



Dear Families,

I am delighted and incredibly proud to be able to introduce myself, as the Head Teacher at Craighead Primary School, which sits at the heart of the local community in Milton of Campsie.

We are a thriving school and we believe that partnerships between home, school and the local community are central to our success. We strive to ensure that all families are fully informed and involved in their child's education.

Our dedicated staff team work tirelessly to ensure the children receive the best education and care. We provide our children with an engaging, relevant curriculum that meets their needs and ensures children receive the support they need while encouraging independence in their learning. Relationships are a key strength of our school and we offer a warm, nurturing and welcoming environment where everyone feels valued and safe. At Craighead Primary School our children flourish.

We hope that you enjoy reading through our school handbook and that it will provide you with a good insight into our school community. If you require any further information, please do not hesitate to contact the school directly. Any families wishing to visit the school are welcome to make an appointment at any time.

Thank you for taking the time to access our handbook and website and please contact us if you require any further information.

Yours sincerely,

Lynne Stewart  
Head Teacher



*Nurturing, supporting and challenging our children as they grow as learners*



# Vision, Values and Aims

Nurturing, supporting and challenging our children as they grow as learners.

## Values

As a Rights Respecting School our values are as follows:

- Respect
- Equality
- Integrity

In Craighead Primary School we aim to ensure that everyone develops the attributes, knowledge and skills they will need for life, learning and work. We strive to enable all of our school community to become

- Successful learners
- Confident individuals
- Effective contributors
- Responsible citizens

## Aims

As such our aims are as follows:

- To achieve the best for each child through partnership between learners, staff, parents and the wider community.
- To promote equality, diversity and inclusion for all.
- To manage and deliver programmes and activities to meet the needs of all learners.
- To promote positive liaison between all stakeholders and the community where the views of everyone are valued.
- To recognise and celebrate attainment and achievement in school and within the wider community.
- To continually monitor, track and evaluate the quality of our service.



## Practical Information about the School

Address	Craighead Primary School Craighead Road Milton of Campsie G66 8DL
Telephone	0141 955 2271
Named Person Service Contact:	Mrs Lynne Stewart (Head Teacher)
Email address	<a href="mailto:ooffice@craighead.e-dunbarton.sch.uk">ooffice@craighead.e-dunbarton.sch.uk</a>
Web address	<a href="http://www.craighead.e-dunbarton.sch.uk">www.craighead.e-dunbarton.sch.uk</a>
Present Roll	246

Craighead is a non-denominational, co-educational school for 3-12 year olds

School Capacity 396

Class structure:	Early level	First level	Second level
	Early Learning Centre Primary 1	Primary 2 Primary 3 Primary 4	Primary 5 Primary 6 Primary 7

Composite classes are formed in line with East Dunbartonshire's guidelines. There is a class reduction policy implemented within the P2-P3 stages where no class will be larger than 30 and where possible no larger than 25 in P1.

### **SCHOOL HOURS**

School commences at 9.00 am  
Lunch is from 12.15 pm until 1.00 pm  
Dismissal is at 3.00 pm

There is an interval of fifteen minutes in the morning from 10.30 am – 10.45 pm

P1 pupils attend from 9.00 am until 3.00 pm from Thursday 15<sup>th</sup> August 2019.  
School assemblies take place on Fridays.

Class teachers issue information letters at the start of each school year outlining gym days and topics planned for the year.

Out of school care is available from Craighead Out Of School Care, 01360 311884.

A full list of school holidays can be found on the website.



## **NURSERY HOURS**

AM Session	8.45 am – 11.55 pm
PM Session	12.30 pm – 3.45 pm

The nursery which caters for 3 – 5 year olds is located within the school building. We have the capacity for up to 40 children am and 30 children pm. A separate nursery handbook is available on request.



## Craighead Primary School Staff 2019-2020



<b>Head Teacher</b>	Mrs Lynne Stewart
<b>Depute Head Teacher</b>	Mrs Claire Loney
<b>Principal Teacher</b>	Mrs Kirsteen Boyle
<b>Primary 1</b>	
	Miss Rachel O'Brien
<b>Primary 2/1</b>	
	Miss Lawson (Mrs Burton)
<b>Primary 2</b>	
	Mrs Shaeen Ahmad (M-W) Mrs Gill Winter (Th-Fri)
<b>Primary 3</b>	
	Mrs Jacqueline Black (T-Th) Mrs Kirsteen Boyle (M+F)
<b>Primary 4/3</b>	
	Mrs Moya Samson
<b>Primary 4</b>	
	Mrs Karen Burchell
<b>Primary 5</b>	
	Miss Alexandra Caldwell
<b>Primary 6/5</b>	
	Miss Gina Marie Riggio/ Ms Suzanne Breen
<b>Primary 6</b>	
	Mrs Greenshields (0.6fte, Monday to Wednesday) Mrs Kim MacKay (0.4fte, Thursday, Friday)
<b>Primary 7</b>	
	Mrs Lorna Paterson
<b>NCCT</b>	
	Mrs Karen Dawson
<b>Early Years Staff</b>	
	Miss Laura Jewell Mrs Mary-Frances Shaw Mrs Laura Mackie Mrs Mhaire-Collette Rush
<b>EST</b>	
	Mrs Joy Glennie
<b>Admin Team</b>	
	Mrs Ailsa Finlay Miss Lisa McLeod
<b>Janitorial Assistant</b>	
	Mrs Janie Marshall
<b>Classroom Assistants</b>	
	Mrs Kathleen Alexander Miss Shona Young Mrs Robina Sharif
<b>Support for Learning Assistants</b>	
	Mrs Elaine McCulloch (0.6fte, Monday to Wednesday am) Mrs Linda Dickson Mrs Assia Saleem (0.8fte, Monday to Thursday)
<b>Catering Staff</b>	
	Mrs Helen Murray Mrs Rosemary Leonard Mrs Mairi Newton
<b>Facilities Staff</b>	
	Mrs Carol Gibb Ms Shirley Knox Mrs Jacqueline Ritchie Mrs Ann McKegney
<b>SXP</b>	
	Mrs Ann McKegney



## **Attendance and Absence**

### **Attendance at School**

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

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendments, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

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

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

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

### **Family Holidays**

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

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

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

### **Information regarding exceptional closures**

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



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

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given. Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

### **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, acknowledged in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

### **Registration and enrolment**

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.



## **Section Two – Parental Involvement and Engagement in the School**

All East Dunbartonshire Council schools welcome parental involvement and engagement as research has shown that when parents are involved children do better in school. Increasing parental engagement has been highlighted as a priority in Scottish Education. 'Learning Together' (2018) is a government action plan which sets out a vision for parental involvement and engagement from pre-birth to age 18. In response to this, East Dunbartonshire Council has its own Parental Engagement Strategy which can be accessed online.

Craighead Primary operates an open door policy. We take pride in our communication with parents. This is done in a variety of ways, e.g.

- Termly newsletters
- Text messaging
- Website
- E-mails
- Parents' Evenings
- Meet the Teacher
- Homework diaries

At Craighead Primary, we strongly encourage parents to become involved in their child's learning in partnership with our staff. We also encourage parents to call and make an appointment to speak with a member of staff if they wish to discuss their child's education or wellbeing.

Each class performs a class assembly where parents are invited to find out what their child has been learning. At this event they are invited back to the class to view pupil work. These events were introduced this year and our self evaluation procedures indicate that events are proving very popular with parents.

We are keen to build on our engagement with parents and would welcome any parent volunteers who would like to assist with extra-curricular activities and clubs, or helping out within classes. This can be arranged through the Head Teacher, as necessary checks, if required would be undertaken before entering the school.

### **Parent Councils**

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

Parents are welcomed to:

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

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

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;





- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and 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).

The Parent Council is well established at Craighead Primary.

Chairperson	-	Mrs H Crawford (contact through <a href="mailto:office@craighead.e-dunbarton.sch.uk">office@craighead.e-dunbarton.sch.uk</a> )
Staff Member		Mrs C Loney
Clerk of the Board		Miss L McLeod

Fundraising activities will be undertaken by a sub group of the Parent Council to be known as Craighead Fundraising Committee. Two members of this group should be members of the Parent Council.

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

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place Edinburgh EH3 6BB



## **School Ethos**

We are committed to ensuring that we achieve the highest possible standards and success for all learners. Our staff, pupils and parents show commitment to our shared vision... 'Nurturing, supporting and challenging our children as they grow as learners'.

This aspirational vision underpins our school ethos and climate for learning.

The ethos and culture of our school reflects a commitment to including all children. Respecting children's rights and providing positive relationships. Our children are eager and active participants who are fully engaged, resilient, highly-motivated and respected learners.

## **School Aims**

At Craighead Primary School we aim to

- provide a comprehensive curriculum which meets the needs of every child within a positive, secure and caring environment
- provide effective learning and teaching which is supported by appropriate resources
- maintain an ethos of achievement to ensure each child becomes a successful learner
- encourage confidence in individuals by celebrating achievements and talents
- enable responsible citizens by developing in children a sense of self discipline, tolerance and mutual respect
- deliver an enterprising approach to ensure children make effective contributions in society
- remain open to new thinking and ideas

We aim to offer your child the highest possible standard of education in a safe, caring and stimulating environment. We encourage our pupils to give of their best at all times through academic, physical and social development. In line with the Curriculum for Excellence we ensure our children work towards achieving the four capacities of becoming;

Successful learners  
Confident individuals

Responsible citizens  
Effective contributors

To help us achieve this we work in partnership with you and the wider community.

A strong link in the community is with the local church. Church services are held termly and our school chaplain leads assemblies regularly. Other links within the community assist us by contributing to skills afternoons, supporting our Fairtrade and Eco work and providing after school clubs. Details can be found on the school website.

As a school and early years centre we work closely with our local care home, and beyond our community, at an international level, we work with other local schools to support 'The Gambia Gang' which contributes to the education of children in The Gambia.

## **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 race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.



#### The Equality Act (2010)

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

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

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

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

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

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

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

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

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

#### **Including Every Learning: Promoting Positive Behaviour**

We greatly value partnership with our parents in ensuring that our learners endeavour to set themselves high standards in appearance and behaviour. Our school rules encourage pupils to realise our Vision, Values and Aims. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an



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



East Dunbartonshire Council (EDC) educational policy and guidance is based on the core principle that all learners should be included and engaged in their learning community. At the heart of a successful and achieving learning organisation is a safe and nurturing ethos and a culture based on positive and mutually respectful relationships. The vast majority of pupils in EDC experience learning environments that allow them to become responsible citizens, successful learners, effective contributors and confident individuals. All schools and early years' establishments carry out processes of consultation and self-evaluation with parents, staff and children to ensure that policies that promote positive behaviour through supportive relationships are developed and maintained.

#### Core principles and values

There are core principles on which all intervention and approaches should be based. They are:

- All behaviour is communication and any planning requires a shared understanding, through collaborative analysis and review of the underlying causes of each individual's patterns of behaviour- including the context in which the behaviour is most likely to occur.
- Children and adults should have access to safe environments where risk is minimised and there is a shared understanding of expectations, responsibilities and boundaries.
- Better relationships are the key to increasing pupil engagement and inclusion.
- All adults working with children and young people need regular opportunities for training and reflection on the underlying reasons for different behavioural responses in various 5 contexts and to develop strategies to improve their own capacity to communicate effectively and develop trusting and affirmative relationships with young people.
- This training and reflective practice should be based on:
  - A solution focused approach
  - Restorative conversations and approaches to conflict and conflict resolution
  - Trauma, nurture and attachment informed practice
  - Becoming an attuned practitioner
  - De-escalation intervention
  - Supporting emotional awareness and development, through strategies, such as scaling, emotion coaching, 'Promoting alternative Thinking Strategies' (PAtHs).

Where there is a concern regarding pupil behaviour, the Head Teacher and/or the Depute Head Teacher will inform the parents and invite them to the school to discuss the child's behaviour and ask for their co-operation. Managing behaviour that challenges will always be a partnership approach between the learning community and families.

The school has a robust anti-bullying policy in line with authority guidelines. The school also adheres to East Dunbartonshire Council's Anti Weapon/ Knife Crime Policy.

At Craighead Primary School we are delighted to celebrate the achievements of all of our pupils. These can be achievements within school, or wider. We have regular opportunities through our weekly assemblies, school Twitter feed, newsletters and in around the school building on class and communal displays.



## School Curriculum

Our curriculum has a clear vision and rational underpinned by our commitment to securing children's rights, including every learning and in promoting positive wellbeing.

It takes account of learners' entitlements and the four capacities to provide opportunities for our children to explore the uniqueness and heritage of Milton of Campsie. We work closely with the local business colleagues to provide relevant, real-life opportunities for depth and application of the curriculum.

The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners.

Cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement permeate our curriculum. Opportunities for relevant class trips to enrich learning are provided at all stages of the school.

Activities are planned based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.

We ensure children have access to high quality learning throughout the curriculum. Our local environment provides many opportunities for well planned outdoor learning to enhance areas of the curriculum.

All of our staff take responsibility for developing literacy, numeracy, health and wellbeing across the curriculum.

We provide many opportunities to develop children skills for leaning, life and work using relevant, motivating contexts for learning.

The path most children are expected to follow through the following levels reflects the stages of maturation of children and the changing ways in which they engage with learning as they develop.

Some children will start learning at these levels earlier and others later, depending on individual needs and aptitudes.

<b>Level</b>	<b>Stage</b>
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.



## **Curriculum for Excellence**

Bringing learning to life and life to learning.

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

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

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

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

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

### **The following is an outline of our core curriculum.**

Our curriculum falls into the following broad divisions:

- Expressive Arts – Arts & Design, Music, Drama, Dance
- Health and Wellbeing – 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.
- Language – Talking, Listening, Reading & Writing
- Mathematics – Number, Money & Measure, Shape Position & Movement, Information Handling
- Religious and Moral Education/PSD/Health – Beliefs, Values & Issues, Practices & Traditions
- Sciences – Planet Earth, Forces, Electricity & Waves, Biological systems, Materials, Tropical Science
- Social Studies – People, past events and societies, People, place and environment, People in society, economy and business
- Technologies – Digital Literacy, Technological developments in society and business, Computing Science, Food and textile technology, Craft, design, engineering and graphics.

In addition to the above we offer our children at Craighead a variety of opportunities to develop their skills for life. We do this through regular skill afternoons, curricular focus events and weeks, residential experiences at outdoor centres, educational excursions and interdisciplinary learning.

The Curriculum for Excellence allows our children to develop a broad range of skills at their own level. Our pupils are involved in their own learning journey by setting targets and recording achievements through their Personal Learning Plans. Success is celebrated throughout the school and the curriculum



is multidisciplinary within a range of contexts. Examples of the pupils' work can be seen in class and on the school website.



## **Literacy and English**

A variety of techniques, activities and resources are used to develop the skills of reading, writing, talking and listening.

We have recently invested in Bug Club Reading throughout the school which provides a vast array of texts and online resources which pupils can access at home, and in school. This is implemented from Primary 1 through to Primary 7. We also have many additional resources such as Storyworlds, Literacy World, Rapid Reading, Dandelion Launcher which are used to supplement our core resource, Bug Club. In addition to this, as children become confident in reading, they may progress to differentiated novel based 'reciprocal reading' approaches. We place high importance on comprehension of texts through 'Tools for Reading' and 'Higher Order Thinking Skills'.

We place importance on reading for enjoyment and firmly believe that exposure to a wide range of text and genre can have a significant impact on children's attainment. We have, therefore, invested in 'Reading Spines': a set of specially selected class books for each stage, which will be read to pupils throughout their school life. The aim of this is to promote an enjoyment and love of literature as well as to ensure equity of access to a wide range of vocabulary and text structures.

Talk 4 Writing is an approach to the teaching and delivery of writing lessons which is implemented at all stages. Our staff have experienced in-depth training and have worked with other colleagues across our cluster schools to implement and moderate this approach to writing and recent positive feedback from pupils and parents have reflected our findings that pupils skills have been developed through this approach.

We have a clear and progressive phonics programme taught within our infant department; Jolly Phonics. Jolly Spelling, Jolly Grammar and grammar linked with Talk4Writing are also used throughout the school.

All pupils are taught French from Primary 1 as Language 2 and we are starting Spanish as Language 3.

## **Numeracy and Mathematics**

We have a range of approaches and resources to support learning in Numeracy and Mathematics. These include Teejay Mathematics, Heinemann Active Maths (Online and book based), Maths Recovery and SEAL. We place a strong emphasis on numeracy skills. It is important that children understand the concepts that are being taught and initially all pupils will be taught with the aid of concrete materials to assist with the understanding of number bonds. Only when a child is confident will they work in the abstract and develop mental maths strategies.

Other mathematics concepts such as money, measure, time, shape, position and movement and information handling are taught throughout all stages.

Applying mathematical skills and knowledge in real life situations is a priority for our learners and each pupil will have a range of opportunities to do so through relevant contexts for learning.

## **Health and Wellbeing**

Health and Wellbeing is at the core of all we do in Craighead Primary and permeates all aspects of learning. However, in addition to this, we have aligned our Health and Wellbeing Programme with Curriculum for Excellence Experiences, Outcomes and Benchmarks. We have introduced PATHS (Positive Alternative Thinking Skills) to cover many aspects of mental, emotional and social wellbeing.



We also use Healthy Schools Scotland as a progressive framework for ensuring that all aspects are developed. We offer pupils a minimum of 2 hours physical education activity per week, in line with Scottish Government Guidance.

We have a Sexual Health and Relationships Education programme which is delivered throughout the authority and sensitive aspects of this are taught in term 3 after a letter is issued to inform parents of the lesson content. The Sexual Health lessons are available for parents to view on request.

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

### **Home Learning**

The Parent Council are currently working closely with the school to develop a clearly defined policy on home learning, a copy of which will become available on our school website or from the school office.

### **Sensitive Aspects of Learning**

Through our Health & Wellbeing Curriculum we cover a range of sensitive topics including sexual health and drug awareness. Parents are kept informed at the relevant times.

### **Religious Instruction and Observance**

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

### **Extra Curricular Activities**

A variety of extra-curricular activities is offered to our pupils both at lunchtime and after school. Activities available **can** include,

Badminton	Scripture Union
Netball	Choir
Cycling Proficiency	Dance
Athletics	Football

These activities are organised and run by interested parents, teachers and specialists groups.





## **Assessment**

Assessment in Craighead Primary is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

Assessment of the pupils' work is continuous throughout the session. All work done in jotters/workbooks, maths progress tests, project folders, examples of writing etc. is used by teachers to provide information on each pupil's achievement.

Children are assessed formally throughout the year and this, alongside professional judgement, informs the next steps in learning.

The teacher's assessment of the pupil's continuous work forms the basis of the annual report sent home to parents.

Parent interviews are held twice per year when parents have the opportunity to discuss their child's progress with the class teacher. However parents who are concerned about their child's progress at any time during the year can telephone the school for an appointment.

Through the use of formative assessment children are involved in assessing their work through the use of peer/self assessment. They use this to set targets in learning.

At key milestones teachers use benchmarks in literacy and numeracy to support progress through a level. Opportunities for moderation across stages and cluster schools are organised.

## **Liaising with and Involving Parents in their Child's Education**

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

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

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

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

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

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



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

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

Tel: 0300 1234510  
Email: [jacqueline.macdonald@eastdunbarton.gov.uk](mailto:jacqueline.macdonald@eastdunbarton.gov.uk)

## **Transitions**

### **Early Learning and Childcare Provision**

The school's nursery class provides 40 morning and 30 afternoon places for children aged 3 - 5 years.

Early Learning and Childcare provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

### **Admission to Early Learning and Childcare Provision in East Dunbartonshire**

All East Dunbartonshire early years establishments follow the Council's early years admissions policy.

Places can be provided either in a local authority nursery or with a recognised provider in the private and voluntary sector who have been accepted onto East Dunbartonshire Council's framework to provide pre-school education. For administration purposes, parents are asked to complete a registration form and take it to any East Dunbartonshire local authority primary school or extended day centre during the enrolment week in January. Parents are asked to bring the relevant birth certificate(s) and proof of residency when enrolling their child(ren) if they are East Dunbartonshire residents. Parents who reside outwith East Dunbartonshire do not require proof of residency.

It is important that you make application by the end of February for children aged three to five for places for the forthcoming school year.

Forms are available from the Council's website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) or all EDC nurseries, and Community Hubs or by contacting the Contact Centre 0300 1234510.

It is important to note a placement within an East Dunbartonshire Nursery/Partnership Centre does not give children an automatic place within an East Dunbartonshire Primary School.

### **Transfer from nursery to primary**

#### **Registration and enrolment**

The date for registration of new entrants is advertised in all local nurseries, the local press and on the council's website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child. 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 school office for information.

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

### **Primary School Admissions**

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Education Office – Tel. 0300 1234510 , or the relevant school.

Enrolment dates will be set by each school and the enrolment should be completed in January prior to the start of term in August. The authority will place adverts in the local press and nurseries advertising the date(s) for enrolment. Enrolment Forms should be completed on enrolment day at your catchment school. Parents are asked to bring 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.

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

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

### **Secondary School Admissions**

Transfer Information will be issued to parents at the end of term one, in primary seven.

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 an opportunity to view the school and are given a brief explanation of school life.

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

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



## **Catchment Secondary School**



Children attending Craighead Primary normally transfer to:-

Kilsyth Academy  
Balmalloch Road  
Kilsyth  
Glasgow G65 9NF

Telephone Number: 01236 757636  
Head Teacher: Mr Gregg Orrock

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.

An excellent transition package is in place from Kilsyth Academy which involves visits from Kilsyth Academy staff as well as pupils visiting the Academy. The home school partnership worker liaises closely with the school to support pupils with the transition. Enhanced transition packages for children with additional needs are planned as part of their support and considered by the Team Around the Child.

### **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 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

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

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

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 Office can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

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

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Please refer to the Placing Request Application Form for more details.



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

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.



## **Support for Pupils**

At Craighead Primary School our teaching staff have regular consultations and discussions about our learners with the School Leadership Team. Any concerns due to pastoral or learning needs are raised and strategies are introduced to provide support. In addition to this, contact is made to share information with the parent or guardian.

At Craighead Primary, we hold Pupil Support Groups where our Education Psychologist will work with the Senior Leadership Team, class teachers, Education Support Staff and any other agencies, to discuss pupils who require support in wellbeing or learning.

Team Around the Child meetings are held at least twice per session, in addition to parent teacher consultations. This allows all stakeholders to discuss and plan support for the child, to ensure learning or wellbeing needs are addressed.

All children are benefitting from carefully planned universal support. We provide opportunities for children to discuss their learning using PLP's, helping them to set appropriate next steps in learning.

Learning targets are in place specific to individual learners, built on prior learning and reviewed and evaluated systematically with next steps based on their progress. All staff respond to the individual needs of children and promote and support their wellbeing. In class, tasks, activities and resources are effectively differentiated to ensure appropriate pace and challenge for all of our learners.

We provide all children with additional support needs with quality targeted support, including highly-able children. We recognise the important role of parents and partners with specific expertise in supporting children. Children, parents and partners are fully involved in decisions about learning and support.

All staff take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty. All children with a disability, health issue or social and emotional needs benefit from high-quality targeted support.

## **Children and Young People with Additional Support Needs**

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 and the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

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



That the child or young person:

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

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

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

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

All schools and early years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to

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

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

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

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

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

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



All children with additional support needs are discussed and supported through monthly Pupil Support Group meetings in a multi agency setting to ensure continuous best practice and relevant, targeted support.

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 contact: 0131 313 8844 or go to [www.resolve.org.uk](http://www.resolve.org.uk)

### **Support for Learning Services**

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

These are:-

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

The Services support pupils through:-

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

Support for Learning is coordinated by Mrs. Claire Loney (DHT). For further information, or to raise any concerns, please contact the school.

### **Supporting Families Service**

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support following the Triple P programme. Services also include a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services please contact the team on 0300 1234510.

### **Protecting Children and Young People**

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

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

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

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes





- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

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

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

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

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

### **Autism Advisor**

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).

### **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](http://www.enquire.org.uk), 0845 123 2303

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

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



### **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 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.

### **Pastoral Support**

Through our Health and Wellbeing policy pupils are well supported by their class teacher using a variety of strategies and resources. In addition to this Seasons for Growth and nurturing resilience groups are organised and pupils are provided with a safe and secure environment to allow them to thrive.

### **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. The Children and Young People's (Scotland) 2014 Act now provides a legal framework around these principles.

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. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working better together to improve life chances for children, young people and families

To do this the Scottish Government has legislated that all children have a Named Person until the age of 18 who will coordinate services for them, should they require it. The Named Person for children in



early years settings is their Health Visitor and for those at school it is their Head or Depute Head Teacher. Young people under the age of 18 who have left school can access their Named Person via the Education Service.

Once a concern has been brought to their attention, the Named Person, needs to take action, help, or arrange for the right support in order to promote the child's development and wellbeing. Referring to the eight Wellbeing Indicators, they will need to ask these five questions:

- 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?

The Named Person also needs to help children and families feel confident they can raise concerns, talk about their worries to people who will listen and respect their point of view and work with them to sort things out. Above all, they will ensure that the child or young person's views are listened to and that the family (where appropriate) is kept informed.

To find out more about *Getting it Right* or to access the Named Person for your child, please enquire directly to the school office.

### **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 of, 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.



## **School Improvement**

### **Raising Attainment**

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

### **Education Scotland Inspection Report**

Our school was inspected by Education Scotland in November 2018. The report can be accessed via the link on our school website or by visiting <https://education.gov.scot/inspection-reports>

### **Standards and Quality Report**

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. This is available in the school foyer or on our school website.

### **School Improvement Plan**

Each year the school audits its work through consultation with staff, parents and pupils. The result of this audit enables us to write our improvement plan. This is available on our school website.

### **The SCOTXED Programme**

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

The following explanation has been provided directly by ScotXed:

### **Transferring Educational Data About Pupils**

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance 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 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 purpose for which it is collected.**

### Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov/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 additional research and statistical analysis to meet their own official responsibilities. Any sharing 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 of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### Concerns

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



## **School Policies and Practical Information**

### **School Uniform**

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

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

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

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

The acceptable form of school dress at Craighead is as follows:

Grey/navy skirt/trousers

Pale blue blouse/shirt and school tie

Grey pullover/cardigan or Pale blue school polo shirt and sweatshirt

For P.E. – polo shirt/navy shorts/ gym shoes

Fairtrade school uniform is available to purchase from the school from the school office.

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.

Parents/carers receiving income support or income based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may also be eligible, the Community Hubs and education office can provide more details. Approval of any requests for such grants made by parents in different



circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office. If you have any queries regarding the school's dress code, please contact the Head Teacher.

### **School Meals**

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

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

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

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

### **Free School Meals**

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and the education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

Only those children whose parents receive income support or income based job seekers allowance (and child tax credit where qualifying income criteria has been met) will be entitled to free milk. Milk may however, be available for purchase in the school during the lunch period.

**From January 2015 all pupils in P1, P2 and P3 are entitled to free school meals.**

**Please do not apply for free school meals if your child(ren) is/are in P1, P2 or P3 as a meal will automatically be given.**

Lunch is served between 12.15pm and 1.00pm. We operate a cash cafeteria/deli bar and sample menus are issued termly to pupils. There is always a cooked meal available for those who wish it. Meals are well balanced, nutritionally sound and attractive to pupils. Promotional events take place regularly where children can sample new products free of charge before buying.

Packed lunches may be brought to school. Children eat these in the dining room alongside those having a school meal.

As we have children with diagnosed severe peanut allergies we must insist that all children refrain from bringing nuts or peanut butter sandwiches to school. Even sitting beside someone with such items is enough to trigger extremely severe reactions in some children. For the same reason our cash cafeteria specialises in a 'nut free' diet. The same rule applies to kiwi fruit as we have a child with a severe kiwi allergy.



## **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](http://www.eastdunbarton.gov.uk). These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

Parents should note that no transport provision is made for home journeys for infants who may have a shorter day until the first Monday in September. Primary Only.

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

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

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

### **(b) Pick up Points**

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

### **(c) Placing Request**

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

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





## **Adverse Weather Conditions**

### **Drivers' 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 pupils' needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

## **DATA PROTECTION ACT 1998**

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

## **ACCESSING YOUR CHILD'S PUPIL RECORDS**

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

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

<u>AGE OF CHILD</u>	<u>CHILD'S LEGAL RIGHTS</u>	<u>PARENT'S LEGAL RIGHTS</u>
<u>Under 12</u>	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)
<u>12 and older</u>	If able to show suitable maturity and understanding, the child may apply for access to all records	<u>Right of access to core education record (PPR)</u>  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 school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

### **PUPIL USE OF MOBILE PHONES IN SCHOOL**

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

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

All establishments will incorporate the following points into their policy:

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



### **CHILDCARE INFORMATION SERVICE**

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

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

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

To use this service please call the helpline number on 0141 578 8060,

E-mail: [chis@eastdunbarton.gov.uk](mailto:chis@eastdunbarton.gov.uk) or log onto the service's website at [www.scottishchildcare.gov.uk](http://www.scottishchildcare.gov.uk).

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

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

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.