

EAST DUNBARTONSHIRE COUNCIL



HOLY TRINITY PRIMARY SCHOOL HANDBOOK

2025 - 2026



Welcome to Holy Trinity Primary

Dear Parents and Carers,

Welcome to Holy Trinity Primary School. Our wonderful school was opened in April 2017 and I hope this handbook gives you an insight into the opportunities our school can provide for your child.

Holy Trinity Primary is a community of faith and learning which builds strong partnerships between home, school and parish to support children's learning. Our principal aim is to provide for each individual child the support and encouragement necessary for his/her moral, spiritual, intellectual and aesthetic development within the nurturing ethos of a Catholic school.

Our Learning and Teaching programmes are designed to deliver a broad, balanced and cohesive curriculum as outlined in 'Curriculum for Excellence' and our purpose built learning environment supports this delivery. Our curriculum aims to engage and challenge pupils and is underpinned by GIRFEC principles to ensure a child centred approach.

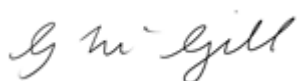
We work to create a calm and nurturing environment where pupils feel included, can learn and grow as people, realise their potential and be encouraged to give their best to achieve high standards of work and behaviour.

In recognising the importance of every child achieving his/her potential in all areas of the curriculum, we hope to work in partnership with you to foster in every child-

- Reasonable and responsible attitudes
- Resilience and a 'can do' attitude
- Initiative and self-reliance
- Tolerance, understanding and inclusion

We look forward to welcoming your child into Holy Trinity Primary and developing a positive partnership with you to support your child on their learning journey. We value and appreciate your support as we work together for your child's future.

I hope you find this handbook helpful and informative but if you require any further information or assistance, please do not hesitate to contact me.



Grace McGill
Head Teacher
Holy Trinity Primary School



Section One: Contact Details and Practical Information



School Contact Details

Holy Trinity Primary School

Newdyke Rd
Kirkintilloch
G66 2JW

Telephone 0141 955 2219

office@holytrinity.e-dunbarton.sch.uk

Holy Trinity Primary School is a co-educational denominational school situated in the Hillhead area of Kirkintilloch. It was opened in April 2017 and is designed to support the delivery of Curriculum for Excellence. The spaces in the school provide a range of learning environments that allow staff and pupils to work in ways that suit their needs. Staff, parents and pupils were involved in consultation on the design. The school is intended to be flexible, and provide opportunities for staff and pupils to change the way they work depending on the activities they are doing.

The school provides a wide range of teaching spaces across three zones, including:

- Teaching bases, each comprising a formal classroom and an informal teaching area;
- General purpose areas for staff and pupils to use when required, for music, drama, and other activities;
- A nurture base called the SNUG providing core nurture, small group support and family learning opportunities;
- Smaller private rooms for small group work, or one-to-one learning.

The school is also designed to take advantage of new technologies, providing WIFI throughout the building which allows pupils to use laptops and other devices in each part of their learning. Large interactive screens are provided throughout the school to take advantage of electronic learning

resources. The school is accessible for pupils and staff with additional needs, and is provided hearing induction loops, and a full hygiene suite.

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Our associate secondary school is St. Ninian's High School and we work closely with them and our associated partners from Holy Family Primary and St. Machan's Primary. The school enjoys close links with our associated parishes of St. Flannan's and St. John of the Cross in Twechar. We work with a wide range of Early Years Centres and Private Providers to ensure that all children and families have a happy and successful transition into Primary One.

Our current school roll is 328 arranged in 12 classes.

Staffing entitlement consists of a Head Teacher, Depute Head Teacher, Principal Teacher and class teachers, including flexible working arrangements. The school is very well supported by Support for Learning Assistants, Classroom Assistants, the Clerical team and the Facilities Management Team.

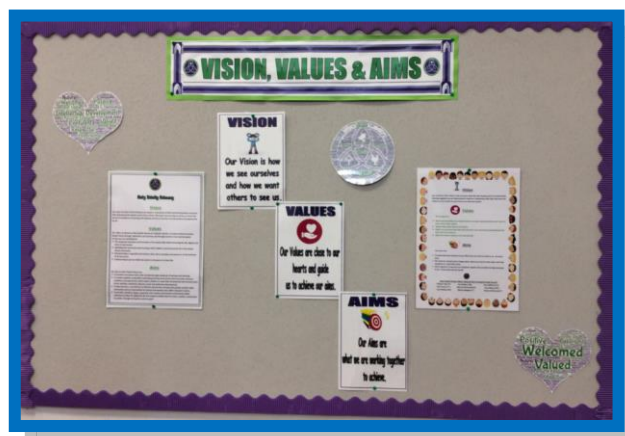


PLEASE NOTE: The use of the word 'parent' throughout this document refers to parents, carers and guardians, if not already stated.

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Vision, Values and Aims



Our Vision Values and Aims were co-created by staff, pupils and parents when the school was first opened in April 2017. During Session 2024-2025 these were revisited and our Rights Ambassadors updated and linked them to the UNCRC.



Vision



Our vision for Holy Trinity is that everyone feels like they belong and are treated fairly. Working together we are determined to build our relationship with God. We want the children of our school to work hard to be their best selves.

Values

We all agree to:

- ♥ Work hard and follow our Gospel Values so we get a good education and learn to treat others with respect.
- ♥ Always keep Jesus close to our hearts and follow in his footsteps by putting our faith into action.
- ♥ Make sure everyone feels like they belong to our community and people get help when they need it.











Aims

Our aims are:-

- To work hard and continue to achieve our personal goals.
- We want our school to be a happy place, where we care for each other and help everyone feel they belong.
- To work together to improve our God given talents and use them to help everyone

Holy Trinity Primary Vision Values & Aims Updated by Pupil Council/ Rights Ambassadors

James Montgomery P3	Alphonsus Cassidy P3	Ellie Briggs P4
Noah McCarrison P5	Zara Ewing P5	Courtney Gallacher P6
Zahra Penman P6	Ava Surgeon P7	Tyler Hughes P7
Toni Tedesco P7	Robbie Miller P7	Charlotte Braid P4
Noor Jihani P7	Tanaka Mapanga P6	Callan Anderson P6
Finn Heron P4	Olivia Clarke P5	Erin Christie P5
Rhys Seaman P6	Eva Stirling P7	



Parent Council

Chair: Maureen Carroll

office@holytrinity.e-dunbarton.sch.uk

The Parent Council is a statutory body that works in close partnership with the school to ensure the highest level of support and involvement for children and families. The Parent Council represents the interests of all parents. Members support learning and school improvement, participate in the recruitment of senior staff and inspection and are actively involved in discussions about self-evaluation and school improvement.

Please go to Parents Info tab on our school website [Holy Trinity - Holy Trinity](#) to access further information on our Parent Council and PTA.

PTA

Chair: Maureen Carroll

office@holytrinity.e-dunbarton.sch.uk

The PTA is a subgroup of our Parent Council and organises events throughout the year, including Christmas and Summer Fayres, community fundraising events and social events for pupils. The PTA provides funding for additional resources and experiences for children including school excursions, performances and seasonal social events.

Please go to Parents Info tab on our school website [Holy Trinity - Holy Trinity](#) to access further information on our Parent Council and PTA.

Protecting Vulnerable Groups (PVG) Scheme

There is a legal requirement to join the PVG scheme for any regulated role with children. This means that parents now require PVG membership to supervise or work with children in any capacity in the school. If you would like to volunteer to support with school trips, events or general support school support, please contact the school office in the first instance. Please note that a PVG is required for the school, even if you have PVG membership in your professional role or with a voluntary organisation.



Senior Leadership Team and Teaching Team

Mrs Grace McGill	Head Teacher
Mrs Laura Hamilton	Depute Head
Miss Anna Glancy	Principal Teacher

Stage	Staff Member
P1 Hub 1	Miss Connie Conroy and Miss Anna Glancy
P1 hub 2	Miss Erin Doonan
P2 Hub 3	Mrs Lindsey Ferguson
P2/3 Hub 4	Mrs Siobhan McGinley
P3 Hub 5	Miss Emma McClafferty and Mrs Caroline Ferry
P3/4 Hub 6	Mrs Frances Craig
P4/5 Hub 7	Miss Olivia Watson and Mrs Maria Carr
P5 Hub 8	Mrs Kirsty Docherty
P5/6 Hub 9	Miss Caitlin Campbell
P6 Hub 10	Mrs Louise Finlayson and Mrs Siobhain McHugh
P6/7 Hub 11	Mrs Louise Colquhoun
P7 Hub 12	Mrs Lynne Doyle
SNUG	Mrs McCondichie Nurture Teacher
PE	Mrs John Hood
Support for Learning	Mrs Marlene hunter, Mrs Caroline Ferry and Mrs Maria Carr



Support Team

Mrs Mhairi Bryceland	Family learning Assistant
Mrs Louise Paterson	Classroom Assistant
Mrs Avril Thackeray	Classroom Assistant
Mrs Seamon Barnett	Classroom Assistant
Mrs Stephanie Liddell	Support for Learning Assistant
Mrs Denise Regan	Support for Learning Assistant
Mrs Katie Sewell	Support for Learning Assistant
Mrs Charlotte Boyle	Support for Learning Assistant
Mrs Margaret Innes	Support for Learning Assistant
Mrs Lyndsey Cameron	Support for Learning Assistant
Mrs Marion McGhee	Support for Learning Assistant
Mrs Angie O'Reilly	Housekeeper
Mrs Nicola Harvey	Administrative Assistant / Office Manager
Mrs Sharon Duffy	Clerical Assistant
Mrs Anne Henderson	Clerical Assistant
Mr Stephen Burns	Building Manager

Organisation of the School Day

Primary 1-Primary 7	
Start Time	9am
Morning Break	10:30am – 10:45am
Lunchtime	12:15pm-1pm
Finish Time	3pm

Home Plans

Please ensure that your child knows their home plan. This is particularly important for children who travel on the bus or attend after school care. If your child's home plan changes because of an unforeseen emergency, please phone the office as soon as possible so that we can pass this on. 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.

If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances. We respectfully ask families not to routinely change home plans because this can cause confusion for children and adults who are organising school buses and after school care.



School Bus

We have approximately 55 children travelling on the school bus this year. Staff meet children from the bus on arrival. Children are escorted to the school gate and primary 1 – primary 3 pupils are walked to their playground. At the end of the school day, children who are travelling home by bus assemble in the hall to be registered and escorted onto the bus by members of staff. Please let us know if bus days change, so that the home bus register can be updated.

Water in School

We encourage children to bring a water bottle with fresh water to school.

Nut Free School

We are a nut free school because we have children with severe allergies. Please check ingredient lists on food items for snacks and packed lunches.

School Lunches

Children in Primary 1 – Primary 5 receive a free school lunch. We operate a cashless catering system. Please click the link to access information on cashless catering, free school meal entitlement (P6-P7), school lunch menus and allergy advice.

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

School Uniform

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. Our school uniform aims to provide a cost effective way for pupils to show that they are proud to belong to our school community. Wearing uniform reflects a positive attitude to learning and removes any peer pressure to wear expensive brand names. Wearing uniform also promotes equality and inclusion. Please note there is no expectation that children will wear branded school uniform items. We operate a Uniform Recycling Bank and encourage all families to access this. Uniform is made available at Open Days, Induction Days in June, In-service days in August and a termly GLOW form is sent out to families to enable requests for additional uniform items. Further, families can request additional uniform items at any point by contacting the school office and leaving details of what is required with Mrs Mhairi Bryceland our Family Learning Assistant. Families are also encouraged to donate items that are in good condition including jackets and shoes.

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Our Uniform

Grey trousers and skirts
White school shirt
Spirit of Bannockburn tie
Navy blazer with Holy Trinity badge
Grey jumpers or cardigans
Black school shoes
White polo shirt
School sweatshirt
Black or white indoor plimsolls

During summer months tailored grey school shorts and navy /white or blue /white school dresses can be worn.

Please note that school trousers must be grey formal tailored school trousers. All other forms of trouser including skinny- fit, leggings, jeans, chinos are NOT acceptable. Shirts should be traditional school wear clothing and worn tucked into trousers.

PE KIT -Plain t-shirt or white polo shirt and shorts / plain navy / black sportswear trousers and gym shoes with non-marking soles. Jewellery items must not be worn to PE. Please note all classes receive the statutory 2 hours of PE per week. This consists of one hour of indoor PE and one hour of outdoor PE. Information on your child's PE timetable is sent to parents at the start of the school session and is also available on our Holy Trinity Family Learning Facebook page.

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. Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. Please ensure 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.

Please click the link to access School Clothing Grant application.

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



Attendance at School

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

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

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

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

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

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



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

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

Un-notified Absence

Parents have the primary duty of care for their children. During school hours (and during registered school/centre activities), schools must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents and schools 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 exercise their duty of care, by notifying the school when their child will be absent and the reasons for absence. Parents can do this by telephoning / emailing the school office or reporting through the Parent Portal. If a child is absent from school and we haven't received notification, we will telephone the main contact in the first instance. If we are unable to make contact, we may contact emergency contacts before escalating concerns to East Dunbartonshire Council and/ or partner agencies.



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.

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.

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



School Registration Procedures

Information on school registration procedures for primary and secondary school can be accessed online.

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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



Section Two: Parental Involvement / Engagement and Family Learning

Parental Involvement and Engagement

In Holy Trinity Primary we value our partnership working with parents and endeavour to be an 'open' school where parents feel both welcomed and have opportunities to become involved in the life and work of the school. We support parents/carers to be involved with their child's learning in a variety of ways. Examples include weekly class learning updates on X, assemblies, open days, curriculum workshops, a variety of Family Learning opportunities as well as performances. We welcome parents into the school to work with staff and classes and to share their skills. 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.

All parents are automatically members of the Parent Forum in Holy Trinity Primary. As a member of the Parent Forum all parents can expect to:

- receive information about the life and work of the school, including updates on your child's progress in learning, the annual Standards and Quality Report and School Improvement Plan
- play an active role in your child's learning journey through opportunities to visit the school
- have your say about aspects of school improvement and policy development
- identify themes 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
- enjoy taking part in the life of the school in whatever way possible.

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

Electronic communication with parents

We aim to be a paperless school and to share information electronically wherever possible. If you change your email address or telephone number, 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
- Weekly learning updates from your child's class on X – follow us @HolyTrinityPS1
- Termly newsletters
- Electronic surveys to hear your views
- Updates and notifications from the Council
- Policy and procedure updates
- Diary dates about school events
- Updates/notification of diary changes
- Updates about school transport
- Notifications to book parents' evening appointments/performance tickets

- Regular updates on our Family learning Facebook page including invitations to join Family learning groups / clubs

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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.

Section Three: School Ethos

Ethos and Wider Life of the School - Wider Achievement

We offer excellent opportunities for wider achievement, including pupil leadership roles, participation in groups, clubs, competitions, charity fundraising, excursions and performances. Instrumental tuition is available for P5-7. Members of the wider community attend the school to support learners to enhance their skills in health and fitness, gardening and a range of family learning opportunities.

Whole School Assemblies

A weekly assembly is held for all pupils providing them with the opportunity to come together as a community of faith and learning. Assemblies highlight aspects of the liturgical year as taught through the Scottish National programme for Religious Education in Roman Catholic schools 'This Is Our Faith' and gives a focus for community worship. Attainment and achievements both inside and outside of school are celebrated through certificates and presentations and the assembly time also provides our various pupil / teacher committees the opportunity to share information on initiatives being implemented. Throughout the session each class also takes responsibility for presenting a whole school assembly on an aspect of 'This Is our Faith' that they have been learning about e.g. the lives of saints or

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The school fundraises for several charities each year and the Pupil Council organise events and select the charities. We also collect for the EDC foodbank, Poppy Appeals, Mary's Meals and SCIAF.

Holy Trinity Primary is an integral part of our local community. We welcome opportunities to connect with local people and places to enhance learning opportunities for our children. Examples include visits to care homes, the local community centre, businesses and links with community groups. We enjoy close links with our local parish.

Our children benefit from opportunities to participate in competitions, including the annual EDC road safety calendar competition, Christmas card competition, Euroquiz and St. Ninian's Maths challenge. We also participate in National events. Examples include challenges linked to Science, Technologies, Engineering and Mathematics (STEM), including K'NEX and class, local authority and National Sumdog competitions.

Pupil voice is very important in Holy Trinity Primary and is promoted through a range of Pupil/Teacher committees and clubs. This provides children with the opportunity to get involved in different aspects of school life which includes decision making, making links with the wider community and looking at broad themes across learning. Committees include Holy Trinity Reading Committee (we have achieved our Gold Award), Pupil Council, Laudato Si, Gardening Club, Rights Ambassadors (we are working towards our Gold award) and Sports Committee (we are working towards Sports Scotland Gold Award).

Article 31 of the United Nations Convention on the Rights of the Child (UNCRC) establishes a child's right to rest, leisure, play, and participation in cultural and artistic life. It states that schools must respect and promote this right and encourage the provision of equal opportunities for cultural, artistic, and recreational activities. All children participate in the Fun 31 afternoons during the school year, choosing a skill to learn. In addition, the school calendar includes a diverse range of cultural and artistic experiences. Examples include theatre productions, participating in performances, festivals and cultural celebrations.



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 \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/technical-legal-guidance/technical-guidance-for-schools-in-scotland)

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 Religious and Moral education called This is our Faith.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty -Cost of the School Day

We are committed to ensuring equity for all families and removing barriers created by the cost of the school day. We are aware of hidden poverty, including in-work poverty and the impact of the current cost of living crisis for all families. We are mindful of the cost of the school day for everyone and of the additional cost pressures that come from activities linked to the ethos and wider life of the school, including trips, school clubs, social events and fundraising. We operate a Uniform Recycling Bank which can be accessed at any point. We also run a Holy Communion Pop-Up shop to support families with the cost of clothing and we also provide assistance for families to cover costs for school trips. Please contact the school if you require support with meeting the cost of the school day.

United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC (Incorporation) (Scotland) Act 2024 makes children's rights protected in Scottish law, meaning public authorities must respect children's rights. Child-friendly resources explain these rights in simple terms, such as the right to education, health, play, fair treatment, and protection, and the right for their views to be heard. Holy Trinity Primary achieved Silver in the Rights Respecting School Award Scheme and is currently working towards achieving Gold. The school also participates in the Council's My Voice, My Choice forum.

[CRC POSTER LEAFLET FINAL.pdf](#)

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.



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:

- Set high expectations for relationships, behaviour and learning
- 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.

Respect for All (Anti-Bullying)

We continue to reinforce our Respect for All (Anti-Bullying) policy.

This work is underpinned by the values of:

- children's rights
- fairness
- respect
- equality
- inclusion.



We want all children and young people to feel safe, secure and able to build positive relationships with peers and adults. East Dunbartonshire Council's anti-bullying policy aims to create a safe and supportive environment in its schools by promoting a culture where bullying is unacceptable. The policy aligns with the Scottish Government's approach and is informed by legal frameworks like the Equality and Human Rights Policy. Key components include ensuring everyone is aware that bullying is never acceptable, providing guidance on what action to take if bullying is witnessed or experienced, and using a multi-agency approach that includes preventative and restorative practices.

Section Four: Curriculum

Curriculum for Excellence

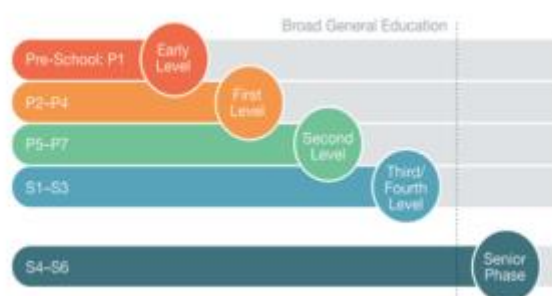
Curriculum for Excellence is Scotland's curriculum for children aged 3-18. It's designed to provide young people with the knowledge, skills and attributes they need for learning, life and work in the 21st century. It aims to enable every child or young person to be a successful learner, confident individual, responsible citizen and effective contributor

Levels and Stages

The curriculum is broken into two broad stages:

- a broad general education, providing a rounded education from the early years until the end of S3
- a senior phase, which will include studying for qualifications (from S4-S6).

The broad general education is divided into five curriculum levels (early to fourth) across eight curriculum areas.



Curriculum Areas





Literacy

The four main strands of Language are: - Reading, Writing, Talking and Listening. Language is at the heart of children's learning. Through language they receive much of their knowledge and acquire many other skills.

In Holy Trinity Primary we attached a high priority to giving pupils a command of English Language and the ability to use it appropriately and concisely. We endeavour to develop the children's language as they learn to: - listen attentively, talk clearly and fluently, read with understanding, write for different purposes in a fluent, legible manner with accurate spelling and punctuation.

Core Resources used:-

Reading and Language Schemes

Talk for Reading
Reading Spines
Big Cat P1-3
Literacy Evolve P4-7
Novel Studies to extend reading skills
Rainbow Reading and Amulet books to provide support

We value reading and work hard to achieve high standards from all children, within a positive reading culture which promotes the importance of reading in our daily lives. We have achieved or Gold Reading Schools Award.

Spelling/Grammar

Jolly Grammar P1 – P7

Handwriting

New Nelson Handwriting P1 – P7

Writing

Writing is a major part of the curriculum and along with reading, listening and talking makes a significant contribution to the development of children as thinkers and learners.

Writing involves a set of complex skills that will not develop without structured teaching and practice. In Holy Trinity we use the Talk for Writing Approach from P1-7 which builds progressive skills and develops children's understanding of language including everyday writing toolkits and genre specific toolkits.

We value writing and work hard to achieve high standards from all children, within a positive writing ethos.



In Holy Trinity we aim to:

- Have a positive writing ethos throughout the school so that the pupils develop confidence and pleasure in writing.
- Teach writing through a structured programme with clear targets and lesson aims which have to be taught from P1 – P7.
- Teach writing in a structured way to ensure progression, continuity and consistency.
- Link planning, teaching and assessment in every writing lesson in order to raise levels of attainment and achievement throughout the school.

Resources used throughout school:

Writing

Talk for Writing which includes opportunities for free writing

Library – Children are taught library skills as part of their language programme. To promote independent reading Library Books, Novels and Non Fiction Texts are used throughout the school. A range of reading support materials are also in use including Rapid Readers and Rainbow Reading used to develop fluency and expression. We often celebrate World Book Day or Roald Dahl Day with a focus on themed literacy activities. Teachers use a range of assessment strategies, both formative and summative, to measure pupil's progress, plan further teaching and learning and inform parents of pupil's attainment and achievement. Each class has sets of books to form a class library. Throughout the whole school, literacy skills are also developed across all areas of the curriculum e.g. in social studies, science, expressive arts. Teachers use a wide range of resources from many sources including the internet and EDC Intervention materials.

1+2 Languages Approach

A structured programme of French is followed by all pupils in line with the Scottish Governments 1 + 2 approach to Modern Languages. The approach encourages spoken language and includes a number of activities, songs and games designed to foster confidence in spoken French with language learning being part of everyday life in the classroom.

Numeracy & Mathematics

The main strands of mathematics are:- Number, Money and Measure; Shape, Position and Movement; Problem Solving and Information Handling. In Holy Trinity Primary we lay considerable emphasis on children developing their mental agility to ensure pace and accuracy in numeracy work. This involves the use of a variety of stimulating and



appropriate materials through which we foster an enquiring attitude towards Numeracy and engender an enjoyment of the subject.

Spiral Learning

Spiral learning is learning which engages and challenges children's thinking using regularly revisiting key concepts to ensure deeper understanding. Active learning is an integral component of how our pupils engage with the curriculum throughout the school. Learning in an active way helps pupils develop within the capacities of 'A Curriculum for Excellence':- successful learners, confident individuals, effective contributors and responsible citizens.

We focus on developing higher order thinking skills and assessment and moderation in maths. The children enjoy working on maths within real life contexts within our open areas. They are actively discussing and working on maths situations with peers. There has been a shift from completion of worksheets and workbooks, to more emphasis on language and cognitive development. The children apply these higher order skills to other areas of the curriculum.

We believe that children are not fully engaged unless they are enjoying the activity, so we work hard to ensure that there is an element of fun in the lessons we provide to children.

Core Resources used to deliver Numeracy and Mathematics:-

P1 – P2 SEAL
P1 – P7 Tee Jay Maths
Cambridge Maths for Extension
Rapid Maths for Support
Maths In Action
P1 – P7 Variety of Online Resources including Sumdog
Numicon and ISAK 9

Computer resources, games, Technology equipment and problem solving materials are also used throughout the school to enhance and fulfil children's learning.

Staff use formative and summative assessment to measure pupil's progress, inform planning and report to parents. Regular assessment are administered and staff review data diagnostically to inform planning including determining support and challenge for pupils.



Social Studies

The social studies experiences and outcomes have been structured under the three main organisers:

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

The main aim of our Social Studies programme is to enable our pupils to study their own environment with a view to learning both from it and about it. The children develop an awareness of the world around them – both local and global. A pupil enquiry based approach (PEBL) is used with three main topics covered per session. These are designed to provide our children with continuity and progression and balance throughout their seven years in primary. Topics are planned in accordance with 'A Curriculum for Excellence' taking account of learning outcomes and skills development appropriate to age and stage.

Digital Learning

The school is very well equipped with high quality devices and resources to support digital learning, including laptops, ipads and bespoke digital resources to meet learning needs. Every class has an interactive promethean board, with a range of tools and applications. We also have promethean boards to use in flexible learning areas.

Science

The Sciences curriculum includes the study of planet Earth, forces, electricity and waves. Biological systems, materials and topical science. Children experience a progressive curriculum in Sciences which supports them to:

- develop their interest in, and understanding of, the living, material and physical world
- engage in collaborative, investigative learning
- develop skills to become creative, inventive and enterprising

Health and Wellbeing

Pupils at all stages now use the Promoting Alternative Thinking Skills (PATHS) programme which develops emotional literacy, resilience and social skills. All classes do daily Health and Wellbeing check-ins with pupils and also use Zones of Regulation to support pupils. Physical Education is part of Health and Wellbeing and is an important part of children's development. All children follow programmed learning activities in gymnastics, games and sports. Our P.E. specialist provides one hour of indoor and one hour of outdoor PE each week. A variety of after school sports clubs are in place including football, netball and dance. We further promote a healthy attitude towards physical activities at interval and lunch times when playground games are provided and all children are encouraged to take part. We have achieved our Silver Sports Scotland award and are working towards a Gold Award.



Expressive Arts

This area of the curriculum embraces the subjects of Art & Design, Dance, Drama and Music. Children at all stages follow a programme of activities in all aspects of Expressive Arts.

We aim to give our pupils the opportunity to explore methods of expression, enjoyment and appreciation of the Arts and to foster each child's own creative abilities.

Staff plan experiences and outcomes using a range of resources. Expressive Arts is also delivered through interdisciplinary topic work as well as specific skills development lessons. Children also have opportunities to apply their skills in performances through school shows, assemblies and class and school events.

Music Resource –

Charanga online interactive music resource..

Instrument tuition is available in clarinet and brass for a small number of children in P5-7. Primary 4 and 5 also receive a block of percussion tuition. There is a school choir and all classes have opportunities to sing and present music at Christmas Events and talent show.

Spiritual, Social and Cultural Values

As a Catholic school, religious education is an integral part of the school day. Our aim is to present Christianity as a loving, caring way of life and to bring the children to an awareness of the happiness of a life spent in following Christ's example of love and respect for God and for all creation.

The formal instruction is presented at each stage using a new resource 'This is Our Faith'. All classes attend Holy Mass on Holidays of Obligation and First Friday Mass at St. Flannan's Church. Parents are invited to school masses and other religious celebrations e.g. Christmas Nativity Celebration. Our children enjoy religious assemblies led by each class on a rota basis.

Preparation for Sacraments

Reconciliation– P3 (During Lent)

First Communion – P4 (May)

Confirmation – P7 (March)





Religious Curriculum – This Is Our Faith

This is Our Faith provides detailed guidance on the religious education curriculum which has been developed for children and young people in Catholic schools in Scotland.

This is Our Faith builds on significant experience of teaching programmes which have emerged from the Church's former National Syllabus documents and the 5 – 14 Religious Education guidelines published by the Catholic Education Commission over the past 20 years. It has been designed to provide guidance on the teaching of the outcomes and school experiences for Roman Catholic religious education (RERC) published in the Scottish Government's Curriculum for Excellence framework.

The central purpose of religious education in the Catholic School is to assist learners to make an informed, mature response to God's call to relationship. Religious education is designed to engage learners in an education process which, showing fidelity to God and to the person will:

- Assist them to develop their knowledge and understand of significant aspects of Catholic Christian faith (including an awareness of other Christian traditions and other world religions)
- Develop the skills of reflection, discernment, critical thinking and deciding how to act in accordance with an informed conscience in relation to matters of morality
- Exemplify and foster the beliefs, values and practices which are compatible with a positive response to Christ's invitation to faith "Follow me ..."

Skills:

To ensure that learners are appropriately equipped to develop a mature response to God's invitation, religious education in Catholic schools aim to develop in them:

- The capacity to interpret their experiences and the teachings of the Church
- The skills of critical thinking and analysis in searching for meaning in life
- The skills to express a coherent understanding of faith and life
- Awareness of, and respect of, the views and ways of life of others
- The ability to make moral decisions with an informed conscience
- The capacity to participate effectively in faith celebrations, rituals and prayer

Catholic schools welcome all their students as members of the school community. This is evident in the way that all are valued, treated with respect and encouraged to participate fully in the life of the school.



Meetings for parents of children who receive the sacraments are held during the school year by Canon Tartaglia (Parish Priest of St. Flannan's) and teaching staff. Canon Tartaglia and Father Toner visit the school regularly to support our work in This is Our Faith.

Pupils in primaries 6 and 7 work on achieving the Pope Francis Award which develops their understanding of how to apply the Gifts of the Holy Spirit in their day to day lives as they put their faith into action. Father Purcell also supports the children in this work.

SCOTTISH CATHOLIC EDUCATION SERVICE

RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

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 classrooms 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.¹

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. 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.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g. the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of

¹ Curriculum For Excellence - Provision of Religious Observance in Schools, Scottish Government, 17 February 2011



the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. 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 in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

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

Homework

The school has a clearly defined policy on homework, a copy of which can be obtained from the Head Teacher or from the school website. Homework is a very valuable addition to the work that children do in school. Our policy is very well supported by parents.

In Holy Trinity Primary homework is given up to four evenings per week. Homework should take up to 30 minutes (15-20 minutes in primaries 1-3). Activities to reinforce literacy and numeracy skills form the basis of many tasks. Other activities include problem solving, research and observation. In the upper school pupils are encouraged to conduct further research in topic work to extend learning and promote independent study.

Parents are asked to encourage children to develop self-discipline by setting aside time and space for homework and establishing clear routines. Parents are asked to check homework is completed and sign it.

Extra-Curricular Activities

Extra curricular activities are a valuable part of the life of the school.

Throughout the school year Holy Trinity Primary pupils take part in a range of extra-curricular activities e.g.

- Football
- Netball
- Badminton
- Choir
- Concerts/Events

- Christmas Show Play P1 – P7





- Carols for the Elderly – Upper school visits to Homes for Elderly
- Celebration of Achievement
- Talent Show
- Burns Celebration
- Cultural & Leisure Services Sports Initiatives
- Maths Challenge
- Fair Trade Week
- Health Week
- Careers Events
- Primary 7 pupils attended a three day residential visit to Lendrick Muir Outdoor Centre
- Wide range of trips to museums, science centre and galleries to compliment inter disciplinary learning projects across the year

Parental involvement in the above activities is extremely important and your help is sought where you may have expertise.

Parents will receive information letters outlining any educational trips children will undertake with appropriate parental consent and medical information sought before-hand. School policy on mobile phones will be applied whilst on excursions and are not allowed to be taken on trips.

Parents should contact the school with any queries well before any excursion occurs and should make every effort to attend parent information evenings regarding the trips.





Section Five: Assessment and Reporting

The purpose of the assessment is:

- To support learning
- Help to plan next steps
- Inform learners and their parents of progress
- Summarise achievement and attainment
- Monitor the teaching and learning process to influence future developments

In Holy Trinity Primary we focus on improving the classroom learning experiences and pedagogy to plan, stimulate, reflect and evaluate the learning and teaching process.

We share this with our parents at our Open Evening, Open Afternoons and workshops. Annual progress reports detail children's progress and next steps in their learning for parents and are discussed at parent/teacher consultations. Twice each year, work samples are sent home to enable pupils to discuss and share their learning with their parents. Staff are continuing to build and work on:-

- Teaching For Effective Learning Strategies
- Learning Through Play
- Rich Learning Tasks – setting challenges
- Inter Disciplinary Learning
- PEBL
- Contextualised, cognitive active learning
- Problem Solving Approaches
- Active and Creative Use of ICT
- Active Learning in Context
- Assessment is for Learning Principles

Assessment procedures in Scottish Education have become steadily more sophisticated. The Assessment for Learning Programme has encouraged formative, diagnostic and summative approaches that directly support and impact on learning.

Teachers use all approaches across all curricular areas to assess the experiences and outcomes within Curriculum for Excellence Levels. This will include on-going formative assessment and summative assessments such as baseline assessments and standardised assessments at key stages in their learning to evidence progress.

Current approaches to planning, learning, teaching and assessment are used by teacher at all stages to

- check pupils progress
- ensure breadth in their learning
- ensure pupils can apply skills
- present challenging learning experiences



Teachers gather a range of evidence in what pupils

- say
- write
- make
- do

The school's Quality Assurance Calendar provides opportunities for senior managers to ensure coherence in assessment through discussions, meetings, learning visits, learning conversations with children, sampling pupils work, discussing forward plans and tracking progress within and to the end of each level.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

East Dunbartonshire Council
Southbank House
Strathkelvin Place
Kirkintilloch
G66 1XQ

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



Section 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](#) sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

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

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

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

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

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

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



after their second birthday, as per the Early Years Admissions Policy. Parents must also complete an application for their child's 3- and 4-year-old place.

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

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.

A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year.

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

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](#) 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

Transfer from Nursery to Primary

Arrangements are made to enable parents and new entrants to visit Holy Trinity Primary in the months of May/June. During the visit, children spend time becoming acquainted with class teachers and enjoy activities within the school and parents meet with the senior management team who give an outline of the primary one curriculum and the practical arrangements for starting school. There will also be an opportunity for children to sample lunch from the school cafeteria with their parent.

Parents requesting a placement for their child at Holy Trinity Primary are welcome to visit the school. Enquiries should be directed to a member of the senior management team and a mutually convenient time will be arranged.

Secondary School Admissions

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



Catchment Secondary School

Pupils are normally transferred between the ages of 11 years 6 months and 12 years 6 months so they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The catchment secondary school for Holy Trinity Primary School is St Ninian's High school.

St Ninian's High school
Bellfield Road
Kirkintilloch
Glasgow
G66 1DT
Telephone – 0141 955 2386

We enjoy close links with St. Ninian's High school and undertake cluster development work with them each session to ensure continuity and progression for our children as they transition from primary to secondary school. The transition process begins in primary six with children undertaking visits in primary 6 and 7 to experience different subjects and meet teachers. Staff from St. Ninian's also visit Holy Trinity Primary and work with the children in a range of subjects including Maths, English, Mandarin, Technology and French. During the final term of P7, pupils undertake a further 2 day induction programme to help ensure a smooth transition programme.

For pupils with additional support needs, Pupil Support Groups are used to assess levels of need and identify suitable supports. Parents, partner agencies, school staff and pupils have a crucial role in identifying suitable supports and ensuring a positive transition for pupils e.g. arranging additional visits for pupils to familiarise them with the new educational environment.

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.

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

Getting it right for every child (GIRFEC)

[Getting it right for every child \(GIRFEC\) - gov.scot](https://www.gov.scot/topics/children/girfec/)

is the national approach in Scotland designed to improving outcomes for children and young people by offering the right help at the right time from the right people.

Most children get all the support and help they need from their parent(s), wider family and local community. There may be times, however, when a child or family need additional advice or support. The GIRFEC approach helps children, young people and their families work in partnership with the services that can help them. It puts the rights and wellbeing of children and young people at the heart of the services that support them - such as early years services, schools, and the NHS - to ensure that everyone works together to improve outcomes for a child or young person.

GIRFEC is a way of working which focuses on improving outcomes for all children by placing the child at the centre of thinking, planning and action.

The GIRFEC approach is relevant for every service that impacts on children, including staff in adult services who are working with parents and carers.

GIRFEC starts in the universal services of health and education, focusing on early intervention to provide the right help at the right time.

GIRFEC Roles and Responsibilities

Head Teacher – Grace McGill

Named Support for Learning Co-ordinator – Laura Hamilton

Child Protection Co-ordinator – Grace McGill

PREVENT Co-ordinator – Grace McGill

Link Educational Psychologist – Hayley Montgomery

Link QIO – ASN and Children's Services – Carolan Burnet

Named Inclusion Officer – Becca Hoyle



Wellbeing

Wellbeing is at the heart of the GIRFEC approach. It is recognised that a child's wellbeing is influenced by everything around them and their different experiences and needs they have at different times in their lives. GIRFEC sets out eight indicators of wellbeing:

Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included

It is everyone's responsibility to work together to promote, support and safeguard the wellbeing of all children. GIRFEC ensures that children receive consistent and effective support for their wellbeing. If you need to talk to someone about your child's wellbeing, or require information or advice, please contact the Depute Head Teacher in the first instance.

Inclusive Learning

Inclusive learning has been a priority in the Holy Trinity Primary School Improvement Plan for the past two years. In Session 2024/25, the whole staff team developed their knowledge and practice through implementation of The Circle framework.



In 2025/26, the school will continue to build on prior learning and continue to implement aspects of The Circle framework to achieve the following outcomes:

- All learners with ASN are supported through a staged model of universal and targeted support
- All children who are supported through the TAC process have SMART targets/outcomes
- All children who are supported by the TAC process have their voices heard in decision making

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.



Levels of Support

Universal Support – for children who require individualised approaches, resources or interventions to address barriers to wellbeing and/or learning. Informed by observations, assessment evidence, teacher evaluations, child's work, views of the child and family.

Universal plus Targeted Support (Action Plan) – for children who require targeted support and/or multiagency involvement to address barriers to wellbeing and/or learning.

Health & Wellbeing Assessment

5 Questions Team around the Child (TAC) process

Targeted Support Action Plan Informed by observations, assessment evidence, teacher evaluations, child's work, views of the child and family, feedback from Pupil Support Group and Team around the Child.

Universal Support plus Multiagency Support – for children who require support from agencies out with education. Informed by observations, assessment evidence, teacher evaluations, child's work, views of the child and family, multiagency assessments/reports, feedback from Pupil Support Group and Team around the Child. Examples include Speech & Language, Social Work and Occupational Therapy.

Co-ordinated Support Plan (CSP)

A statutory legal document for children with complex or multiple additional support needs that negatively affect their education and are likely to continue for more than a year. It outlines the support needed from the education authority and at least one other agency (like social work or health) to meet the child's long-term learning goals. The CSP is the only statutory education support plan in Scotland, ensuring the support written into it is provided and is reviewed at least annually.

Guiding Principles

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



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

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

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

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

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

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

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



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

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

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

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

Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

Targeted Intervention Tier 2 provision:

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

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs. East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).



Learners who may require to additional resources could be experiencing:

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

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

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

Targeted Intervention Tier 3 provision:

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

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

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

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



Advocacy

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

My Rights My Say

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

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

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

Supporting Families Service

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

Protecting Children and Young People

In 2021, the National Child Protection Guidance was updated to adopt 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

Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. For out-of-hours child protection concerns in East Dunbartonshire, call the Glasgow & Partners Emergency Social Work Service at 0300 343 1505. 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 Co-ordinator for Holy Trinity Primary is Grace McGil, Head Teacher, supported by Laura Hamilton, Depute Head.



PREVENT Scotland Strategy

Police Scotland is committed to working in partnership to deliver the aims of the Prevent Strategy. There is a requirement for all schools to have a PREVENT Co-ordinator. In Holy Trinity Primary this role is held by Grace McGill, Head Teacher. The PREVENT strategy is a UK wide counter-terrorism and safeguarding programme. In Scotland, this aligns to the GIRFEC model of safeguarding children and young people from being drawn into terrorism or supporting extremist views through early intervention and appropriate support.

The ScotXed Programme

Pupil information is 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.

Transport

East Dunbartonshire Policy on the Provision of School Transport 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%20notices



Accessing Your Child's Pupil Records

To access a child's records with East Dunbartonshire Council, you can either use the online Parents Portal for school-related information or submit a formal Subject Access Request (SAR) for other records. Parents can make a request on behalf of a child under 12 or one who lacks the maturity to make the request themselves. For school information, the process involves providing details about your child to be verified, receiving a security code, and submitting the request for school approval. For other records, you must submit a formal SAR with your details and the information you are seeking. 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 worldwide. Pupil



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

School Campus No Smoking/Vaping 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/vaping in any of the school campus areas.

Pupil Use of Mobile Phones in School

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school. The Education Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

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

Please note that the Council's policy on mobile phones is currently under review (2025).



Appointment of Adults to Voluntary Childcare Positions

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

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. During the last session we have worked hard to establish our new school community of faith and learning with a focus on building positive relationships across the community. Please refer to our school website for an overview of our achievements during the course of the session. These are detailed in our monthly newsletters and our Standards and Quality Report.

School Improvement Plan

Every year each school publishes a School Improvement Plan (SIP) details the school's main priorities for improvement in the coming session. These priorities will reflect self –evaluation processes with all

stakeholders within the school as well as local and national priorities. The current SIP can be viewed on the school website.

The Evaluation Process

Throughout the session all stakeholders are involved in reflecting on the progress in implementing and developing S.I.P. priorities. Staff work collegiately to reflect, evaluate progress, determine impact on learners, identify priorities and plan targets. This is achieved through collegiate work in school, gathering of attainment evidence and evaluation work undertaken within St. Ninian's cluster. Support staff also contribute their views to the self-evaluation process. Parent views are sought through a SIP questionnaire in May and parent focus groups. Pupils participate in the process through

- school groups, i.e. pupil focus groups, Pupil Council & Eco Committee
- in regular discussions in class to plan targets in their learning and evaluate their progress
- learning dialogues with SMT

The school's Evaluation Process, Education Authority Service Plan and Curriculum Guidelines, Learning Community Improvement Plan and National Guidance all have informed us in the identification of priorities and planning of tasks to continue to ensure improvement.

Summary of School Improvement priorities for Session 2025/26

- 1. Numeracy –Raising attainment / learning, teaching and assessment
- 2. Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework and improving attendance Year 2
- 3. Enhance the quality of learning and teaching in RE through engagement in Laudato Si and the Jubilee Year of Hope to strengthen curriculum links across the four contexts for learning

Attainment and Achievement Data

ACEL data at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	majority	most	most
First level by end of P4	most	majority	almost all	most
Second level by end of P7	most	most	almost all	most

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Very good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good
3.2 Raising attainment and achievement	Good	Good

Since the local authority review a wider range of supports have been implemented.