

BALDERNOCK PRIMARY SCHOOL



SCHOOL HANDBOOK SESSION 2025-2026

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 idea 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 working 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, 2025/2026 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

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 a local school 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 Laura Burns by email edbaldernock@glowmail.org.uk or by phone 0141 955 2343 mob. 07703677977.

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 – P6/7- Monday and Additional Support
Mrs Mary Ker	P6/7 – Tuesday – Friday
Miss Helen Davidson	P1/2
Mrs Jenny MacDonald	P3/4/5 – Monday – Wednesday
Mrs Alison Garden	P1/2 and P3/4/5 – Wednesday (Non Class Contact) P3/4/5 – Thursday and Friday
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
Ms Diane Marlin	Facility Assistant
Mrs Jennifer McGinnes	Facility Assistant
Ms Lynne Connelly	Building Manager

SCHOOL HOLIDAY ARRANGEMENTS INCORPORATING LOCAL HOLIDAYS AND IN SERVICE DAYS SESSION 2025/26

August 2025	
In-service day (Teachers)*	Tuesday 12 August
In-service day (Teachers)*	Wednesday 13 August
Pupils return	Thursday 14 August
September 2025	
September weekend	Friday 26 September to Monday 29 September
Pupils and teachers return	Tuesday 30 September
October 2025	
In-service day (Teachers)*	Friday 10 October
October break	Monday 13 October to Friday 17 October
Pupils and teachers return	Monday 20 October
December 2025 and January 2026	
Last day of term	Friday 19 December
Christmas and New Year break	Monday 22 December to Friday 2 January
Pupils and teachers return	Monday 5 January
February 2026	
February break	Monday 16 February to Tuesday 17 February
In-service day (Teachers)*	Wednesday 18 February
Pupils return	Thursday 19 February
April 2026	
Last day of term	Thursday 2 April
Easter break	Friday 3 April to Friday 17 April
Pupils and teachers return	Monday 20 April
May 2026	
School closed (May Day)	Monday 4 May
Pupils and teachers return	Tuesday 5 May
In service day (Teachers)*	Thursday 7 May
Pupils return	Friday 8 May
May weekend	Friday 22 May to Monday 25 May
Pupils and teachers return	Tuesday 26 May
June 2026	
Last day of school	Thursday 25 June
<i>* In-service Day- no pupils attend, school staff only</i>	

Attendance at School

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

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

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

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

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

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

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.

- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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

Un-notified Absence

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

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

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 the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will be updates on the website www.eastdunbarton.gov.uk.

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/Social media/Parent Portal
- 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	Mrs Anna Farley-Allan Email: annafarley13@aol.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 Anderson 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 Gold 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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. 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, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex 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.

[Technical guidance for schools in Scotland | EHRC \(equalityhumanrights.com\)](http://equalityhumanrights.com)

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.

Child Poverty

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

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

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

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

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

The Promise

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

UNCRC

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

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

We aim to:

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

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

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

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

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

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 Big Cats. 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 Mandarin 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.

Sciences

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 and Moral Education (RME)

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.

Religious Instruction and Observance

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

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
 Southbank House
 Strathkelvin Place
 Kirkintilloch
 G66 1XQ
 Tel: 0300 1234510
 Email: Greg.Bremner@eastdunbarton.gov.uk

TRANSITIONS & ENROLMENT

Registration and enrolment

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

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

Primary School Admissions

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

Enrolment dates will be set by the Education Service and the enrolment should be completed in November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and Early 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 visit 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 Michael Healy



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

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

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families

- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and Targeted Levels of Support:

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

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

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

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

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

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

There are a number of resources which mainstream schools and early years centres can draw on to meet learners' needs. All schools will be adopting the CIRCLE Framework to ensure a consistency of approach in supporting children's emotional and social wellbeing. Support for schools will come from educational psychology and the ASN team.

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

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

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

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

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require additional resources could be experiencing:

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

- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream. Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

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

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

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

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

Advocacy

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

My Rights My Say

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

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

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

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.

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

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

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

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

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

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

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

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

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

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

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

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

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

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.

Specialist Support Service

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

The teams support the additional needs of:

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

Promoting Wellbeing, Protecting and Safeguarding.

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

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

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

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

It is the entitlement of every child to be supported throughout their education. The *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

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's key achievements and areas of future focus for improvement. Baldernock Primary's report is available to view on the school website.

School Improvement Plan

Our school improvement plan is available to view on the school website. Our priorities for 2025/26 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: Raising Attainment in Literacy

Priority 2: Interdisciplinary Learning

Priority 3: Wellbeing

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. East Dunbartonshire Council's School Meals Service provide balanced nutritious meals to keep children healthy and alert throughout the school day.

The meals are cooked on a daily basis and 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.