

Milngavie Primary School and Early Years Centre



Handbook
2024/25



Artwork by Ron Wilson



MILNGAVIE
PRIMARY
&
EARLY YEARS
CENTRE



Foreword from the Headteacher

Dear

Parents, Carers & Friends of Milngavie Primary School and Early Years Centre,

Welcome to our school, we hope you find the information contained in this handbook useful. If you are looking for a school for your child/ren we do suggest that you contact the school office and make an appointment to visit and see our school in action. If you are enquiring into your child attending our school please contact me and I will be happy to arrange a tour of the school for you and answer any questions you may have.

If you decide to choose Milngavie Primary School and EYC for your child's education we very much look forward to working with you to help develop your son or daughter into a happy, enquiring well educated young person.

If you are already a member of our school community then this handbook will help to keep you up to date with all aspects of school life.

At Milngavie Primary School and EYC we provide a safe, caring environment where every child is valued as an individual and where diversity is celebrated.

We recognise the knowledge and skills that children bring to school and build on these to ensure that every child receives challenging and appropriate experiences to meet their individual needs. At Milngavie Primary School and EYC we believe education means much more than the acquisition of skills and learning of facts. It is about development of the whole person. We aim to do this by offering each child a broad, balanced and relevant curriculum enabling them to develop skills, acquire knowledge, appreciate the arts, pursue the sciences and accept the challenges of physical education by participating fully in all aspects of school life.

We believe it is important that individual talents and interests are promoted and we aim to provide activities and events both within and out with school to cater for a variety of interests.

We have high, but realistic, expectations of our pupils, both in terms of working hard in class and life outside the classroom. We encourage our pupils to take care of their surroundings, to be helpful and polite and to consider the needs of others.

I hope that your child will be happy with us and will respond to the many opportunities for learning offered.

We place a great deal of emphasis on developing close links with parents and carers. We have a very active Parent Council and PTA who work together effectively with the school for the benefit of pupils.

In collaboration with parents we aim to educate our pupils to become responsible citizens within their school, the local community and as citizens of the global village.

The staff of Milngavie Primary and EYC feel privileged to share with you in your child's education and look forward to working with you in the years ahead.

I do hope you find the information in this handbook useful. We would also be delighted to hear from you if you would like to contribute to any aspect of the life and work of our school, or have any ideas on how we can develop any aspect of our service in the future.

We welcome your thoughts and feedback as your views will help us shape our service so that we provide the best opportunities possible for all of our learners. If you would like to comment on any aspect of school life please contact the school office on 0141 955 2251, in the first instance, and we will ensure that you have an opportunity to speak with the appropriate member of staff.



Thank you
Garry Graham
Headteacher

CONTENTS

SECTION 1 SCHOOL INFORMATION

- 1.1 School Details
- 1.2 Teaching Staff
- 1.3 School and EYC Hours
- 1.4 School Year
- 1.5 Attendance at School
- 1.6 Information in Emergencies
- 1.7 Comments, Compliments and Complaints
- 1.8 Registration and enrolment

SECTION 2 PARENTAL INVOLVEMENT IN THE SCHOOL

- 2.1 Parent Welcome
- 2.2 Parent Councils
- 2.3 Parent Teacher Association (PTA)
- 2.4 Pupil Councils

SECTION 3 ETHOS

- 3.1 School Aims
- 3.2 Equal Opportunities and Social Inclusion
- 3.3 Development of Pupil's Spiritual, Social, Moral and Cultural Values
- 3.4 School Discipline
- 3.5 Positive behaviour

SECTION 4 CURRICULUM

- 4.1 Bringing learning to life and life to learning
- 4.2 Sensitive Aspects of Learning
- 4.3 Homework

SECTION 5 ASSESSMENT AND REPORTING

- 5.1 Assessment
- 5.2 Liaising with and involving parents in their child's education

SECTION 6 TRANSITIONS

- 6.1 Early Years Centre Learning Provision
- 6.2 Admission to EYC in East Dunbartonshire
- 6.3 Transfer from EYC to Primary
- 6.4 Primary School Admission
- 6.5 Primary to Secondary Transfer
- 6.6 Placing Requests
- 6.7 Mid session Transfer
- 6.8 Transport for Placing Requests

SECTION 7 SUPPORT FOR PUPILS

- 7.1 Children and Young People with Additional Support needs
- 7.2 Support for Learning Services
- 7.3 Family Support Service
- 7.4 Protecting Children and Young People
- 7.5 Additional Support Needs
- 7.6 Specialist Support Service
- 7.7 Pastoral Support
- 7.8 Support for Learning Services
- 7.9 Promoting Wellbeing

SECTION 8 SCHOOL IMPROVEMENT

- 8.1 School Improvement Plan 2021 - 2022
- 8.2 Stands and Quality Report
- 8.3 Raising Attainment
- 8.4 Transferring Educational data
- 8.5 Data Policy

SECTION 9 SCHOOL POLICIES AND PRACTICAL INFORMATION

- 9.1 School and Authority Policies
- 9.2 The School Day
- 9.3 Extra Curricular Activities and After School Clubs
- 9.4 Excursions
- 9.5 Supervision of Playgrounds
- 9.6 Clothing and Uniform
- 9.7 Lost Property
- 9.8 Meals
- 9.9 Transport
- 9.10 Medical and Healthcare
- 9.11 School Running Costs
- 9.12 Data Protection Act 1988
- 9.13 Accessing your Child's Pupil Records (PPR)
- 9.14 Freedom of Information (Scotland) Act 2002
- 9.15 Childcare Information Service
- 9.16 Appointment of Adults to Voluntary Childcare Positions
- 9.17 Use of Photographs and video film involving pupils
- 9.18 School No Smoking Policy
- 9.19 Pupil Use of Mobile Phones in School

SECTION 1: SCHOOL INFORMATION

1.1 SCHOOL DETAILS

Name Milngavie Primary School
Address 5 Hillcrest Street
Milngavie
Glasgow
G62 8AH



Twitter: @HTmilngavie



Facebook: www.facebook.com/milngavieprimary/

School 0141 955 2251
Email office@milngavie.e-dunbarton.sch.uk
Website <http://www.milngavie.e-dunbarton.sch.uk/>
EYC 0141 955 2253

School Roll 358
EYC Roll 40 pupils (am session)
40 pupils (pm session)
Some all day places are available

Capacity of School

Planning Capacity 439
Working Capacity 422

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Stages covered

Pre-school and P1 to P7

The class organisation for each session varies according to numbers at each stage.

Class size in P1, is restricted to 25 pupils. The P2 - P7 class sizes are a maximum of 33, and composite class sizes are restricted to 25. Care is taken to ensure that children are placed in appropriate ability groups whether it be in a composite or single stage class. The school is Non-Denominational and Co-Educational.

Community Facilities

The school is utilised on certain evenings by local organisations. Applications for lets are made to Community Learning and Development (School Letting Office), Business Support Southbank House Kelvin Way Kirkintilloch Glasgow G66 1TJ and notified to the Parent Council.

Early Learning & Childcare Centre

The EYC capacity is 80 pupils morning and afternoon and accommodates pupils from Milngavie Primary, Craigdhu Primary, St. Nicholas' Primary and Baldernock Primary.



1.2 STAFF

Headteacher

Mr Garry Graham

Depute Headteacher

Mrs Tracy Stilwell

Principal Teacher

Mrs Caroline McElney

Teaching Staff

Ms Joanna Coleman

Miss Lisa Horn

Mrs Angela Cunningham

Mrs Kirsty Chambers

Mrs Denise Anderson

Mrs Lynsey Grierson

Mrs Gwen McRoberts

Mrs Lynne Kelly

Mrs Mairi McCreadie

Mrs Claire Burns

Miss Kay McIntosh

Miss Lauren Rough

Mrs Amanda Drummond

Miss Katie Fleetwood

Mrs Rupinder Bhogal

Miss Rachel McLellan

Mrs Wendy Wilkinson

Mrs Vairi Gilchrist

Mr Andrew Rossi

Mrs Sarah Ainsley

Science Teacher

Mrs Laura MacFarlane

Music Teacher

Mrs Jenny Ramsay

Administration Assistant

Mrs Isobel Stadele

Clerical Assistant

Mrs Ellis Ates

Mrs Susan Cornford

Clerical Assistant EYC

Early Years Centre

Deputy Head of Centre (EYC)

Mrs Debbie Docherty

Senior Officer

Ms Angela Semple

Nursery Teacher

Ms Krystal Anderson

Early Years Worker

Mrs Julie Bannerman

Mrs Pamela Cameron

Mrs Eileen Canning

Mrs Claire Watt

Ms Jennifer Fox

Miss Abigail Carrick

Mr Joshua Tennant

Mrs Monica McKernan

Ms Claire Findlay

Miss Jenna MacHattie

Ms Chanelle Borris

Ms Anna Pignatelli

Early Years Support Worker

Ms Ashley Bennett

Miss Shona McInnes

Housekeeper

Early Years Support Worker

Shona McInnes

Ms Fiona Houston

Support Services Co-ordinator

Mrs Janette Henderson

Classroom Assistants

Mrs Lynne Witherow

Mrs Nikki Canavan

Ms Catriona Lyons

Miss Kelsey Higgins

Mrs Nikki Canavan

Support for Learning Assistants

Mrs Elizabeth Wilson

Mr Martin Thomson

Mr Dan Scott

Mrs Stephanie Davis

Mrs Alison Tough

Building Manager

Mr Gavin McTaggart



1.3 SCHOOL & EARLY YEARS CENTRE HOURS

School

Pupils should be in lines for 8.55 ready to start lessons at 9am

Primary 1 pupils attend school full time from the start of the new session

Morning	9.00 – 12.15
Interval	10.30 – 10.45
Lunch	12.15 – 13.00
Afternoon	13.00 – 15.00

PE days for each class are issued at the start of the new session

Assembly for all classes takes place on a Tuesday afternoon

Early Years Centre

Hours	8.00 – 18.00
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This includes am and pm sessions and some all day places.

Out of School Facilities are run by

Timeout Club info@time-outclub.co.uk

West end Adventure info@westendadventure.co.uk

1.4 SCHOOL YEAR

Term & holiday dates are informed regularly to parents by means of newsletters, EDC website & School Website. Relevant dates for 2023/2024 are as follows:

FIRST TERM

Teachers Return	In-Service	Monday 12 th August 2024
	In-Service	Tuesday 13 th August 2024
Pupils Return	Re-open	Wednesday 14 th August 2024
Local Holiday		Friday 27 th September 2024
Local Holiday		Monday 30 th September 2024
	In-Service	Friday 11 th October 2024
Mid Term Commences		Monday 14 th October 2024
Pupils Return		Monday 21 st October 2024
<u>Christmas:</u>	Close 2.30pm	Friday 20 th December 2024

SECOND TERM

Pupils return	Re-open	Monday 6 th January 2025
Mid Term	Closed	Monday 17 th February 2025
	Closed	Tuesday 18 th February 2025
	In-Service	Wednesday 19 th February 2025
Pupils Return		Thursday 20 th February 2025
<u>Easter:</u>	Close 2.30pm	Friday 4 th April 2025

THIRD TERM

Pupils Return		Monday 21 st April 2025
May Day		Monday 5 th May 2025
	In-Service	Tuesday 6 th May 2025
Pupils Return		Wednesday 7 th May 2025
Local Holiday		Friday 23 rd May 2025
Local Holiday		Monday 26 th May 2025
Pupils Return		Tuesday 27 th May 2025
<u>Summer:</u>	Close 1.00pm	Wednesday 25 th June 2025

1.5 Attendance at School

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

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

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

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

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

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

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

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

Un-notified Absence

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

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

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 or harm, contact will be made with the Police and/or Social Work.

Parents must inform the school by telephone before 9.30am, if their child is absent.

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.

1.6 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, and temporary

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

(a) Parental Communication with School in Case of Emergency

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

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

1.7 COMMENTS, COMPLIMENTS AND COMPLAINTS

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

School Business Continuity Plan

The School Business Continuity Plan (BCP) will be used during any incident within the school, which threatens to disrupt education at the school on a long-term basis.

Should it be necessary to invoke any aspect of the Business Continuity Plan the Head Teacher will inform the Head of Education, immediately. Any pupils arriving unaccompanied will be taken to a designated assembly area in the school (i.e. school hall) until parents or carers can be contacted and arrive to take them home. A record of children being uplifted will be kept. The management of procedures at the designated assembly area will be carried out by the Senior Management Team (SMT) of the school.

If for any reason the designated assembly area cannot be used, then pupils arriving unaccompanied will be taken to the muster site for the school. The nominated muster site for Milngavie Primary is:

Name of site	Cairns Church
Address:	Buchanan Street, Milngavie 0141 956 4868

1.8 REGISTRATION AND ENROLMENT

The date for registration of new school entrants is advertised in all local early years centres, the local press and on the council's website 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.

It is our practice at Milngavie Primary to invite all new entrants to spend time with us before their official admission. We also visit all new entrants on a number of occasions in their early years centre.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school at www.milngavie.e-dunbarton.sch.uk

or visit the Parentzone website at www.parentzonescotland.gov.uk.

2.4 PUPIL COUNCILS

Pupil Voice is very important at Milngavie Primary School. Pupils have an opportunity to express their views through a range of Pupil Groups eg Pupil Council. Through Assemblies, our Common Curriculum and Pupil Pulse Groups, we encourage involvement of pupils throughout the year.

SECTION 3 ETHOS

3.1 SCHOOL AIMS

In Milngavie Primary School we aim:

To ensure everyone is motivated to achieve their full potential and develop positive attitudes towards themselves and the wider world

To provide pupils with an active and rewarding learning experience

To ensure pupils, staff and parents identify strongly and participate within the school community

To provide a secure, stimulating learning and teaching environment that promotes honesty and equality

To promote and maintain a happy school where pupils, staff and parents are respected and valued

SECTION 2 PARENTAL INVOLVEMENT AND ENGAGEMENT AND FAMILY LEARNING

- The opportunities provided for a parent to become involved in the school – supporting learning at home, improving home-school partnerships and parental representation. *Signpost to the Parental Engagement Strategy.*
- *How the school communicates with parents – parents' evenings, school assemblies and events, classroom visits, e-mail, website, text messaging, radio, phone calls, letters, newsletters etc. - This should include updated arrangement for this session.*
- How the school involves parents in the pupils' education, how information, support and advice is given to parents to help parents support the pupil's learning and at key stages, particularly when choices are being made. *How schools gather parent opinion and encourage parents to share their views. - As above, this should include updated arrangement for this session.*
- *Include information which highlights the school's approaches to engaging and involving parents – direct and easy access, responsive, tools for continuous engagement e.g. homework diaries, open access times – 'drop ins'. - Please advise about current arrangements*
- *Information about the role of the parent council in representing their views on education matters and how they can contact them.*

2.1 PARENT ENGAGEMENT IN SCHOOL

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

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

At home – providing parents with information on what their children are learning at school and how this can be supported at home. Each pupil has a Learning Journal profile—this is used regularly by teachers to provide information/photos of what children have been learning.

Through school – providing parents with opportunities to contribute to the life of the school e.g. By helping out in the classroom or at school events.

In a more formal way – deciding what kind of parent representation the schools should have.

Parents Welcome

Sway newsletters are issued regularly throughout the year with updates.

Monthly newsletters from Reading/Sports and Rights Respecting Schools Ambassadors

Parent/teacher meetings are held in March and October each year.

Groupcall/Xpressions are used to update parents about events, afterschool clubs etc

Parent volunteers are requested to accompany classes on excursions throughout the year.

Parents are encouraged to contact the school to share their expertise to support the curriculum.

Surveys are issued to parents for feedback on various aspects of school life eg. Priorities for PEF spending, Cost of the School Day

We have a strong STEM parent partnership, Sustainability Group where parents work with children through our Skills Academy.

Orchard Group where parents work in partnership with the school to make the most of this shared space

Very active Parent Council and PTA

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 <https://education.gov.scot/parentzone>

2.2 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
- 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 nursery education (if applicable) 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).

Constitution

The objectives of the Parent Council are to:

- Promote an inclusive educational environment, which encourages a partnership approach, between the school, its pupils, the Parent Teacher Association, the wider community and the Parent Forum
- Develop and engage in activities, which support national and local initiatives relevant to the education and welfare of the pupils
- Provide a link, where appropriate, between the Local Education Authority, the school, its pupils, the Parent Forum and the wider community
- Represent the views of the Parent Forum, in regard to matters affecting the education and welfare of the pupils

The membership of Milngavie Primary School Parent Council will be no less than 5 and no greater than 15 persons and should, where possible, comprise:

- A minimum of four, up to a maximum of twelve, members of the Parent Forum. One of this group is required to be the Chairperson
- One staff representative from the school community
- A maximum of two local community representatives
- The Headteacher or his/her nominated representative, who has a duty to attend all meetings as an advisor (non-voting)

Parents, carers and guardians may nominate themselves for appointment to the Parent Council and this self-nomination should be submitted, in writing, to the Chair of the Parent Council. Where there are more nominations than places available, a draw will be held, which should be attended by the nominees and no less than a quorum of the Parent Council. The draw should be conducted by the Chair of the Parent Council, with the Headteacher in attendance. The selection will take place at the AGM for any vacancies on the Parent Council.

The members of the Parent Council will be selected for a period of two years, after which they may put themselves forward for re-selection if they wish. Parent members are eligible for membership of the Parent Council for as long as their child is on the school roll.

The Parent Council will have a Chair, Vice-Chair who will be regarded as the Council Office Bearers. The Office Bearers will be elected by a show of hands on an annual basis at the first Parent Council meeting following the AGM by the members present.

The Parent Council will be Chaired by a parent member and in the event that the Chairperson's child ceases to attend Milngavie Primary School that person's term of office will be terminated and a new Chair will be appointed at the next scheduled meeting.

The Parent Council may meet on 6 occasions each session.

Milngavie Primary Parent Council Year Group Representatives

P1	Dominique Matheson	
P2	Susie Orrell	
P3	Jane Couper	
P4	Mandy McCormick	Vice Chair
P5	Laura Henderson	Secretary
P6	Shona Houston	
P7	Karen Reid	Chairperson

All correspondence should be sent to: Clerk to the Parent Council
c/o Milngavie Primary School
5 Hillcrest Street
Milngavie,
Glasgow G62 8AH

2.3 PARENT TEACHERS ASSOCIATION (PTA)

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

The present Chairperson of the PTA is: Mrs Giselle Avenier

PTA Members	Rachel Goldie	Wendy Odedina
	Anna Cruzalegui Polson	Cara Begley
	Becca Martin	Jen Harvie-Miller
	Leigh Bruce	Hilary Kay
	Elif Urgan	Michelle Thompson

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 or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

2.4 PUPIL COUNCILS

Pupil Voice is very important at Milngavie Primary School. Pupils have an opportunity to express their views through a range of Pupil Groups eg Pupil Council. Through Assemblies, our Common Curriculum and Pupil Pulse Groups, we encourage involvement of pupils throughout the year.

As part of our Skills Academy we have 4 key areas that are led by our Pupil Leadership Groups. This encompasses children from P1-P7 but we also engage Early Years where possible.

Groups	Themes
Health and wellbeing	UNCRC Rights Respecting Schools Sports Ambassadors
STE@M	STEM Ambassadors Digital Leaders Creativity across the curriculum
Sustainability	Eco Schools House Captains** – focus refurbishment Outdoor Learning
People, Society, Economy and Business	Pupil Council* Social Enterprise/Charities Equalities

SECTION 3 ETHOS

3.1 SCHOOL AIMS

In Milngavie Primary School we aim:

- To ensure everyone is motivated to achieve their full potential and develop positive attitudes towards themselves and the wider world
- To provide pupils with an active and rewarding learning experience
- To ensure pupils, staff and parents identify strongly and participate within the school community
- To provide a secure, stimulating learning and teaching environment that promotes honesty and equality
- To promote and maintain a happy school where pupils, staff and parents are respected and valued

We have a close relationship with Cairn Church. They provide a café where senior pupils can have lunch once a week. Rev Frater visits various classes throughout the year to support the curriculum and helps the children produce end of term performances to promote topical issues from a moral perspective.

3.2 EQUAL OPPORTUNITIES & 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 or pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status or 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 regards to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance the 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.

3.3 DEVELOPMENT OF PUPIL'S SPIRITUAL, SOCIAL, MORAL & CULTURAL 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.

The religious education throughout the school is based, in the main, on the "Guidelines on Religious Education 5-14" which include the development of Spiritual, Moral, Social and Cultural Values as well as specific aspects of Christianity, Islam and Judaism. These guidelines have regard to national advice set out in SOEID Circular 6/91, Scottish Government Schools Directorate Circular 1/2005, The Education (Scotland) Act 1980 and the Standards in Scotland's Schools Etc. Act 2000. Class teachers plan regular activities within this programme. School assemblies are arranged for every stage in the school with P1 delivering a Christmas assembly and P7 the end of term assembly to which parents are invited.

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the Headteacher, in writing, and alternative arrangements will be made for your child. Parents from minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community

Child Poverty

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

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

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

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

For example:

- School uniform recycle
- Assistance with trips/outings
- Festivals and fundraising events

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1 and individual service briefings, have helped to inform the plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Incorporation of the UNCRC Bill 2021 ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

3.4 SCHOOL DISCIPLINE

Pupil Conduct

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

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

School Discipline

The relationship between pupils and teacher is similar to that between the child and his or her own parent, requiring mutual consideration on both sides. The aims of our discipline policy are:

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly school community in which effective learning can take place; in which there is mutual respect between all members and where there is proper concern for the environment.
- To develop in all children an awareness and responsibility for the community in which they live and to contribute to that community as positive citizens.

We have recently established with all pupils that they have rights, but alongside these rights come responsibilities. After lengthy discussions with all pupils the four rights which we agreed on for Milngavie Primary School are as follows:

We have the right to be:

- Healthy
- Listened to
- To be safe
- To be comfortable

Responsibilities Include:

- to exercise regularly, to sleep well, to eat healthy food
- listen to others, to accept different points of view...
- to keep others safe, to be kind, to be helpful...
- to visit the toilet at appropriate times, to dress properly

3.5 Positive Behaviour

We encourage our pupils to take responsibility by following Rights and Responsibilities in school, playground and dining hall. Children are rewarded with certificates and stickers for showing excellence in the areas reflected in Curriculum for Excellence.

Responsible Citizens

Successful Learners

Effective Contributors

Confident Individuals

These certificates are presented at weekly school assemblies. Each class teacher may implement his or her own points system.

SECTION 4 CURRICULUM

4.1 BRINGING LEARNING TO LIFE AND LIFE TO LEARNING

Curriculum for Excellence

Bringing learning to life and life to learning.

Curriculum for Excellence spans learning from 3-18 years. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They will ensure children continue to work at a pace they can cope with and with challenges they can thrive on.

It develops skills for learning; life and work, bringing real life into the classroom, making learning relevant and helps 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 so that children can 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. Every teacher and practitioner will be responsible for literacy and numeracy from Early Level through to Senior Phase.

New ways of assessing progress and ensuring children achieve their potential, along with new qualifications for literacy and numeracy took effect in 2012/13. New National 4 and 5 qualifications became available from 2013/14. Our well regarded Access, Higher and Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support whenever 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.

Numeracy & Mathematics

A carefully structured and balanced maths programme is followed by each child. This involves number, money and measurement, shape, position and movement, information handling and problem solving and enquiry. The emphasis is on interactive maths and practical work, with children taking an active part in their own learning. A wide range of resources is used, so that mathematical skills and concepts can be developed. We use mathematical games, calculators, computer software and mathematical equipment to introduce and reinforce ideas and concepts. The core resource used is Teejay Maths, as well as a range of mathematical problem solving resources. All children learn about the world of finance by focussing on Financial Maths and enterprising activities.

Literacy & English

This includes three elements; talking and listening, reading and writing. Since language permeates the whole curriculum, it is impossible to view in isolation. At all times, teachers are active in developing listening and talking skills. Children take part in discussions, report on experiences orally and in written form where appropriate and reinforce the skills of reading. Our resources for the teaching of language have to be extensive, to help us to ensure that each aspect is adequately covered and that every child's needs are met. A Curriculum for Excellence is now being followed to ensure appropriate breadth and progression at all levels.

Writing is developed through detailed drawings and recognising the purpose of letters/words to being able to write extended pieces using a variety of tones, settings, characters and genre. Skills in spelling and presentation are developed to ensure that all writing is legible and understood by the audience it is intended for. Again, a variety of strategies and resources are used to ensure continuity and progression including Nelson Spelling, Handwriting, Grammar & Comprehension.

We have a variety of language teaching strategies, which aim to promote a love of language. In the Early Stages, it is important to build on best practise, which begins in our nursery setting with the introduction of reading skills. These strategies are further developed throughout P1 – P7 to ensure that all children progress in their language abilities; including strengthening higher order reading skills such as clarifying, summarising and predicting and an early introduction to reading "bias" with e.g. fact/opinion/can't tell questions.

Social Studies

Social Studies allow our learners to experience learning under three main categories; people – past events and societies; people - place and environment and people in society, economy and business.

Studying this curricular area can lead to many other areas of learning including sustainability, citizenship, both global and local, enterprise and creativity. These studies will be approached in a series of lessons through a theme or topic, which can vary in duration. At the early stages, pupils might learn more about themselves or their surroundings, building on their previous experiences.

By Primary 7, the focus may have moved to the wider world, with the opportunity to study a European culture. Many resources are used including, computer programmes, television and radio programmes, reference books, film, packs from the local library as well as school resources. We often invite visitors to our school to help us e.g. members of the Police, Road Safety Officers and members of the local community. We also use outdoor learning to bring topics to life. This can include visits to e.g. the park, the local area, museums and exhibitions or more frequently using our own outdoor facilities. These activities are invaluable in enhancing the skills of enquiry and investigation. National Guidelines are reinforced by advice from East Dunbartonshire Council, to ensure that each child develops knowledge and awareness of his/her environment, locally and globally.

Sciences

Our science programme aims to develop curiosity and understanding of the environment in which we live, through an increase in understanding of the Earth's resources and the impact of responsible use of these. It initiates the skills of scientific inquiry and investigation whilst recognising the role of creativity and invention. Along side all of the above, we also instil the need for safety and accuracy. We currently have a dedicated teacher of Science and are developing a whole school STEM strategy.

Health & Well Being (Personal, Social Development, Health & Physical Education)

There is also a programme of Health Education and Personal Social Development in place from Primary 1 – 7. We are a Health Promoting School. All children have a minimum of 2 hours P.E each week as well as extra curricular opportunities. Gym days for pupils are as follows:

P1R1	Mon, Wed, Thurs	P4R8	Mon, Wed, Thurs
P1R4	Mon, Wed, Thurs	P5R9	Mon, Thurs, Fri
P2R2	Mon, Thurs, Fri	P5R10	Tues, Thurs, Fri
P2R5	Mon, Wed, Thurs	P6R11	Wed, Thurs, Fri
P3R3	Mon, Wed, Fri	P6R12	Mon, Tues, Wed
P3R6	Mon, Tues, Fri	P7R13	Tues, Wed, Fri
P4R7	Mon, Wed, Thurs	P7R14	Tues, Wed, Fri

Technologies

Computers, Laptops and ipads are used extensively at all stages. They may reinforce or encourage practice in skills developed in Language, Maths, Social Studies or the other curricular areas. In Milngavie Primary, we have computers both, in classes and the ICT Area, with an interesting range of software and hardware. We also have Interactive Whiteboards and Active Panels across classrooms and the ICT Area. The children are encouraged to learn through a variety of technological equipment, including web cams, digital microscopes, cameras etc. The aim of our technologies programme is to develop an understanding of the role and the impact technologies can have in influencing and contributing to building a better world.

Expressive Arts (Art & Design, Drama, Dance and Music)

The Expressive Arts include Drama, Music, Dance and Art. Through topic work and as subjects in their own right, we aim for balance, progression and coherence in these areas.

Wide and varied ranges of resources are available to encourage development in this important part of the curriculum. Selected pupils receive weekly instruction in string and our P4 children also have the opportunity to use percussion instruments with a visiting music instructor.

Religious and Moral Education(RME)

We seek to develop an understanding and knowledge of Christianity and other World Faiths and an understanding and tolerance of ourselves and others. Through our RME programme linked to our Assembly programme + common curriculum we help deliver a balanced religious and moral education experience, which addresses areas of equality and diversity.

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

Parents of children of other ethnic background may request that their children be permitted to attend other recognised religious events during school hours. Such requests will be granted on up to three occasions in any one school session and the pupil marked present on the register.

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

Modern Language

Pupils are provided with the opportunity to study French from Primary 1. We currently have three trained members of staff who deliver the French curriculum. We also provide opportunities from Early Years to Primary School to study languages such as Spanish, Russian, Mandarin and Latin

Enterprise – Education for Work

Children regularly experience topics, which involve the world of work and enterprise. We also participate in enterprise competitions and showcases. Over time we will be developing more opportunities in this area.

Personal Learning Planning

Every child from Early Years to P7 reflects on their progress during the week. This session all children will be using online Learning Journals to document their learning and the progress they are making. Parents will be able to share in this.

All pupils are encouraged to think about how they are succeeding in specific lessons with formative assessment strategies being used. This encourages independent, responsible learners.

Extra Curricular Activities

Throughout the year there are various activities arranged for class or year groups. These include educational, cultural and social activities related to the children's work in school. All activities/excursions will consolidate learning and enhance the childrens' curricular experience. Parents are informed in writing of the full details before any excursion takes place. Signed permission is always sought for every visit.

Primary 7 pupils attend a 5 day residential at Auchengillan Outdoor Centre. Pupils will participate in outdoor activities such as abseiling, canoeing, archery, raft building and many more. Information relating to the residential is issued while pupils are in Primary 6 and parental approval along with relevant medical information is required. Due to the cost of this experience the school operate a payment scheme to allow instalments to be paid over several months.

A variety of afterschool clubs are arranged throughout the year for various stages. eg. Chess, Football, Choir, Netball, Shinty, Tennis, Hockey, Coding, Scripture Union.

The children are regularly involved in fundraising for worthwhile charities all year round.

We participate in various sporting events. During the summer term, we organise a Sports Day, which is very well attended by parents and friends.

Parents are encouraged to assist the schools wherever possible with all extra curricular activities.

While all this information is correct at the time of printing there may be changes throughout the school year due to unforeseen circumstances.

4.2 SENSITIVE ASPECTS OF LEARNING

Relationships, Sexual Health and Parenthood Education is a very important part of a child's development, preparing them for adult life. At Milngavie we work hard to make well rounded individuals who know how to keep themselves and others safe - this part of the curriculum is an important aspect of that. We currently have a plan in place that gradually builds up each child's awareness. This also ensures that we comply with the Scottish Governments current guidelines in this area. If any parent wishes to discuss the materials being used please contact the school.

For children who require support with their emotional and social Health and Wellbeing we offer Seasons for Growth, LIAM, Lifelink Counselling or small group workshops regular wellbeing check-ins.

4.3 HOMEWORK

After a period of consultation with the Parent Council and Parent Forum we have agreed to reform our homework provision.

In the early years reading will remain an important element of the link between home and school learning. In the senior part of the school, pupils will be taught how to develop project and research skills to prepare them for Secondary. Home learning activities will support this. Outwith this, a more bespoke provision will be established. Homework will be targeted to better meet the learning needs of the individual pupils as they progress through their learning pathway. At any point on the learning journey a pupil may require some additional consolidation or support to assist them when learning a new task or skill. Homework will, therefore, be provided as it is required based on the needs of the individual.

This means that we will no longer issue generic daily weekly homework activities

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

SECTION 5 ASSESSMENT AND REPORTING

5.1 ASSESSMENT

We operate a policy of continuous assessment from Primary 1 to Primary 7 in order to build a clear picture of each child's progress. Assessment also enables teachers to plan programmes of work and to check on the effectiveness of teaching methods and resources.

National Assessments (SNSA) are used in English Language and Mathematics at P1, 4 and 7. Teachers are developing new methods of recording the ongoing assessments, including the new Learning Journals approach. We welcome this opportunity to have our professional judgement relied upon and validated.

In addition, we will use baseline assessments with P1 pupils and standardised assessments at various stages across the school.

Twice yearly, (October & March) parents are invited to discuss their child's progress with the teacher. End of session reports are issued in June via Learning Journals.

However, if at any time you have concerns regarding your child's progress or welfare, please contact the school. If necessary, an appointment will be made to speak to a class teacher if this would prove helpful.

5.2 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 Acting Chief Education Officer who can be contacted at:

East Dunbartonshire Council

The Marina

Strathkelvin Place ,

Kirkintilloch

Glasgow G66 1XQ.

Tel: 0300 1234510 Ext 8709

Email: greg.bremner@eastdunbarton.gov.uk

SECTION 6 TRANSITIONS

6.1 EARLY LEARNING AND CHILDCARE PROVISION

Milngavie Early Years Centre provides 40 morning and 40 afternoon places for children aged 3 – 5 years. Our extensive outdoor areas and 2 bright playrooms create a stimulating environment where children can benefit from a quality early education and childcare experience.

The Early Years staff are all qualified from SVQ 3 to Degree level and are registered with the Scottish Social Services Council.

Milngavie EYC has an open door policy and we encourage parent/carer involvement in all aspects of the Early Learning and Childcare. Communication with parents is important and we seek to form a partnership with parents/carers to ensure their child's and family's individual needs and concerns are met.

Early Years provision in East Dunbartonshire is non-denominational. This means that all Early Years Centre's are open to children and parents of all religions and beliefs. Placement in Early Years Centres does not guarantee a place in a primary school.

To find out more about the criteria for your child starting from the age of 3 years old please use the link below. At this link you will also find more information about the current government commitment to providing each 3 and 4 year old with 600 hours of quality early education and child care per session. This can be organised in a way that best suits your personal situation or work pattern.

<https://www.eastdunbarton.gov.uk/residents/schools-and-learning/early-learning-and-childcare>

If you require further information please contact the school or Early Years Centre for assistance.

6.2 ADMISSION TO EARLY YEARS CENTRE IN EAST DUNBARTONSHIRE

East Dunbartonshire Council is committed to the provision of high quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The [Early Years Admissions Policy](#) sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.

Early learning and childcare provision is non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Our early years centre provides places for children aged 3-5. Full details on delivery models within Local Authority Early Years Centres can be found on the [East Dunbartonshire Council website](#)

Funded places can be accessed either in a local authority early years centre or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary and independent sector, as well as childminders who have been accepted into East Dunbartonshire Councils early years procurement framework to provide early learning and childcare.

The [East Dunbartonshire Council website](#) sets out clear information to guide the online application process for all funded early years places. Applications for 3 and 4 year old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested, however, this is not guaranteed and all places are allocated as per the [Early Years Admissions Policy](#). Parents are required to upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at application stage.

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February. From August 2023, a change in Scottish Government legislation means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year.

[Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website.](#)

It is important to note that parents who are applying for deferred entry for their child must also [register their child for Primary 1](#). The [Early Years Admissions Policy](#) provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

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

6.3 TRANSFER FROM EARLY YEARS TO PRIMARY

Registration and enrolment

Information on new school entrants can be found on the council's website, www.eastdunbarton.gov.uk.

Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school should contact sharedservices.education@eastdunbarton.gov.uk

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

6.4 PRIMARY SCHOOL ADMISSIONS

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

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

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

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

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

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

Places for 2 year olds can be provided by some local authority Early Years Centres. Two year old applications should be completed online at any time following the guidance above. Children who are entitled to a 2 year old place will be required to complete supporting paperwork which can be found on the East Dunbartonshire website or can be obtained from any Early Years Centre.

Application forms for Early Years Centres that provide provision for 0-2 year olds can be obtained from the Centre and returned completed to the Centre with birth certificate(s), proof of residency and utility bill.

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

6.3 TRANSFER FROM EARLY YEARS TO PRIMARY

Registration and enrolment

The date for registration of new school entrants is advertised in all local early years centres, the local press and on the council's website 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.

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.

6.4 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. 0141 578 8722, 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 early years centres advertising 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. 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.

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

6.5 PRIMARY TO SECONDARY TRANSFER

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

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

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

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. A meeting is arranged for parents where they will have an opportunity to view the school and are given a brief explanation of school life.

6.6 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.

Any Placing Requests received after the 15th March 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 8 weeks 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.

6.7 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 Headteacher 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.

6.8 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.

Pupils are normally transferred between the ages of 11^{1/2} and 12^{1/2}, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils will normally transfer to Douglas Academy

Craigton Road, Milngavie

G62 7HS

0141 955 2365 www.douglasacademy.e-dunbarton.sch.uk

SECTION 7 SUPPORT FOR PUPILS

7.1 CHILDREN & 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 2009 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 life long. If you think your child may have additional support needs you should talk to your child's school or pre school 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 pre-school 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 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 ie. where the support required must be coordinated.

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.

7.2 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
- Social, Emotional and Behavioural Needs Service
- Short term Advice and Response Team

The Services support pupils through:

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

7.3 FAMILY SUPPORT 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 and Triple P as well as, holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services please contact them on 0141 578 8665.

7.4 PROTECTING CHILDREN & 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 Headteacher.

7.5 ADDITIONAL SUPPORT NEEDS

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

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

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

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

Scottish Independent Advocacy Alliance SCO003527, 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) SCO12741 n www.sclc.org.uk, 0131 667 6633.

7.6 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.

7.7 PASTORAL SUPPORT

Milngavie Primary School works hard to meet all of a child's needs. This includes ensuring that social, emotional, behavioural and health needs are all given priority. The school has a wide range of supports and Pupil Skills Groups in place to help children develop.

GIRFEC

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

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

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. 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 & families
- What additional help, if any, may be needed from others?

To do this the Scottish Government has proposed 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 to 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?

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.

7.8 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 - including EAL, Learning Support, Sensory- Hearing Impaired and Visual Impaired, Twechar Language and Communication Unit
- Social, Emotional and Behavioural Needs Service
- Short Term Advice and Response Team

The Services support pupils through:

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

Further information is available from the service managers who can be contacted via the school.

SECTION 8 SCHOOL IMPROVEMENT

8.1 SCHOOL IMPROVEMENT PLAN 2021-2022

A copy of this is on our website, in the school foyer and a paper copy can be acquired from the school Office.

8.2 STANDARDS AND QUALITY REPORT

Every year each school publishes a Standards and Quality report, which highlights the school's major achievements. A copy of this is on our website, in the school foyer and a paper copy can be acquired from the school Office.

8.3 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

8.4 TRANSFERRING EDUCATIONAL DATA

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:

The SCOTXED Programme

Transferring Educational Data About Pupils

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

8.5 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 collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

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

Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations 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. 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 Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

SECTION 9 SCHOOL POLICIES AND PRACTICAL INFORMATION

9.1 SCHOOL & AUTHORITY POLICIES

Many policies are on our school website. If there is a specific policy you would like to see please contact the Headteacher or Depute Headteacher.

9.2 THE SCHOOL DAY

The school day starts at 8.55am with a break from 10.30 – 10.45am and lunch from 12.15 – 1pm. The school day ends at 3pm.

The Nursery runs from 8am to 6pm, with morning, afternoon and full day places.

9.3 EXTRA CURRICULAR ACTIVITIES & AFTER SCHOOL CLUBS

These are dependent on the skills and interest of the staff and authority initiatives. Recent clubs have included Football, Netball, Rugby, Chess, Coding, Shinty, Karate, Tennis, Badminton, & Lego to name but a few.

Parents are encouraged to help with after school clubs and assist Class Teachers on any excursions.

9.4 EXCURSIONS

It is our practice to arrange day excursions to some places of interest related to class work. The help given by accompanying parents is greatly appreciated. P7 children enjoy a residential week at an Outdoor

Centre and complete a range of activities.

Parents will be informed in writing of the full details before any excursion takes place; which will include the expected learning outcomes and financial costs, behavioural expectations, supervision levels and accommodation (if appropriate). The summary sheet of the current level of EDC Excursion insurance, can be found on the school website and may be downloaded. The school policy on mobile phones will be applied whilst on excursions.

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

9.5 SUPERVISION OF PLAYGROUNDS

An adult presence is provided in playgrounds at break times in terms of the School (Safety and Supervision of Pupils (Scotland) Regulations, 1990).

9.6 CLOTHING AND 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, polo-shirts.

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

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

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

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

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

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress. Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

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 area registration offices or the 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 Head of Education. Information and application forms may be obtained from schools, the education offices and the area registration services offices.

If you have any queries regarding the school's dress code, please contact the Headteacher.

MILNGAVIE PRIMARY UNIFORM

- GIRLS** White blouse and school/tartan tie or white polo shirt
 Grey cardigan or school sweatshirt with badge
 Tartan or Grey skirt/pinafore or grey trousers
 NB denims, leggings, tracksuit trousers or 'fashion' trousers are unsuitable
 Grey/black tights or white/grey socks
 Black shoes
 PE: shorts, gym top and gym shoes.
- BOYS** White shirt and school/tartan tie or white polo shirt
 Grey pullover or school sweatshirt with badge
 Grey trousers
 Black shoes
 PE: shorts, gym top and gym shoes.

Uniform is supplied by: BARU,
 5 Cowgate,
 Kirkintilloch
 0141 777 8528
 www.kitmykid.co.uk

9.7 LOST PROPERTY

Although every effort is made to trace lost property, the school cannot accept responsibility for this. All items should be covered by household insurance. Sums of money and articles of value such as expensive watches should not be brought to school. No money should be left in the cloakrooms. **All** items of clothing should be clearly marked with the child's name.



Milngavie Primary

9.8 MEALS

School meals are cooked on the premises and special arrangements can be made for children with dietary problems. We have a cafeteria system in the dining hall with tables set aside for packed lunches. We advise that children should not bring breakable containers or hot liquids, which could constitute a safety hazard.

As a health promoting school, we would encourage children to bring healthy packed lunches. (No fizzy drinks, sugary snacks). Also as some of our children have nut allergies we would ask that 'nutty' snacks are not included. Packed lunches are also eaten in the cafeteria.

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 well-being. 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 and are paid on a daily basis. Please contact the School to be advised of the current price.

Free School Meals

All children in Primary 1 to Primary 5 are entitled to free meals. In addition, 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 education office and area registration services offices or 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.

9.9 TRANSPORT

a) General

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

Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

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

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

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

b) **Pick up Points**

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

c) **Placing Request**

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

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

Adverse Weather Conditions

Driver's Responsibilities

- In adverse weather conditions drivers **MUST** liaise with Headteacher 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 Headteacher 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 Headteacher.
- 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 Headteachers.
- Headteachers 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, Headteachers 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, Headteacher 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.

9.10 MEDICAL & HEALTHCARE

A varied programme of medical and health care is organised by the Community Health Service. The programme includes reviews of hearing and vision at particular stages and a Dental inspection at Primary 1.

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

9.11 SCHOOL RUNNING COSTS

Available from EDC

9.12 DATA PROTECTION / GDPR LEGISLATION

GDPR – new legislations comes into effect on 25th May 2018. Further information will follow.

9.13 ACCESSING YOUR CHILDS 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 outwith the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent 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 Headteacher.

Age of Child	Child's Legal Rights	Parent's Legal Rights
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record. (PPR)
12 and older	If able to show suitable maturity and understanding the child may apply for access to all records	Right of access to core education record. (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding

9.14 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 Headteacher, 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.

9.15 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 play schemes 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 570 0091**, email chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

9.16 APPOINTMENT OF ADULTS TO VOLUNTARY CHILDCARE POSITIONS

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not 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 compliments the Council's policy on the leasing of council premises to organisations, which provide activities, and services to children and young people.

9.17 USE OF PHOTOGRAPHS & 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 capacity of being viewed by any person with Internet access worldwide. Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent. A general consent form is issued at the start of the session. Please contact us immediately if your circumstances change and you decide you would no longer like your child's photo or video taken.

9.18 SCHOOL NO SMOKING POLICY

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

9.19 PUPIL USE OF MOBILE PHONES IN SCHOOL

There have been many concerns raised by Headteachers, staff and parents about the extensive use of mobile phones and 'associated technologies' by pupils, as there can also be significant downside to their use. The Education Committee of East Dunbartonshire Council as a result of these concerns agreed that each school should have the power to set down its own policy in relation to pupil use of mobile phones in school.

As new technology comes on line, many pupils are wearing **Smart Watches**. Please note that the same rule applies. These should not be worn at school.

All establishments will incorporate the following points into their policy:

- Schools will discourage, and will advise parents to discourage, pupils from bringing mobiles to school.
- If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Headteachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and to the school grounds.
- Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
- If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Headteacher, 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.

The policy does state, however, that , *'exceptions to this would be in an **emergency** situation and with the express approval of a senior member of school staff'*.

SECTION 10 USEFUL ADDRESSES

Community Directorate
Education Office
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1XQ
Tel: 0141 578 8709

Care Commission
1 Smithhills Street
Paisley
PA1 1AB
Tel: 0141 843 4230

Local Councillors

Jim Gibbons, Scottish National Party.
Alix Mathieson, Scottish Conservative and Unionist.
Aileen Polson, Scottish Liberal Democrats.
Duncan Cumming, Independent.
Alan Reid, Scottish Liberal Democrats.
Calum Smith, Scottish National Party

East Dunbartonshire Council
Membership Services
12 Strathkelvin Place
Kirkintilloch
Glasgow G66 1TJ
0141 578 8072

Area Registration Office
21 Southbank Road
Kirkintilloch
Glasgow
G66 1NH
Tel: 0141 578 8020 (for footwear and clothing grants/free school meals)
Tel: 0300 123 4510

Community Learning & Development (School Letting Office)
Halls Booking Office
East Dunbartonshire Council
Business Support
Southbank House
Strathkelvin Place
Kirkintilloch
G66 1TJ
Email: letting@eastdunbarton.gov.uk

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

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



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EYC Tel: -141 955 2253

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

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

Head Teacher Mr Garry Graham



