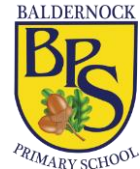


BALDERNOCK PRIMARY SCHOOL



**SCHOOL HANDBOOK
SESSION 2023-2024**

WELCOME TO BALDERNOCK PRIMARY SCHOOL



Dear Parent/Guardian

Welcome to Baldernock Primary School.

I hope you find this handbook both helpful and interesting. Reading through our handbook and our website will give you some ideas of the many activities that take place in Baldernock Primary.

Baldernock Primary is very much a part of the local community. Everyone, including pupils, staff, parents and friends have an important role to play in the life of our school.

At Baldernock Primary we take a pride in creating a safe and stimulating learning environment where all children are encouraged to reach their full potential and we strive for a high standard of attainment in all areas of the curriculum and work together to promote lifelong learning.

We aim to work in partnership with parents to ensure every child is given the best opportunity to realise their potential in a safe, healthy learning environment.

Yours sincerely

Jill Carr
Head Teacher



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

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

OUR VISION, VALUES AND MOTTO

Vision

Working Together Respecting Others Pursuing Excellence

Values

- Environment
- Resilience
- Wellbeing
- Inclusion
- Community

Motto

Ready Respectful Safe

Underpinning these values are the United Nations Convention on the Rights of the Child articles 12 and 29.

- Article 12: I have the right to be listened to and taken seriously.
- Article 29: I have the right to an education which develops my personality, respect for others' rights and the environment.



School Information

Baldernock Primary School is a small, non-denominational, co-educational school built in 1873 and situated in the heart of the countryside.

The school has a functional capacity for 61 children, and a working capacity for 61. 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. Currently the class structure consists of three composite classes. A composite class is composed of children from more than one year group. The school roll for the session, 2022/2023 is 51 pupils.

Two separate buildings provide accommodation for three classes which differ in composition depending on the number of children in each year group. The main building comprises of two classrooms, a dinner hall, cloakrooms and toilet facilities.

The third classroom, Head Teacher's office, administration office and resource area are located in the original school house.

Most of the children on the school roll come from Balmore and surrounding areas. The children are brought to the school in private cars or by mini bus or coach.



The full postal address and telephone number of the school is:

Baldernock Primary School
Fluchter Road
Balmore
Torrance
Glasgow G64 4AS
Telephone: 0141 955 2341
email: office@baldernock.e-dunbarton.sch.uk
website : www.baldernock.e-dunbarton.sch.uk
Twitter : @BaldernockS

School Hours

| | |
|------------------|------------------------------------|
| Monday to Friday | 9.00 a.m. - 10.30 a.m. |
| | 10.30 a.m. - 10.45 a.m. - Interval |
| | 10.45 a.m. - 12.15 p.m. |
| | 12.15 p.m. - 1.00 p.m. - Lunch |
| | 1.00 p.m. - 3.00 p.m. |
| | 3.00 p.m. - Close |

Primary 1 pupils start full days from the first school day in August.

PE takes place on a Tuesday and a Thursday within the local environment and at Torrance Primary to fulfil the two-hour requirement for physical activity.

Baldernock Childcare

The main house of the school accommodates a playgroup which works in partnership with East Dunbartonshire Council. The playgroup offers five sessions from 9 a.m. - 2 p.m. For enquiries please telephone: 0141 955 2343.

Baldernock Childcare provides after school care for children aged 4 to 12. It opens from Monday to Thursday from 3.00- 5.55pm and is based in the School House, with places for up to 10 children. If you require further information or would like to book a place, please contact Mrs Nicola Nisbet by email edbaldernock@glowmail.org.uk or by phone 0141 955 2343 mob. 07940344366.

Baldernock Primary School Staff

The list of teaching staff at present is as follows. An indication of their current teaching responsibility is also included.

| | |
|----------------------|---|
| Mrs Jill Carr | Head Teacher/Learning Support Co-ordinator |
| Mrs Avril Meldrum | Principal Teacher - P5/6/7- Monday |
| Miss Helen Davidson | Primary 1/2/3 |
| Mrs Jenny MacDonald | Primary 3/4/5- Mon- Thurs |
| Miss Mary Facchini | Primary 5/6/7- Tues- Fri |
| Miss Jennifer D'Arcy | P3/4/5- Fri and Non Class Contact |

Total Number of staff 5 F.T.E.

Support Staff

| | |
|-------------------------|--------------------------------|
| Mrs Karen Faull | Clerical Assistant |
| Mrs Lesley-Anne MacLean | Classroom Assistant |
| Mrs Yvonne Gordon | Support for Learning Assistant |
| Mrs Lorna Duff | Support for Learning Assistant |
| Miss Diane Marlin | Facility Assistant |
| Miss Roanne Maulenova | Facility Assistant |
| Mrs Jennifer McGinnes | Facility Assistant |
| Miss Kirsty Mooney | Building Manager |

SCHOOL HOLIDAY ARRANGEMENTS
INCORPORATING LOCAL HOLIDAYS AND IN SERVICE DAYS
SESSION 2023/24

| | |
|--|--|
| August 2023 | |
| In-service day (Teachers) | Monday 14 August |
| In-service day (Teachers) | Tuesday 15 August |
| Pupils return | Wednesday 16 August |
| September 2023 | |
| September weekend | Friday 22 September to Monday 25 September |
| Pupils and teachers return | Tuesday 26 September |
| October 2023 | |
| In-service day (Teachers) | Friday 13 October |
| October break | Monday 16 October to Friday 20 October |
| Pupils and teachers return | Monday 23 October |
| December 2023 and January 2024 | |
| Last day of term | Friday 22 December |
| Christmas and New Year break | Monday 25 December to Friday 5 January |
| Pupils and teachers return | Monday 8 January |
| February and March 2024 | |
| February break | Monday 12 February to Tuesday 13 February |
| In-service day (Teachers) | Wednesday 14 February |
| Pupils return | Thursday 15 February |
| Last day of term | Thursday 28 March |
| School closed (Easter break) | Friday 29 March to Friday 12 April |
| April 2024 | |
| Pupils and teachers return | Monday 15 April |
| May 2024 | |
| In service day (Teachers)* | Thursday 2 May |
| School closed (May Day) | Monday 6 May |
| Pupils and teachers return | Tuesday 7 May |
| May weekend | Friday 24 May to Monday 27 May |
| Pupils and teachers return | Tuesday 28 May |
| June 2024 | |
| Last day of school | Wednesday 26 June |
| <i>* This date coincides with UK Parliamentary elections, but may be subject to change</i> | |

Attendance at School

Under Section 30 of the Education (Scotland) Act 1980 parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must take steps to ensure attendance, maintain an attendance register and record pupil absence. All schools must record pupil absences in respect of each morning and afternoon of every day the school is open to pupils.

Authorities are supported in this process by Children Missing from Education (Scotland), a national co-ordinating body, piloted by the Scottish Government, developed to track and trace children and young people missing from education.

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

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time. Children missing from education will have well-being needs around inclusion and achievement. Consideration also needs to be given to other issues in their lives relation to non-attendance.

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 child 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 parent, 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 in touch by using Groupcall, letters, notices in local shops, community centres, and in local churches and announcements in the press and on local radio. There will be updates on the website www.eastdunbarton.gov.uk. Parents can also use Twitter to access EDC information relating to emergencies.

Parental Communication with School in Case of Emergency

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

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

In the case of an emergency causing the school to be closed, parents will be notified as soon as possible. Pupils will be assembled in the main building and parents can collect children from this assembly point.

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.

PARENTAL INVOLVEMENT

Parents Welcome

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

Home and School Links

Links between home and school are hugely important and we aim to involve parents in as many aspects of school life as possible. We operate an open door policy to ensure any issues are dealt with promptly and efficiently. We welcome and value feedback from parents which allows us to continually improve the service we deliver.

A variety of events for parents are held throughout the school year, including:

- Visits for children entering Primary 1 to enable parents to find out about the school and for the children to get to know their teacher.
- Curricular Information Evenings to provide parents with information on aspects of the curriculum.
- Formal parent interviews twice a year.

Parents may telephone the school to make an appointment with the Head Teacher or class teacher at any time.

Newsletters are produced to help keep parents informed about the life of the school.

Parents are encouraged to play an active role in their child's education in partnership with the school. We are always grateful for the assistance of parents in school activities, so if you have any skills you can share with us, please don't hesitate to volunteer.

As well as a parents' information meeting, a parent/child workshop is also organised during the year, when parents are invited to see what their children are learning and developments in a Curriculum for Excellence.

Others ways of developing the home and school partnerships include:

- Parental questionnaires
- Class newsletters
- Attending Parent Council/PTA events and meetings
- Interactive school web site/Twitter
- Text messaging
- Progress and Achievement Profiles

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.education.gov.scot/parentzone

Parent Councils

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

Parents are welcomed to:

- be involved and engaged with their child's education and learning;
- be active participants in the life of the school; 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 and the community.
- To report to the Parent Forum.
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

Membership

The membership of 'Baldernock Primary School Parent Council' will be no less than 3 and no greater than 14 persons and should, where possible, comprise of:

- A minimum of three, up to a maximum of seven, members of the Parent Forum. One of this group is required to be the Chairperson. In the event that the Chairperson's child ceases to attend Baldernock Primary that person's term of office will be terminated and a new chair will be appointed at the next scheduled meeting.
- One staff member
- A representative from Baldernock Childcare.
- A maximum of four local community representatives.

The Head Teacher has a duty and a right to attend all meetings

The quorum shall be no less than one third of the membership and if a quorum is not present 5 minutes after the appointed time, the meeting shall be adjourned and no business conducted.

Membership of the Parent Council shall be for a period of 2 years, with the option to extend this where a majority agreement is reached within the existing Parent Council. Office Bearers shall not hold office for more than 3 years.

The opportunity will exist for a representative of the Pupil Council to attend a meeting of the Parent Council, at any time, should the requirement to do so arise.

The Parent Council will meet at least 3 times per school year (one per term) with members of the Parent Forum being advised of meeting dates in advance.

Office Bearers

The members of Baldernock School Parent Council are as follows:

| | |
|-------|--|
| Chair | Mr Kevin Dallas Email: kevindallaswilson@hotmail.com |
|-------|--|

| | |
|-------|----------------|
| Clerk | Mrs Carla Mack |
|-------|----------------|

| | |
|--------------|-------------------|
| Staff Member | Mrs Avril Meldrum |
|--------------|-------------------|

Parent Teacher Association

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in. Our PTA Chair is Mrs Catriona Gemmell and she can be contacted through the school office.

Baldernock Primary supports the P.T.A. and Mrs Carr always attends meetings with a member of the teaching staff.

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

Pupil Council

Baldernock Primary Pupil Council is made up of a member of the teaching staff and pupils from each stage of the school. The aim of the council is to put forward pupil voice to enhance the educational experiences for all children. The pupil council undertake a variety of tasks throughout the year, in particular raising funds for a variety of good causes.

SCHOOL ETHOS

At Baldernock, we value open, honest and effective communication at all levels and are proud of our welcoming, nurturing and supportive environment. We deliver a curriculum which celebrates all forms of achievement and success and ensure our pupils are respectful through both their words and actions. We embrace our position as part of a small rural community and, through partnerships, strive to improve the wellbeing of all.

The Local Community

Children play a vital role in any community. We actively encourage them to see their neighbourhood as a source of knowledge and understand that they have a responsibility towards the community in which they live. We are currently working towards a Silver Rights Respecting School Award by ensuring that we place the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our ethos and curriculum.

We encourage visitors to talk to children about their work and visits are made to places of local interest. We take part in events that extend our links with local community groups and the Church. Throughout the school year pupils and parents have opportunities to attend the local Church of Scotland for a range of religious services.

Our aim is that children learn that our school and they, themselves, can play an active part in the life of the local community.

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 community 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.

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct. The nurturing ethos of our school provides a safe and stimulating environment in which our children learn positive attitudes, develop their self esteem and become confident individuals.

Promoting Positive Relationships

The main aim of our policy is to promote an ethos of strong mental wellbeing, encouraging positive relationships across the school community and recognising the importance of appropriate behaviour.

The co-operation of parents is sought to ensure that the school's vision, values and motto are observed. We promote a positive approach to behaviour and relationships, where pupils are expected to take responsibility for their own actions, inside and outside school. Our vision, values and motto, which are underpinned by the UNCRC articles, are discussed regularly with the children and displayed throughout the school. Weekly assemblies are a time to celebrate wider achievements and a house system operates throughout the school to encourage positive behaviour, cross-stage working and teamwork.

House Captains and Vice Captains lead our houses and organise a variety of events.

The house names are:

| | | |
|-------|---|-------|
| Iona | - | Green |
| Tiree | - | Red |
| Jura | - | Blue |

Senior pupils are given additional responsibilities including playground pals, buddies to new entrants, reading buddies and the opportunity to serve as house captains.

The Pupil Council make suggestions for school improvements and is consulted on a wide range of activities. The children are elected by their peers and children from P2-P7 are involved.

Parents have a key role in fostering a positive attitude in their child towards school and their co-operation in working with us to promote positive relationships is greatly appreciated.

Anti-Bullying

Following specific guidelines from East Dunbartonshire Council, we aim to deal effectively and efficiently with all allegations of bullying. We recognise that pupils have a right to be educated in an atmosphere that is free from fear and abuse and have updated our Anti-Bullying policy consulting with our pupils, staff and parents.

Anti-Weapon/Knife Crime

Baldernock Primary School is following the procedures and operational guidance issued by East Dunbartonshire Council regarding managing pupils in possession of weapons and knives.

CURRICULUM

Curriculum for Excellence **Bringing learning to life and life to learning**

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

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 children 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 and numeracy and health and wellbeing.

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

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens. For further information about Curriculum for Excellence, see Education Scotland and Skills Development Scotland websites.

Our Curriculum

At Baldernock we believe that outdoor learning offers challenge, enjoyment, coherence and relevance, and remains essential to children's health development and wellbeing. It provides children with rich and varied opportunities for resourcefulness, inventiveness and imagination. We maximise children's opportunities to learn outdoors through all curricular areas.

We recognise the need to equip our learners with the skills needed for future careers and regularly seek opportunities to link learning to the wider world of work. This ensures that our children move through their primary years becoming confident individuals, successful learners, responsible citizens and effective communicators.

Literacy & English

Literacy consists of four main components: Listening, Talking, Reading and Writing.

A progression of skills will be developed across all components in line with the principles and practices of a Curriculum for Excellence.

Listening and Talking

Children's listening and talking skills are developed using a variety of resources and activities. These activities include role-playing, pair and group discussion, reporting and presenting. Children are encouraged to speak fluently and confidently and listen carefully. All children are given opportunities to take part in school assemblies and performances.

Reading

A structured reading and language programme is followed to ensure children fully develop language skills. The core reading scheme in the early years is Oxford Reading Tree. A range of resources including a phonics programme and commercial and school-produced materials supplement this resource. Emphasis is placed on fostering a good reading habit as well as the development of skills. Later, in school, we use a novel study approach to equip pupils with an increased knowledge about language.

Writing

From the early stages children's enthusiasm for writing is encouraged and a variety of opportunities are provided to allow children to express ideas, experiences, observations and feelings in writing. Children have opportunities to write for a range of purposes and audiences.

Primary Modern Languages.

French is taught from Primary 1 onwards by our teachers who have been specially trained. The approach encourages both spoken and written language. Pupils in P5-7 also have an exposure to Spanish language and culture.

Numeracy & Mathematics

Numeracy & Mathematics consists of:

Information Handling

Number, Money and Measurement

Shape, Position and Movement

Programmes of work will use the experiences and outcomes of Curriculum for Excellence to challenge and stimulate pupils developing their confidence to take risks, ask questions and explore alternative solutions in order to achieve success.

To promote the enjoyment of maths, teachers will use a range of materials and approaches including:

- active learning
- collaborative and independent working
- discussion
- using relevant contexts and experiences
- making links across the curriculum in order to apply maths concepts in a wide range of contexts
- using technology
- developing problem solving capabilities
- critical thinking
- mental agility

A sound mathematical knowledge equips pupils with many of the skills required for life, learning and work.

Social Studies

This covers the following subjects:

People, past events and societies

People, place and environment

People in society, economy and business

We aim to provide a balanced programme of learning throughout the year.

Our social studies programme aims to let children have a wide and varied experience of their local environment and the wider world.

We encourage visits out of school and visitors into school to give the children a greater understanding of topics being studied and a broader skills experience.

Interdisciplinary Learning

We aim to deliver the above areas and other curricular areas through an interdisciplinary approach where possible. Interdisciplinary learning allows children to apply their skills in Literacy, Numeracy and Health & Wellbeing in a range of contexts.

Expressive Arts

This curricular area includes Art and Design, Dance, Music and Drama.

A balanced programme of expressive arts is offered and each area is taught in its own right.

Expressive Arts is also integrated into other topics that the children cover, where appropriate.

Music

We use a variety of resources which provide pupils with opportunities to develop skills, invent music and respond to music.

Drama

At Baldernock Primary School, drama is an integral part of the curriculum. It is used to develop confidence and self esteem, to encourage a greater understanding of self, others and the environment and to communicate ideas and feelings through language, expression and movement in real and imaginary contexts.

Art & Design

Art and Design activities promote discovery and understanding of ideas and feelings to provide a means of expressing these visually. Our aim is to provide the children with opportunities to develop knowledge of techniques, processes and skills to enhance creativity.

Health & Wellbeing

This curricular area includes:

- mental and emotional wellbeing

- social wellbeing
- physical wellbeing

Good Health & Wellbeing are central to effective learning. Our main goals are to provide a positive ethos, build strong relationships and encourage participation in activities which promote a healthy life style. We provide two hours of physical activity a week and encourage more through our Outdoor Learning Programme. We work hard to promote positive relationships and ensure all children have the best individual support and pastoral care possible.

Physical Education

At Baldernock Primary we aim to encourage children to develop skills in games and expressive movement. The programme includes gymnastics, dance, games skills and health and fitness.

Although we have no indoor P.E. facilities, each year we secure the use of P.E. facilities in another local school, for which the local authority provides transport. In liaison with Active Schools the children are given various opportunities to work with visiting specialists. An outdoor programme of activities allows us to access our local environment.

We have a wide selection of outdoor equipment, including a fleet of bikes. As a cycle friendly school we have developed our cycling programme to include all stages.

All jewellery must be removed prior to participating in P.E. activities. Any request to make safe or cover jewellery cannot be considered as this still poses an element of risk.

Science

This area includes studying:

- planet earth
- forces, electricity and waves
- biological systems
- materials
- topical sciences

Through our Science programme we aim to tap into children's natural curiosity and their desire to create and work in practical ways. This can act as a motivation for progressively developing skills, knowledge, understanding and attitudes and so maximise achievement.

Technologies

Technological developments in society include:

- I.C.T. to enhance learning
- Business
- Computing Science
- Food & Textile
- Craft Design Engineering & Graphics

The technologies will focus on practical, problem solving and collaborative activities which enable children to show that they know, understand and can use technological skills and concepts across all contexts for learning. Digital technology is used across the school in almost all curricular areas.

Before children can access the web, parents will be asked to sign an agreement about their child's use of the Internet. All access to the Internet by school staff and pupils is restricted and monitored.

Religious Instruction and Observance

The basis of our RME programme is Christianity but pupils are made aware of other religious faiths in line with national advice.

The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community. Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the Head Teacher, in writing, and alternative arrangements will be made.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

'Guidance on Religious Observance in East Dunbartonshire Schools' (October 2006) provides additional information and guidance to schools.

Learner conversations at the beginning of each term allow children the opportunity to plan their learning with their teacher. Pupil voice is evidenced through classroom planning walls and is communicated to parents through Progress and Achievement Profiles.

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

Home Learning

Consultation with our school community has resulted in a refreshed approach to home learning and, in partnership with parents, we have agreed that the following will be our framework.

- Reading will be strongly encouraged both within and out-with school.
- P1-3 will continue to have reading, phonics and spelling homework.
- If required, additional, specific tasks will be set in order to develop a particular skill.
- As part of our transition programme, senior pupils will undertake project work to develop their research and presentation skills.

Regular home school communication ensures parents are informed before any sensitive aspects of learning are delivered in the classroom.

Extra Curricular Activities

Older pupils have opportunities to take part in a residential trip where they participate in activities such as gorge walking, abseiling, canoeing and raft building.

In liaison with Active Schools, opportunities arise over the year to participate in After School Clubs which consolidate and develop skills taught in school. We are fortunate in having the support of parents to help deliver these clubs.

Walking, cycling, cooking, knitting and chess are examples of clubs that have featured in our programme both at lunchtime and at the end of the school day. Clubs on offer reflect the interests of our pupils.

We are always looking for parents with skills that would allow us to develop our programme of after school clubs or initiatives within school.

Any extra curricular activities or excursions beyond the school will be risk assessed in line with East Dunbartonshire's Policy. Parental approval will be sought before undertaking any activities and the appropriate paperwork completed.

ASSESSMENT & REPORTING

The purpose of assessment is to support learning, plan next steps, inform learners and their parents of progress and summarise achievement. It should emphasise Literacy, Numeracy, Health & Wellbeing, I.C.T. and higher order skills including creativity.

Assessments are made through the marking of work in jotters, setting of specific tasks or by observing children in a variety of situations to see what they say, do, write or make.

The levels within Curriculum for Excellence represent the breadth and depth of learning to be experienced by children typically over a three-year period. Broadly speaking, children would be working in the following ways:

Early Level Pre-school and Primary 1

First Level Primary 2-Primary 4

Second Level Primary 5-Primary 7

Some children will achieve a level sooner or later than others and programmes delivered will account for children's own ability level.

National Standardised Assessments are carried out at P1, P4 and P7 in line with East Dunbartonshire Council's policy. These assessments are delivered as part of ongoing class work. Progress and Achievement Profiles provide a snapshot of progress by gathering information on Literacy, Numeracy and a range of curricular areas throughout the session. This information is shared with parents on a termly basis.

Reporting to parents will be on a formal and informal basis over the school year and will encourage open discussion. Progress and Achievement Profiles track and record progress across core Curriculum for Excellence experiences and outcomes. These documents go home to parents with a comment from the teacher on their child's learning and at the end of the session inform parents of next steps. Parents and pupils also comment on the learning taking place.

Parents have the opportunity to discuss their child/children's progress twice during the session - October and March.

Other opportunities to meet are held throughout the year, during open days or at specific curricular events arranged during the session.

If you wish to discuss your child's progress at any other time, please contact the office and an appointment will be made with the Head Teacher or class teacher.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow G66 1TJ
Tel: 0300 1234510
Email: Greg.Bremner@eastdunbarton.gov.uk

TRANSITIONS & ENROLMENT

School Admissions

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

Enrolment dates will be set by the Education Service and the enrolment should be completed in January prior to the start of term in August. The authority will provide information on enrolments

on the website, in the local press and Early Learning & Childcare Centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

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

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

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

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

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in December/January each year.

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 denominational to 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.

Transfer from Nursery to Primary School.

Children normally transfer from Baldernock Childcare and surrounding nurseries. School staff liaise with nurseries to ensure a smooth transition for all. Children have the opportunity to attend three morning sessions at school in May/June to meet their teacher and get to know the routines of a primary one class. Parents are invited to attend the last of these sessions to meet the Head Teacher and discuss arrangements for the new session.

Transfer from Primary School to Secondary School.

The school to which Baldernock Primary pupils normally transfer is:

Douglas Academy

Mains Estate

Milngavie

Glasgow G62 7HL

Telephone: 0141 955 2365

Head Teacher-Mr Barry Smedley



Close links between Baldernock Primary and Douglas Academy are encouraged through joint curriculum development in various areas. As a result of cluster working, curriculum links are developing and our transition programme now begins in Primary 6. Teachers from a variety of subjects make visits from Douglas Academy to the P7 class and the children visit the Secondary for 2 days prior to their transition in August. Parents also have the opportunity to attend an information evening at the Academy as part of the transition process. Strong liaison helps the children to settle into their new school more quickly.

Transition for pupils with additional support needs is enhanced through liaison with the Pupil Support Group at Douglas Academy.

Placing Requests

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

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

Primary 1 children must also be enrolled at 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 Service.

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

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

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

Any Placing Requests received after the 15th March for Primary 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.

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 which places duties on education authorities and provides rights for parents of children with additional support needs and young people with additional support needs.

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

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

That the child or young person:

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

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

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

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

All schools and early years establishments in East Dunbartonshire look at children's needs through a wellbeing pathway that ensures a continuum of support from Universal to Targeted in line with the national *Getting it Right For Every Child* approach. This process allows teachers and others to

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

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

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

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

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

- mediation
- independent adjudication

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

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 go to www.resolvemediation.org.uk

At Baldernock Primary, the person who has an overall picture of pupil progress and coordinates appropriate support is the Head Teacher, Jill Carr. She can be contacted through the school office.

Supporting Families Service

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

Protecting Children and Young People

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, 0845 123 2303

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

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

Autism Advisor

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team- led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of support. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents'/careers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

At Baldernock Primary, all children and young people have their needs continuously assessed and reviewed. We will be able to show you an assessment of your child's needs and will send you copies of reports on how your child is progressing in school. This work is coordinated through a Pupil Support Group in consultation with the school's Educational Psychologist.

All schools and pre-school establishments in East Dunbartonshire look at children's needs as a process of universal/targeted support. 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.

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

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 who have language and communication difficulties
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

Promoting Wellbeing, Protecting and Safeguarding.

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

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

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

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

It is the entitlement of every child to be supported throughout their education. The *Wellbeing Pathway* provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

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

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

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

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning. Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

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

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

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

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

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 is displayed prominently within the school.

SCHOOL IMPROVEMENT

Our school improvement plan is available to view on the school website. Our priorities for 2022/23 are outlined below. Learning and teaching is an ongoing focus for us and a number of other developments will run alongside these key priorities. Our aim within these focus areas is to continue to raise attainment through ensuring continuity and progression in literacy, numeracy and health and wellbeing, in line with the Curriculum for Excellence and meeting the needs of all learners.

Priority 1: Embedding the Reading Schools approach

Priority 2: Interdisciplinary Learning with a focus on STEM- Science, Technology, Engineering and Maths

Priority 3: Self Evaluation for continuous improvement

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. Baldernock Primary's report is available to view on the school website.

In session 2019-2020, Education Scotland carried out an inspection of Baldernock Primary. Evidence was gathered to evaluate the school's work using four quality indicators from How Good Is Our School? (4th edition). The quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved.

Education Scotland's evaluations for Baldernock Primary are as follows:

| QUALITY INDICATORS | EVALUATION |
|--|-------------------|
| Leadership of change | very good |
| Learning, teaching and assessment | good |
| Raising attainment and achievement | very good |
| Ensuring wellbeing, equality and inclusion | very good |

A copy of this inspection report can be found on Education Scotland's website:

(<https://education.gov.scot/education-scotland/inspection-reports/>)

The inspection team found the following strengths in the school's work:

- The creative use of the outdoor environment and parental partnerships to enrich experiences and promote physical, emotional and social wellbeing.
- Enthusiastic and motivated children who attain and achieve well in literacy and numeracy. They are happy in their learning and proud of their school.
- Strong and effective leadership team which is providing a clear direction for the school and supporting leadership at all levels.

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

Your Data Protection Rights

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also 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 of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

SCHOOL POLICIES AND PRACTICAL INFORMATION

School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect

discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

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

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

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

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

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

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

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry. Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

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

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

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

Baldernock School Uniform

Our uniform consists of a white shirt and school tie or blue polo shirt/navy sweatshirt/grey trousers/grey skirt or pinafore.

On Tuesday, Wednesday and Thursday a casual uniform of navy joggers and hooded sweatshirt, school PE kit and trainers is worn. Please note that football team tops/shorts should not be worn. A white shirt and school tie should be worn on all formal occasions e.g. photographs, visits etc.

Sweatshirts, polo shirts, joggers and PE kit with the school badge, along with additional items are available from our uniform supplier. Please see the link below with regard to purchasing these.
www.schoolwearmadeeasy.com

We also offer a 'pre-loved' uniform service that recycles good quality second-hand uniform. Items are available free of charge from the school office.

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

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

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

We use a cashless system for the purchasing of school lunches. Parents are issued with information about this when their children join the school. Parents of Primary 1 children will be given the opportunity to visit the cafeteria with their child before the start of the session in August.

Facilities are also available within the school for children who wish to bring a packed lunch. Please note glass bottles and cans are not permitted. Nuts and nut related products, such as peanut butter, must not be included in lunch boxes due to the fact that there are an increasing number of children with severe nut related allergies.

BALDERNOCK PRIMARY IS A NUT FREE SCHOOL.

Transport

It is a parent's 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 all primary pupils who live one mile or more from their local primary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of

transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

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

Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. 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 limit (see above).

It is the parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

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.

- S.P.T. 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 a 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 you have 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 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

Medical examinations are carried out in P1 and P7. P1 parents will be asked to fill out a consent form. Routine checks are carried out from time to time. Parents will be notified of any treatment required following these checks.

Medication required to be taken during the school day can only be administered if the appropriate forms have been completed. Please contact the school office.

Please remember that any child leaving school for a medical or dental appointment must be collected from the school office.

Should a child take ill or have an accident in school, the parent will be notified immediately. It is therefore of the utmost importance that the school can contact parents.

Parental contact forms are given out at the beginning of the session and should be completed and returned to school. It is vital that parents keep the school informed of any change of telephone numbers.

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 parent's expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

A number of school staff have First Aid qualifications.

Data Protection Act 2018

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

Accessing Your Child's Pupil Records

Parents have a legal right of access to their child's core education records, regardless of the age of the 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 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 and pupils under this legislation. To access personal information about your own child, please see section 28 on Accessing Your Child's Pupil Records.

Use of Photographs and Video Film Involving Pupils

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities.

If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access worldwide.

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

School Campus No Smoking Policy

Within 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 risk 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:

- Schools will discourage, and also advise parents to discourage, pupils from bringing mobile phones to schools.
- 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.
- 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.
- 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.
- 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.

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.

All authorities are required by law to issue a copy of the school handbook incorporating current policies and practices of both the council and the school to certain parents in December each year for their use as appropriate.

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

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