takes ill or has an accident at school the parents are informed and asked to come to school to escort the child home. Mrs Berry, Mrs Black, Mrs Hateley, Mrs Little & Miss Newton are the school's registered first-aiders. Emergency contacts are also required for every child in the event of the parent not being available. Emergency contacts should be checked by parents at the beginning of and throughout the school year to check availability of people concerned.

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



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 CHILD'S PUPIL RECORDS

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

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

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

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

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

SCHOOL CAMPUS NO SMOKING POLICY

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

THE USE OF MOBILE DEVICES IN SCHOOLS

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

Operational Guidance

Primary Schools

- Pupils are strongly encouraged to leave personal mobile devices at home.
- Where mobile phones are brought solely for use during travel to and from school (e.g. for safety, communication during pickups, or family transition arrangements), they must remain switched off and stored securely in school bags throughout the school day.

- Smartwatches must be set to airplane mode, to disable messaging, notifications, and camera functions.
- Personal mobile phones and smartwatches must not be used during lessons and not used during lunch or interval. Local arrangements are subject to Head Teacher discretion in consultation with stakeholders.
- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- All parent/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.

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.

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

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