

EAST DUNBARTONSHIRE COUNCIL



HOLY TRINITY PRIMARY  
SCHOOL HANDBOOK

2018 - 2019



# Welcome to Holy Trinity Primary

Dear Parents and Carers,

Welcome to Holy Trinity Primary School. Our wonderful new 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 new, 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.

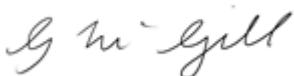
We work to create a calm and disciplined environment where pupils feel included, can learn and grow as people, realise their potential and be encouraged to give their best to achieve high standards of work and behaviour.

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 appreciation of people of all races and cultures

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

## Contents

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### Section One

Page 6	Information about the school: Contact Details, School Hours
Page 8	Staff
Page 9	School Holidays: Gym Days, Assembly Days
Pages 10	Attendance and Absence: Attendance at School Un-notified Absence Policy Family Holidays Information regarding exceptional closures Comments, Compliments & Complaints Procedure

### Section Two

Page 12	Parental Involvement
Page 15	Pupil Involvement

### Section Three

Page 17-23	School Ethos: Mission Statement Educational Aims Celebrating Achievement Gospel Oscars Achievement Displays Annual Celebration of Achievement Charity – Links with Global Citizenship Pupil Involvement School & Community: Equal Opportunities & Social Inclusion Development of Pupils Spiritual, Moral, Cultural and Social Values Pupil Conduct Promoting Positive Behaviour Anti-Bullying
------------	--



### Section Four

Page 24-32	School Curriculum: Curriculum for Excellence Literacy, Modern Languages- French, Numeracy & Mathematics, Active Learning, Social Studies, Science and Technology, Health and Wellbeing, P.E. and I.C.T. Expressive Arts, Spiritual, Social and Cultural Values, Preparation for the Sacraments, This Is Our Faith, Homework, Religious Instruction & Observance
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### Section Five

Pages 23	Assessment
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## Contents Continued

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### Section Six

- Pages 35      Transitions: Liaising with and Involving Parents in their Child's Education  
Primary to Secondary Transfer  
Catchment Secondary School  
Placing Requests  
Mid-Session Transfers  
Transport for Placing Requests

### Section Seven

- Page 39              Support for Pupils: Supporting Learners  
Support for Learning Services  
Family Support Services Additional Support Needs  
GIRFEC

### Section Eight

- Page 46      School Improvement  
Pastoral Support  
Raising Attainment  
Standards & Quality Report  
School Improvement Plan  
The Evaluation Process  
Transferring Educational Data about Pupils  
Data Policy

### Section Nine

- Page 49      Policies & Practical Information  
School Uniform  
School Meals & Free School Meal Entitlement  
Transport  
Information in Emergencies, Medical and Healthcare  
Data Protection Act  
    Accessing your Child's Pupil Records  
Freedom of Information  
Use of photographs and Video Film  
School Campus No Smoking Policy  
Pupil use of Mobile Phones in School  
Childcare Information Service  
Appointment of Adults to voluntary child care positions



## East Dunbartonshire Vision

### Education in East Dunbartonshire

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

**“Working together to achieve the best with the people of East Dunbartonshire”**

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership; and
- Our Employees.

## Section One: information about the School

<b>School name:</b>	<b>Holy Trinity Primary School</b>
<b>Head Teacher:</b>	<b>Mrs Grace McGill (Named Person Service Contact)</b>
<b>Depute Head Teacher:</b>	<b>Mrs Kathleen Wilson</b>
<b>Address:</b>	Newdyke Road Kirkintilloch Glasgow G66 2JW
<b>Website:</b>	<a href="http://www.holytrinity.e-dunbarton.sch.uk">www.holytrinity.e-dunbarton.sch.uk</a>
<b>Planning capacity:</b>	330
<b>Current role of schools:</b>	290
<b>Stages covered:</b>	Primary 1 – 7

### Class Structure

There are 12 classes which include 2 composite classes at P5/6 and P6/7.

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

**Denominational Status:** Roman Catholic

**Status:** Co - educational

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

### Out of School Care

There are various local providers of out of school care with pre-arranged pick up points within the school grounds. Contact details can be obtained from the school office.

### **Community Facilities:**

Those wishing to let the premises should contact:

Community Letting Team

The Marina

Strathkelvin Place

Kirkintilloch

G66 1TJ

Tel no: 0300 1234510

email: [letting@eastdunbarton.gov.uk](mailto:letting@eastdunbarton.gov.uk)

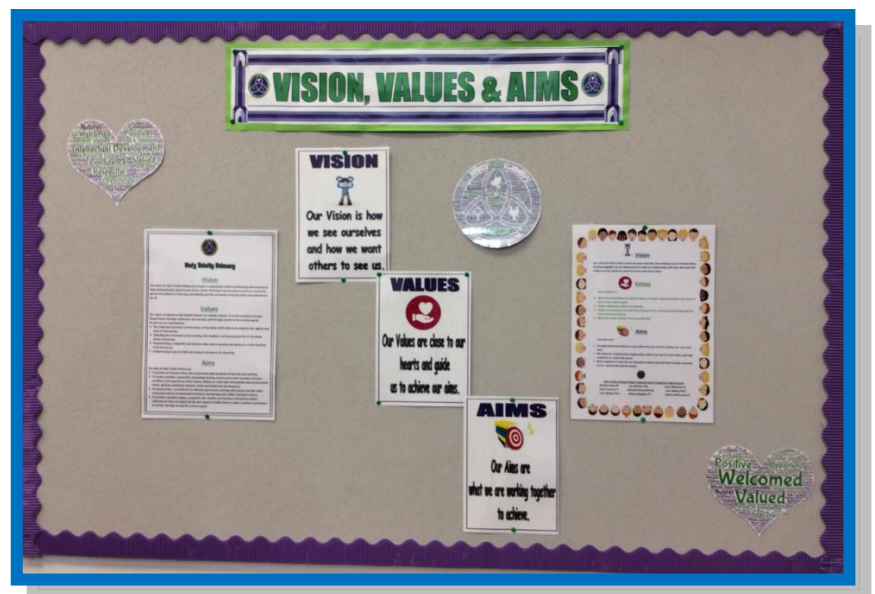
## Accommodation and Facilities

Holy Trinity Primary School 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;
- large shared flexible areas that are available for staff and pupils to use for art, science and other activities; and
- 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 with change and hoist facilities.



# Staff

## Teaching Staff

Head Teacher Mrs Grace McGill

Overall responsibility for school, including management of staff, resources, curriculum and communication. Creating a good school ethos and ensuring positive relationships. Liaising with parents, local community and outside agencies. Adviser to Holy Trinity Primary Parent Council.

Depute Head Teacher Mrs Kathleen Wilson

- Curriculum Development
- Pastoral Care and Discipline P4-7
- CLPL Co-ordinator
- Support for Learning Co-ordinator
- Deputise for Head Teacher
- Health Promotion Co-ordinator

Principal Teacher Mrs Jacqueline Lalor

- Curriculum Development
- Pastoral Care and Discipline P1-3
- Literacy Co-ordinator

Class Teachers

P1 Hub 1	Miss Maria Meechan
P1 Hub 2	Mrs Karen McCondichie
P2 Hub 3	Miss Kirsty Jones/Mrs Jacqueline Lalor
P2 Hub 4	Miss Ann Jane Milgrew
P3 Hub 5	Mrs Geraldine Brady
P3 Hub 6	Mrs Siobhan McHugh / Mrs Laura Hamilton
P4 Hub 7	Mr John Hood
P4 Hub 8	Mrs Freda Peters / Mrs Agnes Ellis
P5 Hub 9	Mrs Merlyn Soutar
P5/6 Hub 10	Miss Shannon McNulty / Miss Lynne Doyle
P6/7 Hub 11	Mr Prentice
P7 Hub 12	Mrs Louise Finlayson

Learning Support Instrumentalists PE Mrs Marlene Hunter / Mrs Siobhan McGinley / Mrs Laura Hamilton  
Mrs Heather Brown / Mr David Prentice/ Mr Andrew Bannerman  
Mrs J McIntyre

**Total number of Staff 14.92 FTE (including Head Teacher and Depute Head Teacher).**

## Clerical Staff

Mrs Nicola Harvey  
Mrs Lynne Moore  
Mrs Ann Henderson

## Classroom Assistants / Support for Learning Assistants

Mrs Anne Durick	Mrs Marion McGhee	Mrs Margaret Innes (0.5)
Mrs Avril Thackeray	Mrs Jackie Spence	Mrs Suzanne Fallon
Mrs Minal Sakriya		

## Site Co-ordinator

Mrs Margaret Chalmers



## School Hours

**Primary 1** 9.00 - 12.15 (until Monday 3 September 2018)

**Primary 1-7** 9.00 - 12.15 pm  
1.00 - 3.00 pm

**Intervals:** Morning - 10.30 - 10.45 am  
Lunch - 12.15 - 1.00 pm

## School Holiday Arrangements

Teachers return (In-Service Day)	Monday 13 August 2018
(In- Service Day)	Tuesday 14 August 2018
Pupils return	Wednesday 15 August 2018
School Closed	Friday 21 September 2018
Re-open	Tuesday 25 September 2018
School Closed (In-Service)	Friday 12 October 2018
Re-open	Monday 22 October 2018
School Closed	Monday 24 December 2018
Re-open	Monday 7 January 2019
School Closed	Monday 11 February 2019
School Closed	Tuesday 12 February 2019
(In-Service)	Wednesday 13 February 2019
Re-open	Thursday 14 February 2019
School Closed	Monday 1 April 2019
Re-open	Monday 15 April 2019
School Closed	Monday 6 May 2019
School Closed (In-Service)	Thursday 23 May 2019
School Closed	Friday 24 May 2019
Re-open	Tuesday 28 May 2019
Last Day of School	Thursday 27 June 2019

## Gym Days

In line with Scottish Government Guidance, all children participate in two hours of Physical Education (P.E.) each week. Details of when your child has P.E. will be found in their homework diary at the start of the school session. Pupils will require shorts, or plain navy / black sportswear trousers, T-shirts or school polo shirts and suitable training shoes that are not usually worn outdoors. In line with East Dunbartonshire policy, jewellery should not be worn during P.E. lessons for reasons of health and safety. Jewellery should be removed and stored carefully by the children during lessons. To avoid jewellery being lost or damaged it would be best if pupils were encouraged not to wear jewellery on their P.E. days. Physical Education is an important part of the Health and Wellbeing aspect of the school curriculum and one which the children clearly enjoy. If your child is unable to participate in P.E. for any reason please inform the school in writing.

## Assembly Days

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 charitable works.

## Attendance and Absence

### Attendance at School

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

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

### Un-notified Absence Policy

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

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

### Family Holidays

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

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

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

### Information regarding exceptional closures

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

(a) Parental Communication with School in Case of Emergency

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

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

## Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, 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, 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 in the School

### Parents Welcome

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

### Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils;
- To represent the views of parents;
- To promote contact between the school, parents, pupils, providers of nursery education and the community;
- To report to the Parent Forum;
- To be involved in the appointment of senior promoted staff; and
- To raise funds for the school for the benefit of pupils.

## Members of the Parent Council are:

At the Holy Trinity Parent Council/Parent Teacher Association AGM held in September 2017 parents voted the following members as key personnel:-

- Claire Haggarty / Maryanne Murphy – Co -Chairs
- Sharon Mackle / Paula Bishop – Co-Treasurers
- Dora Hegedus – Clerk

## Members of the Parent Council / PTA can be contacted via the school office by telephone or email.

Our school greatly benefits from a very active and supportive Parent Council/ PTA. Regular meetings are held and the Parent Council / PTA is an integral part of the school. Their effective partnership working makes a positive difference to the life and work of the school. They continually demonstrate their support and commitment to our school community by raising funds to support curricular developments, organising fundraising and social events, attending performances and school outings. This session they have enabled maths resources to be updated, more microphones to be purchased, help fund transport costs, celebrations and resources to enhance children's learning experiences.

The parent council / PTA and wider parent community turn out in high numbers at school events across the session.

## Parents as Partners

Whilst not every parent can give commitment to attending Parent Council / PTA meetings, we value the contribution, support and communication from all our parents. Across the school year our parents are invited to comment on the work of the school and attend events sharing in the positive ethos and success of the school:-

- The Parent Council / PTA arrange a variety of fundraising and social events across the year e.g. Christmas Fayre and Summer Gala. Funds are raised to support the school in a variety of ways such as school trips and equipment to enhance the children's learning experiences across many curricular areas.
- Parental involvement in the evaluation processes of the school is also valued and parental responses help inform planning for improvement. A variety of opportunities to garner parental views are in place: - comments on 'Reviews of Classwork' (biannual) which enable children to take home samples of their work to discuss and share with their parents providing opportunities for children and their parents to comment on progress, School Improvement Plan survey of progress in priorities (May) comments at open afternoons and evenings, meetings with Parent Council/PTA, Parents Focus groups on a range of issues including Pupil Equity Funding, opportunities to provide comment / input through Personal Learning Plans.
- Children are also encouraged to share their learning through open afternoons and evenings. Primary one visit their classrooms with their parents in an afternoon in September and an open afternoon is held to enable all children to visit their classroom with their parents to share their learning. The focus for this open afternoon is inter- disciplinary learning where children can show the links they are making across different aspects of their learning.

- Through informative monthly newsletters parents are kept fully updated on the life and work of the school and given the opportunity to provide comment. These are also distributed at Mass in the parishes of St. Flannan's and St. John of the Cross.
- Our school website is regularly updated with news and events. Each class provides a termly update on the ongoing work of the class.
- Our text messaging service is used to remind parents of key events and alert parents to children's absence.
- Parent teacher consultations in October and March provide parents with the opportunity to discuss their child's progress following the opportunity to review their classwork. Parent feedback has been very positive and parents have valued the opportunity to talk to children about their progress and discuss with staff how to support learning at home.
- Parent questionnaires are a further useful means of gathering parent views to develop future improvements. These are conducted annually at the end of the primary one induction programme and are used to further refine the programme. Parent questionnaires for all parents are conducted on a triennial basis and responses are used to identify areas of development for the school as well as successes.
- Parents are encouraged to share their expertise to support children's learning through our eco work, health events and careers events for primary 7 pupils. This session's focus will be on not just range and type of careers but the importance of skills we are developing in school to the world of work.
- Parents engage regularly with staff through homework diaries, informally with teaching staff in the playground, SMT are also available daily in the playground for informal discussions before and after the school day and parents can also seek an appointment to discuss concerns regarding any aspect of their child's progress.
- Parents are encouraged to attend shows, achievement celebrations, religious celebrations and monthly masses. Parent attendance at events and celebrations adds to the positive two way open interactions that we value and nurture to improve all aspects of school life.
- Annual summative reports inform parents of children's progress to date.
- Our Celebration of Achievement in June enables parents to see the wide range of attainment and achievements across the school.

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

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

## Pupil Involvement

### Pupil Council and Pupil Committees

Pupil Voice is of major importance. Some of the best ideas are from pupils who have a vested interest in their school and their learning. To encourage pupil involvement in the wider life of the school, a variety of pupil committees, supported by members of staff, are established to take on various activities and initiatives throughout the school. Pupils will complete a statement of interest in these groups and will be elected into roles at the start of each session.

Children are also given the opportunity to participate in our self-evaluation processes within the school through participation in pupil focus groups. As part of the preparation of this document, the Pupil Council were asked to create a children's version of the Vision, Values and Aims of the school and also contribute their views on the work and life of the school.

### In the words of our children

#### Why I would recommend Holy Trinity Primary to parents and children...

- ✓ 'I would recommend Holy Trinity because it's a place where everyone feels like family and everyone is helpful.' *Joe P4*
- ✓ 'Holy Trinity is a child friendly and supportive school where you can trust the children and teachers,' *Cara P6*
- ✓ 'It is a kid friendly, safe zone.' *Megan P6*
- ✓ 'I like Holy Trinity because everyone is caring and they follow the rules. Holy Trinity isn't just a school, it is a home.' *Emma P5/6*
- ✓ 'I like this school because the teachers are very loving and supportive in all subjects.' *Evie P5*
- ✓ 'I like this school because of the tables outside. If it is a sunny day you don't need to eat inside.' *Liam P5*
- ✓ 'Holy Trinity is a fun and safe school where you can be with your friends and play games and you can also learn a thing or two.' *Mitchell P5/6*
- ✓ 'I like this school because the teachers are fun and supportive.' *Rocco P4*
- ✓ 'I would recommend this school because we have lovely teachers and everyone's your friend and everyone is in a huge team together.' *Niamh P4*
- ✓ 'I have enjoyed my time here at Holy Trinity because it doesn't just feel like a school but a family as well.' *Olivia P7*

#### What we learn...

- ✓ 'In our school we not only learn Maths and Language but we learn how to make friends and play together.' *Mitchell P5/6*
- ✓ 'I learned how to make new friends and respect our elders.' *Megan P6/7*
- ✓ 'I learned to never give up when something new comes my way.' *Liam P5*
- ✓ 'In Holy Trinity we learn about how to react and keep calm in certain situations. We also learn about how to have a growth mindset.' *Olivia P7*
- ✓ 'I have learned to treat others with respect and that everyone in Holy Trinity is ambitious to do their best.' *Emma P5/6*
- ✓ 'At Holy Trinity we are taught not only maths, literacy and other things, we are taught to treat others fairly and with respect and to be a good, loyal school.' *Cara P6/7*
- ✓ 'In this school you learn something every day like French, division, to paint and my personal favourite – science!' *Niamh P4*
- ✓ 'We learn a varied mix of subjects but also how to respect and be positive' *Joe P4*
- ✓ 'We learn about a lot of things not just maths and writing but we learn about people too and that's why I love it' *Evie P5*





## Section Three: School Ethos

### Vision

The whole school community worked together to create a new Vision, Values and Aims statement which reflected our new community of faith and learning and our aspirations for our children.



# Holy Trinity Primary

## Vision

Our vision for Holy Trinity Primary is to inspire a community of faith and learning where everyone feels welcomed and valued as part of our school. Working in partnership we strive to ensure the pursuit of excellence in learning and teaching and the promotion of social justice and opportunity for all.

## Values

Our values are based on the Scottish Charter for Catholic schools in Scotland which promotes Gospel Values through celebration and worship, and through service to the common good.

As such we are committed to:-

- ❖ The integrated education and formation of the whole child while honouring the life, dignity and voice of each person.
- ❖ Upholding the moral and social teaching, faith tradition, and sacramental life of the whole school community.
- ❖ Demonstrating a respectful and inclusive ethos where equality and equity are at the forefront of all that we do.
- ❖ Endeavouring to put our faith into action in all aspects of school life.

## Aims

Our aims in Holy Trinity Primary are

- ❖ To provide an inclusive ethos with consistently high standards of learning and teaching.
- ❖ To create a positive, purposeful, motivating learning environment which provides inclusive conditions and experiences which inspire children to reach their full potential and nurtures their moral, spiritual, emotional, physical, social and intellectual development.
- ❖ To demonstrate a commitment to effective partnership working with parents and the wider community and our environment to nurture and develop each child's God given talents.
- ❖ To provide a positive, happy, respectful, safe, healthy and inclusive environment which cultivates an ethos of respect for all, and values to enable them to make a positive contribution to society through serving the common good.

Part of the work of the Pupil Council was to create a Vision, Values and Aims statement in child friendly language that would be more meaningful and accessible to the children.

 **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.
- ▼ Make sure everyone feels like they belong to our community and people get the help when they need it.
- ▼ Show the Gospel Values in our everyday life.

 **Aims**

Our aims are:-

- To work hard and continue to put effort into our work to achieve our personal best.
- We want our school to be a happy place, where we care for each other and help everyone to reach their goals.
- Work together to improve our God given talents and use them to help everyone in our community and the world.



Holy Trinity Primary Vision Values & Aims Created by Pupil Council:-

Niamh Irvine P4	Joe Welles P4b	Liam Gillbaney P5
Evie Travers P5	Mitchell McGrath P5/6	Cara McKay P6/7
Olivia Gallagher P7	Declan McDonald P7	

### Equal Opportunities and Social Inclusion

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

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

## The Equality Act (2010)

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

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

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

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

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

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

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

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

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

## Race

In relation to race equality, the school follows written procedure whenever a racist incident is reported. This procedure is detailed in the document *"Tackling Racist Incidents Within the Education Service"*. Parents/Carers who want to find out more about this procedure should ask the school for a copy of the leaflet *Managing Racial Harassment and Racist Bullying in Schools: A Guide for Parents/Carers*.

## **Disability**

The Disability Equality Duty (DED) places Education Authorities under a statutory duty to actively promote disability equality across all of their functions (policies and practices). East Dunbartonshire Council's Education and Children's Service's Disability Equality Scheme (DES) and Action Plan were published in December 2006. This Scheme and Action Plan will build on the wide range of work that the Education Service does to promote disability equality in East Dunbartonshire Schools. More information on this can be found in the Disability Equality Scheme (DES) and Action Plan for the Education Service. Further information is also available in the Education Service's Accessibility Strategy. A copy of these documents can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

## **Gender**

The Gender Equality Duty (GED) was created by the Equality Act 2006. The GED requires Scottish Schools and Education Authorities to actively promote sex equality and improve services, policies and practices for all boys and girls. Schools and support services in East Dunbartonshire work hard to ensure that all pupils achieve their full potential and their Gender Equality Scheme and Action Plan reflects this commitment. A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

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

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## **School Rules and Responsibilities**

### **Pupil Conduct**

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

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

### **School Discipline**

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

### **Promoting Positive Behaviour**

The school uses a wide range of approaches to promote positive behaviour among pupils resulting in positive attitudes to learning and relationships with others. The approaches are underpinned by our vision, values and aims and are supported by the whole school community. Ideally, the school should be building on a sense of values already known to the child. Within the school, the aim is to have a pleasant, relaxed learning atmosphere in which children develop: - self-discipline, self-esteem, resilience, consideration for others and a responsible attitude to the person and property of others.

Children are expected to observe all school rules which have been drawn up with health and safety in mind and orderly behaviour is insisted upon at all times. Support from parents in ensuring children co-operate with school rules is both expected and highly valued. East Dunbartonshire Council's guidance in tackling incidents of bullying are implemented and work through assemblies and Health and Wellbeing, highlight how children should respond and seek help if such incidents were to occur. We encourage a positive approach to discipline through our award/reward systems, where every child is made aware of his/her worth and contribution to the whole school ethos.

An adult presence is provided in playgrounds at break times and in Holy Trinity Primary, support staff provide supervision and Mrs McGill (Head Teacher) and Mrs Wilson (Depute Head Teacher) and Mrs Lalor (Principal Teacher) regularly supervise also. Staff encourage pupils to be actively involved in a range of play activities and to work co-operatively.

### **Anti-bullying**

Holy Trinity Primary has an anti-bullying policy in line with East Dunbartonshire Council Anti-bullying Policy. In Holy Trinity Primary we promote positive behaviour resulting in positive attitudes to learning and relationships with others.

### **Educational Aims**

Our school aims are founded on the shared values and ambitions of the school and its wider community. They take account of the needs of the pupils and reflect the improvement objectives of East Dunbartonshire Council. This provides a framework from which priorities in the school improvement plan will be developed in conjunction with self-evaluation undertaken with all

stakeholders –pupils, parents and staff. Priorities outlined in the annual improvement plan are intended to raising standards of achievement and attainment for all children.

## **Celebrating Achievement**

**Weekly Assemblies** – provide opportunities to come together as a community of faith and learning. Assemblies highlight and celebrate pupils’ successful learning across the curriculum in the previous week. Assemblies are also used to highlight aspects of the liturgical year and give 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 charitable works.

**Gospel Oscars** – each term one of the weekly assemblies will focus on our Gospel Oscars Awards which highlight how children have demonstrated the Gospel Values in their day to day lives. This is used to highlight our faith as a living faith which must be put into action and awards are displayed in the school foyer. This assembly is followed by a Golden Afternoon which gives the children the opportunity to select from a wide range of activities including baking, art, sport, technology, science and outdoor learning.

**Achievement Displays** – we encourage children to recognise and celebrate achievements within and out with school. Our Achievement displays exemplify the range of different achievements throughout the session including competition winners, sports, eco and enterprise activities.

**Annual Celebration of Achievement** – celebrates all primary seven pupils’ achievements, good attendance throughout the school, other whole school achievements / awards. Across the school year we celebrate many events allowing children to participate in performances, festivals, competitions, and celebrations e.g. whole school Christmas show, Health Events, World Book Day, Robert Burns Day, sports day, St. Ninian’s Netball Festival, Dance Festival, science and technology events.

## **Charity – Links with Global Citizenship**

As well as Fair trade work, the school supports a number of charities at home and abroad. Pupils make decisions about which charities are supported through class discussions. The Pupil Council and the Charities Committee organise a range of charity activities which take place across the year. These are always well supported by pupils and their parents and include – Missionary Children, SCIAF, Mary’s Meals, MacMillan Cancer Research, Poppy Scotland and the Cardinal Winning Pro-Life Initiative which gathers baby equipment to support mothers and babies.

## **Pupil Involvement**

To encourage pupil involvement in the wider life of the school, a number of pupil committees are in place.

- The Pupils Council provide a strong pupil voice within the work of the school. They also contribute to the school's self-evaluation work when considering progress made in school improvement plan priorities, the use of Pupil Equity Funding and the development of this school handbook.
- Eco Committee made up of elected members who work successfully with school staff and parents to further develop our Eco work.
- Enterprise Committee who direct a range of enterprise activities throughout the school year including providing Christmas refreshments for invited guests from the local community at our show, organising the school's Burns event in January and working to strengthen our business links within the community.
- Health Events Committee who are selected through an interview process by primary 7 pupils. These pupils work with staff to organise healthy tuck shops, Fair Trade events and strengthen links with our business partner in this area – the Co-op.
- Junior Road Safety Officers who are selected through application. They work with staff to promote road safety through a range of activities throughout the session such as competitions, safety presentations, safe routes health walk.

## School and Community

The school has an extremely important part to play in the local community. Our pupils are expected to think for themselves as good citizens with much to contribute towards the community in which they live.

Within Holy Trinity Primary we enjoy close links with St. Flannan's Parish, celebrating both first Friday masses and Holidays of Obligation at the church. Father Len Purcell is a frequent visitor supporting faith development through religious assemblies such as the Welcome Service for Primary 1 pupils and their parents, Advent prayer services for primaries 5-7 and Adult Reflection service for staff. We also work effectively in partnership with St. Ninian's High school and other cluster primaries to take forward cluster priorities in the school improvement plan to ensure progression and improved outcomes for learners. We have effective transition programmes in place with our local nurseries and St. Ninian's High School. We seek opportunities to link with the wider school community inviting members of the parish, local nurseries, elderly residential home and Merkland School to various events.

We promote a sense of Global Citizenship by pupils studying Citizenship / Eco Topics and engaging in a wide range of fund raising activities to respond to world disasters and support Global Charity Work. Our pupils also raise funds for local charities and during Advent and Lent each year, fund raising is encouraged to promote a sense of fairness and justice beyond the local community. Through our pupil teacher committees children have many opportunities to engage in Eco work, Fair Trade, competitions, festivals and sports events to enhance the curriculum.

We encourage parents and local people to take an interest in our school, ensuring they are welcomed and capitalising on opportunities for them to support children's learning where it is felt appropriate by the Head Teacher.



## Section Four: School Curriculum

### Curriculum for Excellence

Bringing learning to life and life to learning.

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

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

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

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

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

### The Curriculum

Our School Improvement Plan, produced annually, identifies priorities and outlines aims, tasks and the expected positive impact these priorities will have in our pupils' attainment and achievement (Details of all the current School Improvement Priorities are in Section 8 of this handbook).

Curriculum for Excellence is one of the most ambitious programmes of educational change ever undertaken in Scotland. For the first time, we are focusing on what the Scottish education system should be delivering for children and young people from ages 3 to 18. The aims of Curriculum for Excellence are that every child and young person should:

- know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen
- experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy, that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world (Building The Curriculum 3)



## 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	50 Shared Texts Heinemann Storyworlds P1-3 Literacy Evolve P4-7 Novel Studies to extend reading skills
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Spelling/Grammar	Jolly Grammar P1 – P7
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Handwriting	New Nelson Handwriting P1 – P7
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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 BIG Writing approach to writing, which is child-centred, interactive learning with a focus on four core targets of Vocabulary, Connectives, Openers and Punctuation (V.C.O.P.)

Throughout the school the children use a variety of resources and through effective pupil / teacher dialogue they reflect on how to improve their own writing. Children read to write and write to read.

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 prescribed 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	Reasons for Writing Models for Writing Scholastic Writers Workshop Writing activities from topic work including novel studies
Punctuation and Grammar	Jolly Grammar

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.

### ***Modern European Language – French***

Learning and Teaching Programmes are delivered to pupils in Primaries 1-7. Six members of Teaching Staff have undertaken training in French.

### **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.

### **Active Learning**

Active learning is learning which engages and challenges children’s thinking using real-life and imaginary situations. 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 problems in the shop, house corner and various other contexts. They are actively discussing and working on maths situations with peers. At these early stages, there has been a shift from completion of worksheets and workbooks, to more emphasis on language and cognitive development. The children apply these skills to other areas of the curriculum e.g. topic work. Our Primary Ones begin each day with a ‘Play to Learn’, which involves them arriving in class, self-registering and choosing an interesting activity for before direct teaching begins. This has proved to be very successful, as the children are developing as; effective contributors working as part of the group, confident individuals through succeeding in self-registering and finishing their task, responsible citizens through sharing and respecting the needs of others and successful learners through using their imagination and creativity in a chosen activity and it is fun!

Active maths approaches are used at all stages using some core schemes and other opportunities to apply skills within real life contexts such as in Finance & Enterprise activities.

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



Computer resources, games, Technology equipment, problem solving materials and Heinemann Home Link resources 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 using check-ups, assessment packs and interactive activities support attainment and achievement in numeracy. End of unit, outcome check-ups and assessments are completed by the pupils when they have completed a programme of work for that learning outcome.

### **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. An interdisciplinary topic based approach 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. Parents are informed of Topics being studied in our newsletters.

**Technologies-** I.C.T. to enhance learning is an important part of our work in technologies – each classroom is equipped with two PCs and a touch screen interactive whiteboard with access to the Internet. Pupils use computers across the curriculum and for homework / research activities. Every class has an Interactive Whiteboard and staff and pupils use this across all areas of the curriculum. We also have a timetabled ICT lap buses with laptops and ipads also available. Pupils also follow design briefs and undertake collaborative working projects in technology.

**Science** –Each class receives one hour of science weekly using a planned progressive programme. Practical activities and investigations are an important part of the experience for all pupils.

**Health and Wellbeing** – is delivered at all stages using Glasgow Health Programme for Schools. Pupils at all stages now use the Promoting Alternative Thinking Skills (PATHS) programme which develops emotional literacy, resilience and social skills. 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. We have a P.E. specialist and two members of staff with additional qualifications in P.E. Throughout the year external trainers provide football and rugby skills and 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.

## **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 like 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 Fr. Len Purcell (Parish Priest of St. Flannan's) and teaching staff. Father Purcell visits the school regularly to support our work in This is Our Faith.

Pupils in primaries 6 and 7 now 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.<sup>1</sup>*

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 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.

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

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 (15-20minutes 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. Details of pupils' homework will be found in their homework diary. Parents are asked to check homework is completed and sign the diary. The diary can also be used as an informal means of communication between parent and teacher.

## 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. The summary sheet of the current level of EDC Excursion insurance is included in this handbook. School policy on mobile phones will be applied whilst on excursions and are not usually 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

### Assessment

In order to ensure coherence, continuity and progression in all areas of the curriculum, on-going assessment is essential. This is done using a variety of methods: - checking written work, observing activities and discussing events with the children. Pupil self-assessment is valuable for its motivating effects and the insight it offers pupils on how to improve.

In Curriculum of Excellence the standards expected for progression are indicated within the experiences and outcomes at each level which represent the breadth, depth and application of learning to be experienced by children and young people, typically over a three year period.

In primary schools the experiences and outcomes are set out in lines of development which describe progress in learning:-

Early Level - the preschool years and P1 or later for some

First Level - to the end of P4, but earlier or later for some

Second Level - to the end of P7 but earlier or later for some

#### **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
- 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**

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

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

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

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

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

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

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

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

Tel: 0300 1234510

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

## **Section Six: Transitions and Enrolments**

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

All East Dunbartonshire early years establishments follow the Council's Early Years Admissions Policy.

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

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

Forms are available from the Council's website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) or all EDC nurseries, and Community Hubs or by contacting the Contact Centre 03001234510.

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

### **Transfer from Nursery to Primary**

#### **Registration and Enrolment**

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

catchment area or, who wish their child to transfer to the school, should contact the school office for information.

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

## **Primary School Admissions**

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

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

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

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

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

An open day for parents of prospective primary one pupils is held in January each year. Please contact the school to check the date.

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**

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

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

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

## Catchment Secondary School

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

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

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

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

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

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

Any Placing Requests received after the 15<sup>th</sup> March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 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

### Children and Young People with Additional Support Needs

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 and the Education (Additional Support for Learning) (Scotland) Act 2009 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. In St. Holy Trinity Primary we monitor pupils' progress regularly and, where class teachers feel additional support may benefit a child, we discuss suitable next steps within a Pupil Support Group Meeting which may include partners such as the Educational Psychologist, Social Work or Health. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

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

That the child or young person:

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

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

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

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

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

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

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

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

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

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

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

**The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information contact: 0131 313 8844 or go to [www.resolve.org.uk](http://www.resolve.org.uk)**

## **Support for Learning Services**

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

These are:-

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



The Services support pupils through:-

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



**The Named Person for Holy Trinity and is the Head Teacher, Grace McGill.**

In Holy Trinity Primary our School Policy has been developed in line with EDC Policy & Guidelines on Additional Support of Learning and meeting learner's needs. Monitoring of children's progress allows those working with children and young people to match tasks, activities and resources to meet the needs of all children and young people including the more able child/young person.

At the initial stages, learning needs will be met within the establishment, in the classroom through collaborative working and planned personalisation of the curriculum. Planning may take the form of personal, group or class plans.

Through discussion learning support staff, visiting teachers and other professionals, liaise regularly with each other to provide a holistic approach to plan for children and young people with additional support needs. A multi agency approach is taken to plan for children and young people who are vulnerable or at risk. Planning takes the form of a Support Plan, or Co-ordinated Support Plan (CSP). These plans will contain both long term and short term planning outcomes; the contribution of all involved and will be evaluated and reviewed regularly.

Parents and carers, children and young people are fully consulted in the development and review of individual plans.

The class teacher will be aware of children in need of learning support and will ensure that children work at an appropriate level. Guided by promoted staff, class teachers select appropriate work and resources and the children's progress is carefully monitored to ensure appropriate intervention is in place timeously.

Occasionally it is necessary to call on the expertise of Psychological Services for support, advice or direct input for pupils. Parents will always be consulted prior to any request being made to Psychological Services for specialist help.

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptation to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents/guardians meetings to facilitate physical access.

All staff have received training in the school and local authority policy guidelines and procedures for staged intervention. A full audit is conducted biannually and a database is used to record the range of pupil's needs and support. SMT, Education Psychologist, Support Staff and outside agencies work co-operatively to ensure all opportunities are accessed to meet the needs of pupils. The consultation, planning and reviewing process is crucial to the success in implementing the policy.

The senior management team support, advise and work alongside staff to ensure pupils are well supported. Additional support plans are devised to highlight the support required and these are reviewed by SMT, class teachers, network support staff and parents. Pupils and parents are also involved in identifying and reviewing their targets and progress. The success of the learning plans is evident in pupil's attainment and achievements. Parents have expressed positive support for the way the school manages and supports the pupils. Review meetings are held regularly with a member of SMT, class teacher and educational psychologist and support teacher as necessary. Termly Pupil Support Group meetings with educational support staff and other agencies enable focussed discussion of pupils' needs and identification of suitable support strategies.

Staff re-visit Additional Support Legislation at In-service Training at the beginning of each session. Positive and proactive steps are taken to ensure the information is passed at key transition stages i.e. stage to stage, at primary one entry, transition to secondary and children transferring to other establishments.

## **Supporting Families Service**

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

## **Protecting Children and Young People**

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

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

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

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

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

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

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

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

## **Additional Support Needs**

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

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

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

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk), 0845 123 2303

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

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

## **Autism Adviser**

The role of an Autism Adviser in every nursery, primary and secondary school in EDC will provide support for pupils with Additional Support Needs in the areas of language and social communication including those diagnosed with autism. It may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers; planning for establishments Autism Awareness Week; and supporting individual staff members using existing school structures (eg. PSG) and involving a collaborative practitioner enquiry model.

## **Specialist Support Service – teachers teaching in more than one school**

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

The teams support the additional needs of:

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

## Pastoral Support

The school and nursery pastoral support is addressed by the child's Key Worker or Class Teacher in the first instance. Steps to support pupils would then pass to the Principal Teachers, then to the Depute Head Teachers responsible for their departments. Children with additional support needs may also have pastoral support from the Learning Support Co-ordinator for each department.

The Head Teacher, as Named Person has the ultimate responsibility for Pastoral Support within the School and nursery and will attend meetings and create actions to address support in conjunction with the learner, their family and external agencies as required.

As a Roman Catholic Primary we seek to build a positive ethos where all children feel valued, included, nurtured and supported. Through our Health and Wellbeing programme, children develop their mental, emotional and social health through a variety of activities and resources such as drama, circle time and the use of Promoting Alternative Thinking Strategies (PATHS) which is a wellbeing programme designed to develop children's resilience.

There are times when children experience change, loss or grief which requires more specific support. Two members of staff have been trained to deliver the 'Seasons for Growth' programme and this is run annually to support children in a small group. Seasons for Growth is a successful education programme that gives young people and adults the opportunity to learn that change, loss and grief are normal and valuable parts of life. The programme provides participants with the knowledge, skills and attitudes to understand and manage their individual experiences.

A number of organisations out with East Dunbartonshire exist to provide advice and support for pupils. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

## Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC*) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people. The Children and Young People's (Scotland) 2014 Act now provides a legal framework around these principles.

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

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

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

To do this the Scottish Government has legislated that all children have a Named Person until the age of 18 who will coordinate services for them, should they require it. The Named Person for children in early years settings is their Health Visitor and for those at school it is their Head or Depute Head Teacher. Young people under the age of 18 who have left school can access their Named Person via the Education Service.

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

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

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

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

## **Child Protection and Safeguarding**

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

## **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.

EDC Cluster working policy developed last session means that our St. Ninian's cluster now includes pre 5 establishments to enable us to work together to develop the curriculum from early level which spans pre 5 to the end of primary one, first and second levels throughout primary and on into third and fourth level which takes us to the end of S3. It allows us to develop moderation practices to ensure consistency across our cluster. Our school improvement plan is therefore a synthesis of work undertaken at school level and at cluster level to develop the agreed priorities.

No	Improvement Priority	Target
1	Raising Attainment in Writing (Cluster Target) 	<ul style="list-style-type: none"> <li>• Raise attainment in writing through clear skills progression linked to the benchmarks</li> <li>• Share standards through exemplification of writing samples from early to third level</li> <li>• To ensure that there are effective moderation procedures early to third level</li> <li>• Develop a shared understanding and use of a consistent definition of achievement of a level for writing across levels</li> <li>• To strengthen parental engagement with Reading and Writing</li> <li>• Improve access to digital technology for all learners</li> </ul>
2	RERC: Devise shared Vision, Values and Aims for our new Catholic School 	<ul style="list-style-type: none"> <li>• Learners will work collaboratively with staff to establish a new school vision, values and aims.</li> <li>• Learners will understand the distinctiveness of their Catholic school and its role in 'Serving the Common Good' as part of National and Diocesan celebrations of 100 years of Catholic Education.</li> <li>• Learners in Primary 7 will have opportunities for developing skills for learning, skills for life and skills for work as they prepare to receive the Sacrament of Confirmation and work to achieve their Pope Francis Faith Award.</li> </ul>
3	Improving personal, social and physical Health and Wellbeing 	<ul style="list-style-type: none"> <li>• To improve the engagement of children and families in learning through the development of a positive 'can do' mindset that improves attainment, increases understanding of achievement and develops a culture of greater aspirations.</li> <li>• To embed the nurturing principles</li> <li>• To develop opportunities within the school for wider achievement and pupil voice</li> </ul>
4	To raise attainment in early level and increasing wellbeing and engagement 	<ul style="list-style-type: none"> <li>• To implement a play approach to teaching and learning across the curriculum with an emphasis on literacy, numeracy and health and wellbeing</li> <li>• To raise attainment of children in P1 through implementation of play approach</li> <li>• Management of resources to promote equity and parental engagement</li> </ul>

## The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

### Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* 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 collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

## Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.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](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## Section Nine: School Policies and Practical Information

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

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

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. **In Holy Trinity Primary, parents are very supportive and all children wear 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. There has been a positive response to our new uniform and I thank all parents and guardians for their continuing support in ensuring all pupils are wearing their uniforms. Two official school uniform suppliers have been identified – Logoxpress and Trailblazers. Orders can be made online and opportunities are made available in the course of the year to view samples. Please contact the school office for details.

Our uniform consists of-  
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 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. No leggings. Vest/ low cut tops are not acceptable. Some suppliers also provide a navy school T-shirt. Please note this is for use **during** PE lessons and should not be worn to school as a replacement for the white polo shirt / school shirts.

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

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

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

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

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

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

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

circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.

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

## **School Meals**

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

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

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

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

## **Free School Meals**

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

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

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

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

## **Cashless Catering**

The school will operate a cashless catering system. Each pupil will have an individual account, which can be topped up online, or by submitting cash or cheques to the school office. This account is used to pay for school meals, and children do not have to bring lunch money to school. Meal selections are made by children in class at the start of the day, and there is no requirement for any smartcard or other identification system. Your child's individual account number, as well as information on how to use the cashless catering system, will be provided before the end of the current school session.

## Transport

### (a) General

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

Parents should note that no transport provision is made for home journeys for infants who may have a shorter day at the beginning of the academic year.

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

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

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

### (b) Pick up Points

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

### (c) Placing Request

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

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

# Adverse Weather Conditions

## Driver's Responsibilities

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

In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

## STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

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

## PARENTAL RESPONSIBILITIES

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.

- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

## Medical and Health Care

If your child takes ill during the school day the School Office staff will contact you. Depending on what the illness is we may ask you to collect your child with immediate effect. We will however, do all we can to make sure your child feels comfortable and on occasion if they feel better may also return them to class.

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

## Data Protection Act 1998

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

## Accessing Your Child's Pupil Records

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

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

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

## **FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

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

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

## **Use of Photographs and Video Film Involving Pupils**

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

## **School Campus No Smoking Policy**

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

## **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 out with 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.

## **Childcare Information Service**

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

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

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

To use this service please call the helpline number on 0141-578 8060, e-mail [chis@eastdunbarton.gov.uk](mailto:chis@eastdunbarton.gov.uk) or log onto the service's website at [www.scottishchildcare.gov.uk](http://www.scottishchildcare.gov.uk).

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

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

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

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;



- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

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

