St Machan's Primary School Handbook



Session 2026-2027

sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

ST.MACHAN'S
PRIMARY SCHOOL
EAST DUNBARTONSHIRE

St Machan's Primary School
St Machan's Way
Lennoxtown
G66 7HG

Dear Parents / Carers,

Welcome to St Machan's Primary School.

I am delighted to welcome you to our school community and hope that this handbook provides you with useful information about the life and work of our school.

At St Machan's, we are committed to providing a safe, inclusive and nurturing environment where every child is valued, supported and encouraged to achieve their full potential. Our school values of Respect, Responsibility, Honesty and Wellbeing underpin everything we do, helping our children to develop as confident learners and caring members of their community.

Our motto, "Always Faithful," reflects our commitment to one another and to creating a school community built on trust, kindness and high expectations.

We recognise that children achieve their very best when schools and families work together. We therefore place great importance on building positive relationships with parents, carers and the wider community, and we welcome opportunities to work in partnership throughout your child's learning journey.

Whether you are joining St Machan's for the first time or are already part of our school family, I look forward to working with you and supporting your child to learn, grow and succeed.

Yours sincerely,

Angela Murray

Mrs Angela Murray
Head Teacher

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

FAIRTRADE FOUNDATION

We are a Reading School

RIGHTS RESPECTING SCHOOLS
unicef UNITED KINGDOM
BRONZE – RIGHTS COMMITTED

Section 1: School Information

Contact Details:

Head Teacher:	Mrs Angela Murray
Address:	St Machan's Primary School St Machan's Way Lennoxtown G66 7HG
Telephone Number:	0141 955 2205
Website:	**www.st-machans.e-dunbarton.sch.uk**
E-mail Address:	**office@st-machans.e-dunbarton.sch.uk**
(Twitter)X	**stmachansps@stmachansps1**
Parent Council Chair	**erzipan@hotmail.com**
Parent/Teacher Association Chair	**B01818096@studentmail.uws.ac.uk**

About the school:

St Machan's Primary School is a co-educational Roman Catholic primary school situated in the beautiful village of Lennoxtown at the foot of the Campsie Fells. The school has long served the local community and has been located on its current site since 1964, continuing a strong tradition of learning, faith and service at the heart of the village.

The school provides education for children from Primary 1 to Primary 7. Our accommodation comprises nine classrooms, a nurture room, and a gym hall, dining hall, school library, expressive arts base, kitchen and administrative offices. The school grounds include a playground and grassy field, and pupils also have access to nearby football pitches during lunchtime breaks.

The current school roll is 112 pupils, organised across seven classes. Parents should note that the working capacity of the school may vary depending on the number of pupils at each stage and the way classes are organised. In line with Scottish Government guidance, every effort is made to maintain class sizes of no more than 25 pupils in Primary 1 and 30 pupils in Primary 2 and Primary 3.

At St Machan's Primary School, we are committed to promoting the health and wellbeing of every child. We foster strong partnerships with families and with organisations within both the local village and wider community. Pupils participate in weekly assemblies and committee meetings, which are held at least fortnightly. All children from Primary 1 to Primary 7 are members of a pupil committee, providing opportunities for leadership, participation and contributing to school improvement.

All pupils are entitled to a minimum of two hours of physical education each week. Class teachers will inform parents and carers of PE days; however, these may be subject to change throughout the school session.

Organisation of the School Day:

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

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

Staffing

Senior Leadership Team:

Head Teacher:	Mrs Angela Murray
Depute Head Teacher:	Mrs Rebecca Momoh
Principal Teacher:	Miss Caitlyn Bell

Teaching Team:

P1	Mrs G Hemming/Mrs J McNulty
P2/3	Miss M Garden
P4	Miss E Kennedy
P5	Mrs F Devlin
P5/6	Mrs L Devlin/Mrs A McNulty
P7	Mrs L Oliver/Miss S O'Donnell

Wellbeing/Nurture Teacher:	Miss S Bradley
Targeted Support/NCCT:	Mrs P Forrest
	Mrs G Eusebi
	Miss E Bradley
Music Teachers (EDC)	Mr Prentice, Miss Dufour & Mr Wallace

Support Team:

Family Learning Assistant:	Mrs P McClelland
Pupil Support Assistants:	Mrs E Anderson (Part-time)
	Mrs J Daly
	Mrs P Chisholm
	Mrs M MacQueen
Administrative assistants:	Mrs L McGhee/Mrs C Thomson
Clerical assistant:	Mrs P Miller
Site Co-ordinator:	Mr W McFarlane
Housekeeper:	Mrs C Hamilton
Catering:	Ms P Brzycka
	Mrs S Devlin

Section 1: Attendance and Absence

Attendance at School

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

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

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.

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.
Included, Engaged and Involved (Part 1)

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.
In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Missing in Education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.
Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education - Schools - gov.scot).
Schools should ensure their Child Protection Co-ordinator is notified and seek central support from the ASN and Children's Services Team if they have any concerns.

Family Holidays

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

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

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

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will also be updates on the website www.eastdunbarton.gov.uk

(a) Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the parent/carer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

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

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

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

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

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

Further information can be found using the following link - Child Friendly Complaints | SPSO

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

Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council

Section Two – Parental Engagement in the School

Parental Involvement and Engagement

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

At St Machan's Primary School, we operate an open-door approach and warmly welcome parents and carers into the life of our school. We are committed to building strong relationships with families and recognise the important role parents and carers play in supporting their children's learning, wellbeing and achievements.

Families are welcomed into our school community through events and activities including school concerts, assemblies, coffee mornings, fundraising events, open afternoons, parents' evenings, sports days and Masses. Throughout the year, children also participate in educational outings, visits and field trips, and we greatly appreciate the support provided by parents and carers on these occasions.

We value the contributions of parents, partners and volunteers who support initiatives such as Book Week, World of Work Week, Languages Week, Family Fitness sessions, baking mornings and Reading and Numeracy Cafés, helping to enrich our children's learning experiences.

Parents and carers are supported to engage with their child's learning in a variety of ways, including regular updates through the Seesaw app, Meet the Teacher sessions, curriculum workshops, family learning opportunities, Stay and Play sessions, drop-in cafés, learning showcases, assemblies and performances. We also encourage parents and carers to learn alongside their children through a range of in-school activities and events.

Family Learning

Our Family Learning Assistant plays a key role in planning and organising opportunities for parents and carers to become involved in school life and their children's learning. Information about family learning events and parental engagement opportunities is shared regularly through newsletters, email communications and Groupcall text messages, ensuring families are kept informed and invited to participate.

Our Family Learning Assistant is also a valuable source of support for families, with extensive knowledge of services and supports available across East Dunbartonshire. Throughout the session, a range of drop-in sessions and workshops are organised within the school, covering a variety of themes to support parents and carers. If you require advice, support or further information about family learning opportunities, please contact the school office, who will be happy to arrange assistance.

Reporting to Parents:

There are various opportunities throughout the school year when parents can discuss their child's progress with the class teacher and view children's work. Parents are invited to meet with the class teacher twice per year to discuss progress and achievement. All children receive an end of session report, detailing progress, strengths and next steps in learning. At any point, parents or staff may request a consultation to address individual needs or discuss the progress of a child.

Communication with Parents/Carers

We aim to be a paperless school and to share information electronically wherever possible. If you change your email address, please inform the school office so that records can be updated.
You will receive the following information electronically:

- All letters will be sent by email, unless written consent is required
- Groupcall text messages
- Seesaw updates from your child's class
- Weekly newsletter (including diary dates)
- Electronic surveys to hear your views
- Updates and notifications from the Council
- Policy and procedure updates
- Updates/notification of diary changes
- Updates about school transport
- Notifications to book parents' evening appointments/performance tickets
- Flyers from the Council's leisure and culture services

Groupcall Text Messaging Service

This enables us to send reminders, updates and information quickly. We can send Groupcall text messages to the whole school, groups and individuals. Please note that texts are sent to one nominated adult. If you change your mobile phone number, please inform the office so that records can be updated.

Members of staff may also contact you directly by telephone or email. We will also consult with you to hear your views about the life and work of the school through surveys and parent/carer focus groups.

Parent Portal – parentportal.scot

All schools in the Council use this online portal as a one-stop shop for sharing information between home and school. Primary 1 parents will receive information about registering for the portal.

Registered parents will receive a prompt to update your child's Annual Data Check. Parents who are not registered for the portal will receive a paper copy for completion. Please ensure that this is completed. The information you share at the beginning of the school year is recorded in the school's information management system. We use this system to contact you and emergency contacts. We also use this to know the name of the first adult contact for children. This person receives all communication from the school.

Scottish Schools (Parental Involvement) Act 2006
Family engagement and support for parents - East Dunbartonshire Council

Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

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

We have an active Parent Council and Parent Teachers' Association (PTA). They provide invaluable support to the school and have been instrumental in supplying the school with many additional items such as mini I-pads, nurture room resources and furniture, school garden equipment, sports equipment, microphones/stage technology, playground and classroom toys, sports medals and Christmas party gifts, prizes and treats.

The PTA also help finance transport costs of educational visits and cost of theatre groups which perform within the school. We actively seek parent voice through evaluation sheets following events through our 'post it' feedback activities at parents' evening or via MS Forms questionnaires.

Through our parent council and PTA you are welcome to share questions and raise suggestions throughout the school year. Our Parent Council meet five times a year and support us with consultations and review of policy. We value and welcome your responses which help us to plan for school improvement.

Our Parent Council Chair is Erran Miller and she can be contacted through our school office by telephone (0141 955 2205) or email (office@st-machans.e-dunbarton.sch.uk) Information, including the previous minutes from our Parent Council meetings, can be found on our school website under the 'Parent Info' section (http://www.st-machans.e dunbarton.sch.uk/parents-info/).

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

Parent Teacher Association (PTA)

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

Denise Lenaghan - B01818096@studentmail.uws.ac.uk

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

Section Three: School Ethos

East Dunbartonshire Council Vision Values and Aims

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



This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and young people.
Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.

These are as follows:

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

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

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

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

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

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

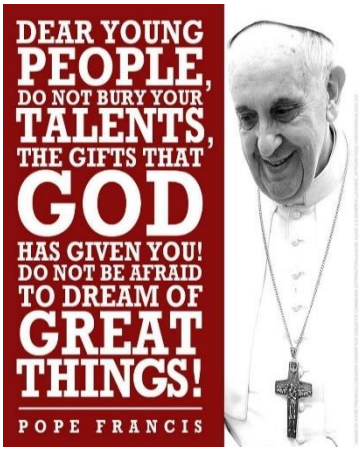
Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.

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

St Machan's Shared Vision

The vision at St Machan's Primary is that our children, staff, parents and wider community will work together to ensure a happy, caring and nurturing environment for all. It is our aspiration that all of our pupils are given every opportunity to achieve their full potential.

Our Shared Vision Statement



Our school motto is 'Semper Fidelis' which is translated as Always Faithful… to God, our school and our wider community.

Our vision for St Machan's Primary is to achieve excellence in teaching and learning to ensure all pupils, staff and parents have opportunities to learn and grow together; academically, spiritually and emotionally. We aim to achieve this within a safe, welcoming ethos of understanding, tolerance and respect, where everyone is valued. At the heart of everything we do is our Catholic Faith teaching, which encourages and supports us to share and develop our God given talents; striving to realise our full potential, thereby improving our local community and raising our awareness of the contribution we can make to our wider world by serving others. We live according to the Gospel Values and are responsible citizens preparing for the challenges of the future by developing our skills for learning, life and work.

We are determined to…

Succeed Together in a Motivated, Achieving, Caring, Happy And Nurturing School

(This statement was created by collating views from the Head Teacher, staff, parents and children of St Machan's Primary in 2018)

St Machan's Child Friendly Vision, Values and Aims

A group of pupils from Primary 4-7 worked with the Head Teacher and Depute Head Teacher to update and re write the school's vision statement in a child friendly format. They consulted with parents, staff and pupils to create the following page for our school handbook. (SIP Committee Group 1 2018).

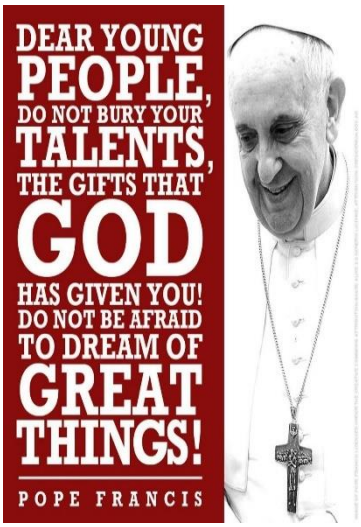
Vision

Our vision for St Machan's is that everyone feels happy, respected and cared for. Working together with our parents, teachers and priest we will grow in our relationship with God. We want all of the children in our school to be the very best they can be.

Our school motto is, Semper Fidelis which means Always Faithful … to God, our school and our community.

We will…

Succeed
Together
in a
Motivated,
Achieving,
Caring,
Happy
And
Nurturing
School



School Values

Our school values were refreshed in 2026 following consultation with pupils, parents, carers and staff. These values underpin all aspects of school life and guide how we learn, work and interact with one another.

- **Respect** - treating ourselves, others and our environment with care and consideration.
- **Responsibility** - taking ownership of our actions, learning and contributions to the school community.
- **Honesty** - being truthful, trustworthy and acting with integrity.
- **Wellbeing** - promoting positive physical, emotional and mental health for all.

These values are embedded throughout the curriculum and school community, helping our children to become confident, responsible and caring individuals

School Aims

- To work hard and always put our best effort into our work to achieve our personal goals.
- To help and care for one another to make our school a happy and safe place
- To use our God given talents to help improve our community and the world.
- To have a positive attitude and to keep going when things go wrong, get tricky or hard.

(This statement was created by the Head Teacher, staff and children of St Machan's Primary 2018)

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

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

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

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

School Ethos: Religious Instruction and Observance:

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: "community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classroom and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.

Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

As a Catholic school, faith permeates every aspect of our work. It influences how we view the world, how we live our lives and how we develop and nurture relationships in school. Catholic education takes place within the context of the wider community, in partnership with home and parish. Explanation and exemplification of Curriculum for Excellence with regards to the teaching of religious education is contained in the 'This Is Our Faith' document. The learning outcomes of the 'strands of faith' highlight the need for pupils to be actively engaged in their learning and faith.

In St Machan's we aim to lead children to a Catholic Christian awareness of each other and work together to establish a happy, caring and tolerant school community where each person is valued and respected. Through 'This Is Our Faith' children learn about scripture, prayers, special feasts, celebrations and other world religions.

Sacramental Preparation is an important part of each child's spiritual journey with the Sacrament of Reconciliation taking place in March 2027 for Primary 3 children. Pupils in P4 will receive the Sacrament of The Holy Eucharist in May 2027. Archbishop Leo Cushley will visit St Machan's Parish Church to confirm our Primary 7 pupils in June.

Sex and Moral Education is taught through the programme called 'God's Loving Plan' which runs from P1 to P7. Parent meetings are held annually for P6 & P7 informing parents of the lesson content at these stages so parents can work in partnership with us at this important stage of development.

Assemblies are held weekly and play a central role in nurturing the Catholic ethos of St Machan's Primary School. Rooted in Gospel Values, they provide opportunities for prayer, reflection and celebration. Parents and family members may be invited to join us for special assemblies and are welcome to enjoy refreshments afterwards. Throughout the year, some assemblies may also be held in St Machan's Church, further strengthening our links with the parish community.

St Machan's is a registered **'Laudato Si'** school which encourages our children to pray, learn and act on current issues related to their world, local environment and school environment. The activities are in response to Pope Francis' call to serve and protect the Planet, Our Common Home. Our pupils are made aware of and taught about the importance of putting their faith into action and about their responsibility to care for the future of their world.

The partnership between home, school and parish is central to our Catholic faith community. We work closely with parents and our School Chaplain, Canon Jeremy Bath, to ensure that children are fully supported on their faith journey. The school and Canon Bath are also supported by Anne O'Grady**,** our parish lay representative. Children attend Mass either in school or in St Machan's Church on First Friday and special feast days and there are occasions throughout the year when Mass is celebrated in our classrooms. During Advent and Lent children from Primary 4 to Primary 7 are invited to attend Confession and Stations of the Cross. Leading up to the Sacraments, our children visit Schoenstatt Convent to experience a religious retreat led by the Sisters.

School Chaplain:
Canon Jeremy Bath
St Machan's Church, Chapel Street, Lennoxtown, Phone : 01360 310 276
St Paul's Church, 16 Birdston Road, Milton of Campsie, Phone: 01360 310 355
St Dominic's Church, Torrance

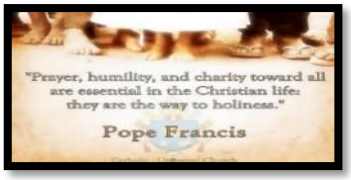
Parish Lay Representative
Anne O'Grady

In terms of pupil participation in religious observation, Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community.

However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected.

The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt into the school's ethos and practice which is imbued with religious faith and religious observance. In St. Machan's Primary School it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.



Ethos and Wider Life of the School

We offer excellent opportunities for wider achievement, including pupil leadership roles, pupil voice groups, clubs, competitions, charity fundraising, excursions and performances. Instrumental tuition is available, for pupils at P5, P6 and P7.

Helping Others

Fundraising for charity takes place throughout the year but particularly during Lent when all classes raise money for SCIAF and other worthwhile charities.

We have strong links with our local care home, and our Primary 7 pupils regularly visit residents and provide support during lunchtime sessions. These visits offer valuable opportunities for children to build relationships across generations, develop empathy and compassion, and make a positive contribution to the wider community.

Pupil Leadership Groups:

Children at St Machan's Primary School are encouraged to play an active role in shaping school life through participation in a range of pupil voice groups and committees. All pupils are given the opportunity to join a group and take part in regular meetings throughout the school year. These groups, which include the Pupil Council, Faith in Action, Rights Respecting, Reading Schools, Fair Trade, Climate Action. STEM and Digital School, provide valuable opportunities for children to develop leadership skills, share their ideas and contribute to school improvement.

Competitions

Our children benefit from opportunities to participate in competitions, including many EDC competitions such as the Christmas card competition and Euroquiz and Debating competition.

House System and House Captains

This session, we introduced our House System to promote a sense of belonging, teamwork and school spirit across the school community. Pupils are members of one of six houses: St Clare, St Joan of Arc, St Thérèse, St Jude, St Michael and St Francis of Assisi. Children can earn points for their house by demonstrating our school values and going above and beyond in their learning and behaviour. House points contribute towards rewards, with houses receiving recognition and awards when they reach agreed targets.

Each year, House Captains are elected to lead and support their house teams, encouraging participation, teamwork and a positive house identity throughout the school year.

Links with The Local and Wider Community:

We welcome opportunities to connect with local people and places. Examples include visits to care homes, churches, the hub, businesses and links with community groups. We utilise spaces in the local community, including High Park for Sports Day and lunchtimes. Our school is represented at special community events, including the lighting of Lennoxtown Christmas Tree.

We have an established links with Lennoxtown Primary School and each December there is a Joint Christmas Carol Service event with Lennoxtown Primary School pupils and staff, held alternately in Campsie Parish Church and St Machan's Church.

Members of the local community are actively involved in St Machan's Primary through collaborative working to support children and families. We work closely with Active Schools to provide sporting events and an opportunity to try a variety of activities for example Football, Netball, Art, and Dance. We have close links with our associated secondary, St Ninian's High School through partnership working.

St Machan's Church have established a **St Vincent De Paul** Charity and many local families have benefited from support from this group. This session we plan to set up a 'Minnie Vinnie's' group which will enable pupils to put their faith into action by supporting their local community and serving the common good.

Celebrating Achievement

Celebrating achievement is an important part of life at St Machan's Primary School. Through our assemblies, we recognise pupils who demonstrate our school values, Relentless Routines and meta-skills, as well as those who represent the school in events and competitions.

We also celebrate achievements beyond school through our monthly Wider Achievement Assembly, where children are encouraged to share their talents, interests and successes with the school community. Success is recognised at local and national level through participation in competitions, award ceremonies and partnerships with East Dunbartonshire Council.

Equal Opportunities for All

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

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

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

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

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

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

Technical guidance for schools in Scotland | EHRC (equalityhumanrights.com)

Please also see the School's Anti-Bullying Policy.

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

.

Child Poverty Report and Action Plan - East Dunbartonshire Council

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current plan and can be viewed here https://thepromise.scot It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire. St Machan's Staff have successfully achieved 'The Wee Promise Award'.

UNCRC

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

Implementation of the UNCRC July 2024, ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

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

Promoting Positive Relationships, Behaviour and Learning in Education

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.
East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

School Expectations

At St Machan's Primary School, we are committed to promoting positive behaviour through nurturing relationships and high expectations. We view behaviour as an opportunity for learning and personal growth, helping children to develop the skills and attitudes they need to succeed both in school and beyond.

Our expectations are rooted in our school values of **Respect, Responsibility, Honesty and Wellbeing**. Children are supported to understand these expectations and the reasons behind them, helping to ensure that relationships across our school community are positive, respectful and inclusive. We place a strong emphasis on recognising and rewarding pupils who demonstrate our school values and make positive contributions to school life.

Positive behaviour contributes to a safe, supportive learning environment where all children can thrive. Each class develops a Class Charter**,** agreed by pupils and staff, which sets out shared expectations and promotes a sense of responsibility and belonging. The expected good behaviour of our pupils is rewarded in a variety of ways, normally by the class teachers but also by the senior leadership team at assemblies.

Our Behaviour Blueprint, developed in 2026 in consultation with pupils, staff and parents, is underpinned by positive relationships and reflects our school values (see below).



Anti-Bullying Policy

Incidents of bullying that occur within the school are treated seriously and as a matter of urgency. If a pupil reports a bullying incident in school, the class teacher will inform a member of the SMT who will fully investigate the situation. Similarly, if a child reports a bullying incident to a parent/carer at home it is important that the parent/carer discuss the matter urgently with a senior staff member so that the school can help bring about a resolution to the child's problem. The problem will then be recorded on an EDC Inequalities Recording System within SEEMIS and parents will be informed immediately. All staff must follow the procedures as outlined in the EDC/School Policy.

Across the school year pupils engage in activities, assemblies and lessons to highlight Anti Bullying messages and support children to know how to report and recognise signs of bullying. We work in partnership with our Community Police to ensure messages of online safety and anti bullying messages are provided for pupils and parents

Anti-Weapon / Knife Crime Policy

Our school is committed to maintaining a safe, secure and nurturing environment for all members of the school community. Our Anti-Weapon / Knife Crime Policy is informed by Scottish guidance issued in 2017 on the management and prevention of weapons in educational establishments. Key principles include:

- A zero-tolerance approach to the possession or use of weapons, including knives, on school premises or during school activities.
- The safety and wellbeing of pupils, staff and visitors is paramount in all circumstances.
- A focus on prevention, early intervention and education, helping young people understand the risks and consequences associated with carrying weapons
- Encouraging pupils to report concerns about weapons to a trusted adult.
- Working in partnership with parents, Police Scotland and other agencies when concerns arise.
- Ensuring that all incidents are managed appropriately, proportionately and in line with national and local authority guidance.

Section Four: Curriculum for Excellence

Bringing learning to life and life to learning:

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

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

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



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

Through this process, we ensure our curriculum continues to develop the four capacities of Curriculum for Excellence, promotes equity and inclusion, reflects the principles of Getting it Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC), and supports every learner to achieve their full potential. Curriculum improvement is closely aligned with our School Improvement Plan and our self-evaluation using How Good Is Our School? (4th Edition), ensuring that our learners are equipped with the knowledge, skills, attributes and values they need for learning, life and work.

Literacy

Literacy skills are divided into four areas, reading, writing, listening and talking.

At the early stages children learn to read using a systematic synthetic phonics approach (the direct teaching of a set of letter-sound relationships in a clearly defined sequence). Teachers use a range of resources to teach literacy skills and children have many opportunities to play and experiment with language. The core reading resource at the early stages is Bug Club which, supported by the Rocket Phonics programme and a range of decodable readers, lays a firm foundation for the teaching of reading and writing. Big Books are used at the early stages to teach and reinforce the skills of reading.

At the middle and upper stages, the reading resource used is Big Cats which provides a range of texts to meet the needs of all pupils. Novels are also studied at different stages, and provide a wealth of opportunities to study a text closely and investigate the writer's craft.

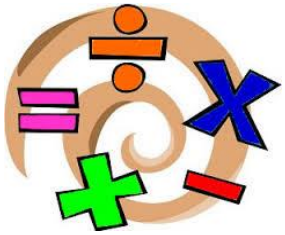
Across the school staff use the Reflective Reading approach to ensure higher order thinking skills are taught within reading activities. Children are encouraged to work in small groups, pairs and independently on reading task activities which are often linked to other curriculum subjects.

Children are supported in their development as writers through the explicit teaching of core writing skills and genre-based learning. A range of imaginative, personal and functional writing experiences are provided through meaningful contexts, helping children to develop their confidence, creativity and ability to write for different purposes and audiences.

Modern languages

Across all stages, P1-7 pupils engage in learning French and in our upper stages P5-7 are taught both French and Spanish. As part of the transition activities for Primary 7 to Secondary, staff from St Ninian's High School work closely with our pupils, delivering language lessons and activities that help prepare them for the next stage of their learning.

Mathematics and Numeracy



Mathematics and numeracy skills are divided into three areas: 1) number money and measure 2) shape, position and movement and 3) information handling. The core resource used from Primary 1 to Primary 7 is Scottish Heinemann Maths.

Numeracy is taught across the curriculum using real life contexts which makes the learning more enjoyable and relevant for the children.

At the early stages we use SEAL approaches to lay foundations for numeracy and use play to develop skills within other areas of maths. Numeracy skills may also be developed through a social studies topic, science project or technologies. Similarly, children will experience a wide range of practical mathematical activities which develop their deeper understanding. While problem solving strategies in mathematics are taught, problem solving is a holistic skill which is developed across all curricular areas.

Mental and interactive maths features daily in the teaching of numeracy and mathematics. This involves the children learning in an active way which promotes greater understanding and consolidation of concepts, allowing clear progression in the development of mathematical skills.

A wide variety of resources support the teaching of mathematics including the use of ICT.
Staff often explore and develop numeracy concepts in the playground and outdoors.

Staff have undertaken training in Numeracy and have gone on to develop pupil skills through the use of practical materials to develop a conceptual understanding of number and number processes.

Social Studies



Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of the environment and how it has been shaped.

As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievement and about how to make sense of changes in society, of conflicts and of environmental issues.

With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship. Through topic outlines and projects pupils will investigate:

- People, past events and societies
- People, place and environment

- People in society, economy and business.

Our current planned interdisciplinary learning programmes of study incorporate all aspects of the above and are undertaken through specific topics to ensure progression, balance and continuity from Primary 1 to Primary 7. Where appropriate, children undertake a range of field trips using the local and wider community which provide rich learning experiences and the development of essential skills.

Health and Wellbeing

Learning through health and wellbeing supports children to:

- experience positive aspects of healthy living and an active lifestyle
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle

In St Machan's Primary, children participate in a progressive health and wellbeing curriculum which is underpinned by Children's Rights. This includes a broad, balanced experience of:

- health – mental, social, emotional and physical
- physical education and physical activity including sport
- eating for health, including opportunities to learn in the teaching kitchen
- keeping safe at home, school and the community
- drugs, alcohol and tobacco
- Relationships, sexual health and parenthood
- planning choices for school and beyond

Sensitive aspects of the Health & Wellbeing curriculum include learning about substance misuse and sexual health, relationships and parenthood. These aspects are delivered in an age and stage appropriate way, ensuring that parents are aware of outcomes being covered.

RERC

As a Catholic school, faith and Gospel values are at the heart of all that we do. Religious Education is taught through the 'This Is Our Faith; programme, helping children to develop their knowledge and understanding of the Catholic faith through prayer, reflection and learning. We work closely with our parish to provide opportunities for worship, sacramental preparation and liturgical celebration throughout the year, nurturing the spiritual development of our children and strengthening the partnership between school, home and parish.

Technologies/STEM

Technologies are connected strongly with all other areas of the curriculum, through extending and applying the specialist knowledge and understanding developed in the sciences, through the creative use of technology in the expressive arts, interdisciplinary learning, for example linking mathematics, science and other areas to enhance learning. Technologies include ICT and every classroom has an interactive whiteboard which teachers use effectively to enhance the learning experiences of the children.

Expressive Arts

The expressive arts guidelines incorporate dance, music, drama and art and design. Within each of these disciplines we use a variety of resources to support the learning and teaching of expressive arts to ensure balance and progression of skills across the whole curriculum.



Dance

Through dance programmes pupils have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing are the core activities for all learners which also promotes physical activity and ultimately health and wellbeing. Pupils in Primary 7 are given the opportunity, through our Active Schools programme, to be involved in an annual Local Authority dance festival.

Music

Through the Local Authority and Scottish Government Music Initiative there are specialist music teachers at St Machan's providing tuition in brass, woodwind, percussion and chanter. This session, we are piloting Charanga**,** a new music programme designed to enhance pupils' musical skills, creativity and enjoyment of music.

Drama

Various resources are used to teach skills within relevant contexts. This session, we are piloting the Global Storyline approach to drama, enabling pupils to explore learning through creative, collaborative and meaningful storytelling experiences.

Art and Design

Wide ranging resources support the teaching of art and design including the Glasgow Art Programme.

Expressive arts within the curriculum has an important place in its own right but within school there are many opportunities to extend the richness of this area on a cross curricular basis. Children are provided with a wide experience of expressive arts through such areas as concerts, assemblies, public speaking, sports activities, choirs, special celebrations and artistic display. In addition, many stage or whole school opportunities are provided to enhance the pupils' experience of the expressive arts with theatre productions, Scottish Opera/Ballet, Performing Arts Groups, museum visits and sports clubs.

PE

All classes receive 2 hours of PE each week which meets the Scottish Government's recommendations for every child. Progressive planners are in place to support learning and skills development across a range of sports.

Outdoor Learning



At St Machan's Primary there are many opportunities for children to use the rich outdoor environment for learning and this is actively encouraged across the school. Learning in maths/numeracy, literacy, science, social studies and expressive arts is greatly enhanced by providing children with opportunities to explore and be creative. These experiences are planned and purposeful and relate to the development of knowledge and acquisition of essential skills outlined in Curriculum for Excellence.
Children in P7 engage in a hands on project which uses the life history of a native Scottish species, the brown trout, to promote awareness of river ecology among our young people across the River Clyde Catchment.

Home Learning

Homework allows parents to become familiar with the work their child is doing in school. It is also a valuable opportunity for parents to spend some time with their child and help to consolidate the learning which has taken place in school. The school has a clearly defined policy on home learning. This session Home learning will be given by all class teachers on a weekly basis via Seesaw.

A variety of home learning tasks are set and all of the following activities are thought to be of value:

- Reading practice
- Spelling
- Revision and consolidation of class language work
- Revision and consolidation of class maths work
- Research work for topics
- Reading for enjoyment
- Book reviews
- Redrafting pieces of written work
- Preparing talks
- Local studies
- Personal projects

It should be noted that some tasks are more appropriate for some stages than others, i.e. reading practice will be more heavily weighted in the infants. Tasks will be assigned by the class teacher as appropriate.

Parents can help by:

- Listening to reading
- Asking questions
- Testing spelling
- Listening to a prepared talk
- Going over multiplication tables
- Encouraging the use of a dictionary to check spelling

Religious Instruction and Observance

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

Extra Curricular Activities

Activities are offered by staff, our Active Schools partnership and by our pupils. Pupils have a say in the choice of clubs they would like to have offered and also have opportunities to lead, with upper school pupils taking responsibility for our younger pupils.
Parents are encouraged to offer their own particular interests and expertise to any activity which would further develop the children's knowledge and interest. Our family learning assistant is keen to advise and support opportunities for parents/carers to become involved.
Activities vary from year to year depending upon the availability and expertise of current staff and parents.

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

Section Five: Assessment and Reporting

Assessment

Teachers gather evidence to inform their professional judgement about progress and achievement within and across Curriculum for Excellence levels. This evidence is provided by a suite of assessments including:

- On-going formative assessment, based on what learners say, make, write and do.
- Periodic assessment evidence from termly progress weeks in Reading, Writing, Listening & Talking and Numeracy. These assessments reflect application of Curriculum for Excellence benchmarks.
- Other summative assessment evidence data, including standardised assessments and diagnostic assessments.

Teaching staff meet once a term with the Senior Leadership Team to discuss pupil progress and track attainment, staff analyse ongoing assessment results and plan future learning based on the information gathered.

Reporting to Parents

A written report on all curricular areas is sent to parents in term 3 which identifies your child's next steps in learning, a form is issued to provide an opportunity for a written reply. These reports form the basis for discussion at the parents' meeting in Term 3 ensuring that children's learning is continuous and progressive. The report provides information on Literacy, Numeracy progress. A wider over view of achievement across other curricular areas and a personal comment on our pupils with regard to effort, application, talent and areas for improvement.

Parents have the opportunity to discuss their child/children's progress twice during the session – October, and May. Other opportunities to meet are held throughout the year. There is an information session for all parents at the start of the new session. Letters containing information and school news will be sent home at regular intervals via Groupcall.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

East Dunbartonshire Council
Southbank House
Strathkelvin Place
Kirkintillock
Glasgow
G66 1XQ
Tel: 0300 123 4510
Email: greg.bremner@eastdunbarton.gov.uk

Section Six: Transitions and Enrolments

Early Learning and Childcare

East Dunbartonshire Council is committed to the provision of high-quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The Early years admissions policy - East Dunbartonshire Council sets out the options available to parents, including the location of early learning and childcare providers, the available hours, and the way in which places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.
Early learning and childcare provisions are non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Our early years centres provide places for children aged 3-5 and eligible 2-year-olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the East Dunbartonshire Council website

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

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

Some two-year-olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. The criteria can be found under the FAQ section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two-year-old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying eligibility, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two-year-olds can start from the term after their second birthday, as per the Early Years Admissions Policy. Parents must also complete an application for their child's 3- and 4-year-old place.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two-year-olds; online applications can be found on the website.

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.
A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. Full information can be found on the council's website, Deferred entry to primary school - East Dunbartonshire Council

It is important to note that parents/carers who are applying for deferred entry for their child must also register their child for Primary 1. The Early years admissions policy - East Dunbartonshire Council provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

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

Transfer from early learning and childcare to primary

Registration and enrolment

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

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

Primary School Admissions

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

Enrolment dates will be set by the Education Service and the enrolment should be completed in 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 yoalso applying to defer their entry and take up an additional year of early learning and childcare.

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

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

Secondary School Admissions

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

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

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

The school to which St Machan's pupils normally transfer is
St. Ninian's High School
Bellfield Road
Kirkintilloch
G66 1DT
Tel: 0141 955 2386

Pupils residing in Torrance and Balmore transfer to
Turnbull High School
St. Mary's Road
Bishopbriggs
Glasgow
G64 2ES
Tel: 0141 955 2393

For pupils transferring to St Ninian's High School the transition programme usually begins in Primary 6 with a series of visits to the secondary school. This process continues in Primary 7 with further visits, culminating in a number of induction days in June. Furthermore, a number of secondary teachers visit the Primary 7 classroom to work alongside their primary colleague.

There is close and effective liaison between St Machan's Primary and St Ninian's and, on occasion, Turnbull High School with Guidance and Pupil Support staff meeting with the Primary 7 teacher to discuss the strengths and development needs of every child prior to transition. Pupils who have additional support needs have a further meeting to ensure that all information is communicated clearly and effectively thus ensuring a successful transition.

Placing Requests

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

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

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

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

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

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

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

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

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

Mid Session Transfers

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

Transport for Placing Requests

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

Section Seven; Support for Pupils

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

Guiding Principles

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

Universal and Targeted Levels of Support

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

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

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

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

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

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

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

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture. Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

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

School Counselling

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

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require to additional resources could be experiencing:

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

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

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

Targeted Intervention Tier 3 provision:

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

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

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

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

Advocacy

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

My Rights My Say Enquire: www.enquire.org.uk 0845 123 2303

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

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

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

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

That the child or young person:

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

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

If you think your child may have additional support needs you should talk to your child's school or 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 early years establishments in East Dunbartonshire look at children's needs through a wellbeing pathway that ensures a continuum of support from Universal to Targeted in line with the national Getting it Right For Every approach. This process allows teachers and others to

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

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

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

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

Nurture Resource

Our school staffing includes a full time nurture teacher who works closely with our Family Learning Assistant to provide support for pupils and their families who may require support or advice. Nurture training is informed by East Dunbartonshire Educational Psychologists. Staff from schools across the local authority, delivering nurture, regularly meet to share resources, professional knowledge and research. Children's wellbeing is assessed each term. A variety of wellbeing interventions and activities are delivered across the week to address concerns identified through our assessment processes. Wellbeing interventions can be short or long term and parents are consulted and kept informed of progress.

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provided targeted support or intervention for learners will be trained to an enhanced level in nurture.
Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern.

Every effort will be made by the school and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

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

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

Supporting Families Service

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

Protecting Children and Young People

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

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

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

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

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

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

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

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

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

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

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

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

Child Protection and Safeguarding

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

Additional Support Needs

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

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

Parents, carers and children with additional support needs can also seek independent advice and support through:
Enquire: www.enquire.org.uk, 0845 123 2303
Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410
Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:
(a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576;
(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741."

Support for Learning at St Machan's Primary

Mrs Momoh (DHT) is the additional support needs co-ordinator within St Machan's Primary.

Psychological Service

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy of identifying, assessing and supporting all pupils, particularly those with additional support needs. The Psychological Service operates at three levels within the Council, namely that of the individual young person/family, the level of the whole school and that of the Authority.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics in relation to the school improvement plan.

Specialist Support Service

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

The teams support the additional needs of:

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

Promoting Wellbeing, Protecting and Safeguarding.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section Eight: School Improvement

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements and areas of future focus for improvement.



More information about this can be found on our school website – www.st-machans.e-dunbarton.sch.uk.

The School Improvement Plan (SIP) outlines developments in which all staff will be involved to provide better opportunities and experiences for the children. The priorities in our School Improvement Plan are arrived at from a variety of sources, which include:

i. East Dunbartonshire's Improvement Objectives
ii. National Developments
iii. Cluster Priorities
iv. The result of audit exercises carried out in the school

Our priorities for 2026/27

Our priorities were selected and informed by our self-evaluation processes, including questionnaire feedback from staff, parents and pupils**.** Our key priorities for this year are:

- Improvement of Wellbeing, Equity and Inclusion, including implementation of the CIRCLE Framework with a focus on the social environment
- Improvement of teaching, learning and assessment, including effective questioning.
- Develop staff capacity to lead faith experiences, including the Curriculum Improvement Cycle guidance for RERC

The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well **in all** aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals.

Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (http://www.gov.scot/Topics/Statistics/ScotXed) Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Section Nine: School Policies and Practical Information

School Uniform

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

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

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

At St Machan's, with thanks to the support of our parents, all children wear:

School Uniform.

- White shirt with school tie
- Green v- necked jumper / cardigan / sweatshirt
- Yellow/Gold polo-shirt with school badge
- Grey trousers / skirt
- Black shoes

PE Kit

- Yellow polo shirt
- Shorts
- Gym shoes

Please note that there is no expectation for children to wear uniform with the school logo. We are committed to ensuring that uniform is affordable, practical and comfortable. Logoed uniform items can be purchased online (St Machans - Cowgate Retail Limited) or from **BARU, 5 Cowgate, Kirkintilloch (Tel: 0141 777 8528)**. Plain uniform items are equally acceptable.

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

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

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

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

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

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

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

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

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

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

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.

School Meals

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

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

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

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

Free School Meals

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

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

Lunch Time

Our Lunch time is 12.15pm-1pm. Primary 1-3 go directly to the lunch hall at 12.15pm. P4-7 are placed on a class line rota system.

Our Primary 5 pupils take responsibility as 'Canteen Captains', they support our younger pupils in the dining hall.

All pupils should pre order their lunch using the Cashless Catering app, this will ensure that catering staff can prepare food, ready for our school lunch time. P6 and P7 pupils should use the app to order and pay for their lunch. An advice line is available to parents using the app. Our school office staff are also able to offer advice on set up.

Pupils preferring a packed lunch eat their meal in the school hall.

As there are children in the school with nut allergies we ask parents not to send snacks or food containing nuts. Furthermore, as we are a health promoting school we encourage all children to bring a healthy snack and drink fruit juice or water instead of carbonated drinks. Cans and glass bottles are not allowed in school. All children are encouraged to bring a small bottle of water each day which can be refilled in school.

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.

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

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

b) Pick up Points

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

c) Placing Request

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

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

Adverse Weather Conditions

Driver's Responsibilities

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

Strathclyde Partnership For Transport/East Dunbartonshire Council's Responsibilities

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

Parental Responsibilities

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.

Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

Medical And Health Care

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

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

Data Protection Act 2018

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

Accessing Your Child's Pupil Records

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

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

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

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular

information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

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

Use of Photographs and Video Film Involving Pupils

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

School Campus No Smoking Policy

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

The Use of Mobile Devices In Schools

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

Operational Guidance

Primary Schools

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

Safeguarding and Prohibited Uses

All schools must ensure rigorous measures are in place to ensure that mobile technologies are not misused. Staff are required to be vigilant and report breaches to their line manager. The following are strictly prohibited: Recording or photographing staff, pupils, or premises without explicit consent.

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

Policy Exceptions

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

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

Appointment of Adults to Voluntary Child Care Positions

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

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

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

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

