

CRAIGDHU PRIMARY SCHOOL

**Prestonfield
Milngavie
Glasgow
G62 7PZ**

Tel: 0141 955 2237

Email : office@craighdu.e-dunbarton.sch.uk



HANDBOOK SESSION 2023/2024

Website : www.craighdu.e-dunbarton.sch.uk



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CRAIGDHU PRIMARY SCHOOL
Handbook 2023/2024



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East Dunbartonshire Council

www.eastdunbarton.gov.uk

Craigdhu Primary School

Prestonfield

Milngavie

Glasgow G62 7PZ

Tel No. 0141 955 2237

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Email : office@craigdhu.e-dunbarton.sch.uk

Twitter ???

January 2023

Dear Parent

Welcome to Craigdhu Primary School. Our handbook provides you with information about our school community and with information provided by East Dunbartonshire Council for all schools to share with parents.

I hope you find this helpful in gaining more information about Craigdhu Primary.

We enjoy strong partnerships with pupils, parents and the local community. We are proud of our contribution to the life of Milngavie.

We are happy to welcome new parents to visit us to find out more about our work and the life of the school.

Please do not hesitate to contact the school for more information.

Yours sincerely

Lesley Davidson

Lesley Davidson
Head Teacher



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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

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VISION

Vision statement:

#ENDEAVOUR READY TO PARTICIPATE, READY TO LEARN, READY TO LEAD....
#LEARN

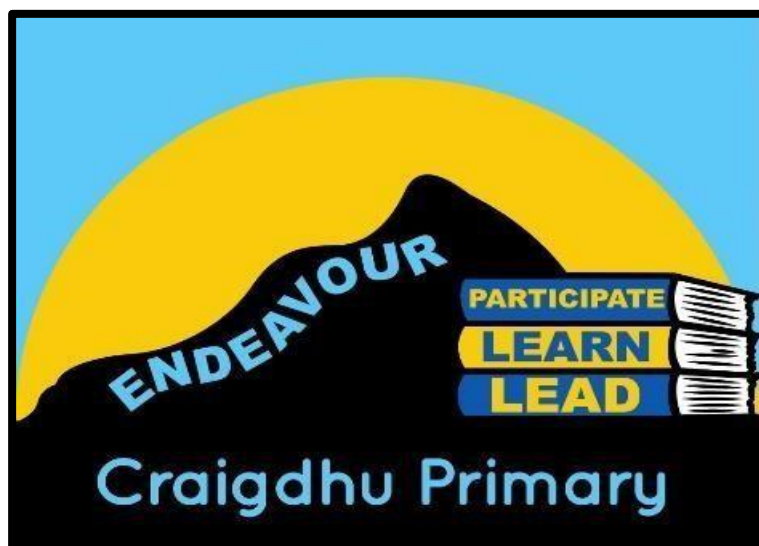
VALUES

School values:

EXCELLENCE. NURTURE. DETERMINATION. ENCOURAGEMENT. ASPIRE. VALUED. OPEN. UNITED.
RESPECTFUL

AIMS

- Raise attainment and achievement of all pupils through Curriculum for Excellence
- Develop lifelong enthusiasm for learning
- Foster positive and productive partnerships with pupils, parents, outside agencies and the wider community
- Create an environment where children are happy and eager to learn, feel valued, supported confident and secure
- Help pupils to become independent learners, be aware of their social responsibilities and develop a positive attitude to life
- Value effort and celebrate success by providing a challenging and motivating curriculum



CRAIGDHU

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SECTION 1

School Information

School name :	Craigdhu Primary School	
Head Teacher :	Mrs Lesley Davidson	
Address :	Prestonfield Milngavie Glasgow G62 7PZ	
Telephone Number :	0141 955 2237	
Website :	www.craigdhu.e-dunbarton.sch.uk	
Present Roll :	217	
Working capacity	347	
Current class structure	Primary 1 Primary 2 Primary 3 Primary 4 Primary 4/5	Primary 5/6 Primary 6 Primary 7 x 2
Denominational Status	Non-denominational	
Status	Co-educational	

Composite classes are formed in line with East Dunbartonshire's guidelines and have a maximum size of 25. The maximum class size P4 – 7 is 33. There is a class reduction policy implemented within the P2 – P3 stages where no class will be larger than 30 and where possible no larger than 25 in P1.

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.

Accommodation and Facilities

Craigdhu Primary School is situated at the edge of Milngavie, a small town to the North West of Glasgow. The school was opened in August 1976 and is of a semi-open plan design that has a very attractive, semi-rural location with farmland on two sides. The school has extensive playground space for the children with a refurbished football pitch, a wooden trim trail and a musical trail available to all pupils. The Living Classroom is a beautiful wooded area that pupils have access to during playtimes and in class time. We are very fortunate that our grounds are an ideal environment for encouraging outdoor learning and are creatively used by pupils and staff.

The school has a large central hall doubling as a gymnasium and cafeteria with three teaching blocks and an administration block. Our hall is very large and easily accommodates the whole school for assemblies and services. It is also used for after school clubs, PTA discos, fund raising events and school fairs. There are twelve classrooms, a music room, a musical instruction room, a stage and facilities to accommodate children with physical disabilities. Each teaching block has a large, shared, open area for active learning and activity times. Our ICT suite is situated in the open area outside the P7 classroom. All pupils have the opportunity to use this facility.

Time Out Club

Breakfast Club/After School Club Time Out Club operates in the school dining hall from 8am – 9am and 3.05pm – 6pm. Should you wish a place for your child at Time Out please contact Celeste Gilbey, Time Out Manager by telephoning 0141 563 9573 or emailing info@time-outclub.co.uk? You can visit their website at time-outclub.co.uk

Our cafeteria offers meals at lunchtime and facilities exist for children to eat packed lunches.

We aim to eat our lunches outside in good weather and have picnic tables and picnic blankets to ensure children enjoy this outdoor experience.



Staff Information

SENIOR LEARNING TEAM		
Head Teacher	Mrs Lesley Davidson	
Depute Head Teacher	Mrs Julie Ryman	
Principal Teachers	Mrs Lindsay Matthews Mrs Helen Crossey	
TEACHING STAFF		
Primary 1	Mrs Kayleigh Henderson/Mrs Nicola O’Brien	
Primary 2	Mrs Walker	
Primary 3	Mrs Susan Bell/Mrs Pamela Young	
Primary 4	Mrs Jenny Kerr	
Primary 4/5	Mrs Anna Gordon	
Primary 5/6	Mrs Colette Mackie/Mrs Ashleigh MacDonald	
Primary 6	Mr Stuart Biggart	
Primary 7	Mr Michael Pont	
Primary 7	Mrs Gillian Mooney	
RCCT Teachers	Mrs Pauline Duffy/Outdoor Learning Mrs Eilidh Soussi	
School Psychologist	Rachel Donaldson	Educational Psychologist
School Chaplain	Current vacancy	
Support Staff	Mrs Doreen Buchan	Administrative Assistant
	Mrs Lyn Bache	Clerical Assistant
	Mrs Liz Conlon	Clerical Assistant
	Mrs Yvonne Campbell Gray	Classroom Assistant
	Vacancy	Classroom Assistant

	Mrs Alison Tough	Classroom Assistant
	Mr Dean Barnes	Support for Learning Assistant
	Mrs Amanda Houston	Support for Learning Assistant
	Mrs Ellen Lockington	Support for Learning Assistant
	Mrs Annmarie Mitchell	Support for Learning Assistant
Building Manager	Mr George Watson	
ICT Support Analyst	Mr Daniel Malloy-Gibson	
Cleaning Staff	Mrs Lynne Connelly Mrs Mhairi Dunn Mrs Hazel Kermack	

School Timetable

09.00	-	10.40
10:40	-	11.00 (interval)
11:00	-	12:40
12.40	-	13.20 (lunch)
13.20	-	15.00

HOLIDAY PLANNER SESSION 2023/2024

<i>August 2023</i>	
Teachers return (In-service Day)	Monday 14 August
In-service Day	Tuesday 15 August
Pupils Return	Wednesday 16 August
<i>September 2023</i>	
September Weekend	Friday 22 September to Monday 25 September (Inclusive)
<i>October 2023</i>	
In-service Day	Friday 13 October
October Break	Monday 16 October to Friday 20 October (Inclusive)
<i>December 2023 and January 2024</i>	
Christmas and New Year (end of term)	Monday 25 December to Friday 5 January (Inclusive)
<i>February 2024</i>	

February Break	Monday 12 February to Tuesday 13 February (Inclusive)
In-service Day	Wednesday 14 February
<i>April 2024</i>	
Easter Break	Friday 29 March to Friday 12 April (Inclusive)
<i>May 2024</i>	
In-service Day	Thursday 2 May
May Day	Monday 6 May
May Weekend	Friday 24 May to Monday 27 May
<i>June 2024</i>	
Last Day of School	Wednesday 26 June

Attendance and Absence

Attendance at School

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

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

Un-notified Absence Policy

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

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

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded

as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

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

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

Information regarding exceptional closures

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

Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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



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SECTION 2

Parental Involvement

Links between home and school are hugely important and we aim to involve parents in as many aspects of school life as possible.

Several visits are arranged prior to your child entering Primary 1. This enables parents to get to know each other and to find out about the school. If possible the children also get to know their class teacher at this time. The PTA organise an evening get-together for Primary 1 parents at the start of the new school year. This allows parent to meet each other and see their child's classroom.

Formal parent interviews are held twice a year. Parents may telephone the school to make an appointment with the Head Teacher, Depute Head Teacher or class teacher at any time. Learning and samples of work are sent regularly via Seesaw to give children an opportunity to share their work.

We invite parents and families to attend our school services and events throughout the year.

Regular newsletters are issued and these help to keep you informed about the life of the school. These newsletters are emailed to parents. Please remember you are welcome to contact the school at any time if you require further information/explanation of events. The SEEMIS text messaging and emails are also used for contacting parents.

Please refer to our website for school information. Social Media is updated regularly with photographs and school news.

We offer opportunities for parents to join their children to share their learning.

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

At Craigdhu Primary we highly value partnership with parents. We hold two formal parent evenings per year but also encourage parents to contact the school at any time to discuss any issues regarding their child. This is best done by telephoning the school office. We are happy to arrange an appointment or have a discussion over the phone. Classes also welcome families to the classroom to share their learning and events are held each term where parents are invited to join us to celebrate success.

Parents are regularly given the opportunity to help at P1-7 'active learning' and to help at school trips and events. We communicate with parents via letter, twitter, newsletter, text and via our school website.

Parent Councils

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

Parents are welcomed to be:

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

All parents/carers are automatically members of the Parent Forum at Craigdhu Primary 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 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 Councils are:

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

The members of Craigdhu Primary School Parent Council are:

Lesley Davidson – Head Teacher

Helen Crossey - Principal Teacher

Susan Ranford (Chairperson)

Linda Baxter

Suzannah Roberts

Janey Dallas

Jim Collinson

Jill Ashton

Carissa Amash

Andrew McIntyre

Alix Mathieson

Jim Gibbons

Aileen Polson

Clerk: Vacancy

The Parent Council can be contacted by email : office@craigdhu.e-dunbarton.sch.uk

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

Parent Teacher Association (PTA)

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4376, fax 0870706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

The school has a thriving PTA. They arrange social evenings and fun fund-raising events for the school. Every year the PTA organises and runs Summer and the Christmas fairs, together with discos and other events for all pupils throughout the year. The committee are extremely hard working and committed to supporting all children in the school. We are very grateful to the PTA who continue to raise funds to support our community.

The PTA regularly seeks help. Please support the committee members whenever possible. Helpers are always urgently needed to share the workload at events. Please volunteer when you can. PTA meetings are held regularly. Dates and times of meetings are published in the school newsletters. Parents are always welcome to come along.

Mrs Ryman and Mrs Matthews attend meetings.

The PTA welcome questions/comments from parents. If you wish to contact them, please email them via the school office – office@craigdhu.e-dunbarton.sch.uk.

Pupil Council

We have a Pupil Teacher Council comprised of two pupils from every class. The Pupil Teacher Council make suggestions for school improvements and are consulted on a wide range of issues. The children are elected by their peers. They meet regularly each month.



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SECTION 3

School Ethos

Our school chaplain is the interim minister linked with St Paul's Church in Milngavie. They attend services throughout the year.

The school and its pupils have an important contribution to make to the local community. Respect for others and a caring attitude are fostered at every opportunity. Close links exist with local early years groups with regular liaison meetings being held for staff to discuss developments and improve links. Staff visit children in pre-school prior to our pre-entrant programme. Newsletters and invitations to events are circulated. Regular contact with neighbouring primary and secondary schools, involving sporting and other competitions, are encouraged in the local area. The school does a great deal of fundraising for local, national and international charities. Information about these events is provided throughout the session. The school also has strong links with local churches and organisations that cater for the elderly in the local community.

We celebrate the achievements of all pupils. These can be something they are proud of in school or outside school. Weekly P1-P3 and P4-7 assemblies are a time to celebrate success and reward pupils. At the assemblies, pupils from each class are awarded certificates based on the school values and their

achievements are celebrated. A house system operates throughout the school to encourage positive behaviour and to reward children for good work, effort and behaviour. The 'Spotlight Wall', Assemblies, Seesaw and Social Media (Twitter, Instagram and Facebook) are used to celebrate special achievements.

The children are selected for each house on a random basis.

The house names are:

Allander (yellow)

Campsie (red)

Lennox (green)

Mugdock (blue)

The children will receive their first badge from the school. We hope you will encourage them to wear it at all times. The house captains and vice captains from Primary 7 meet regularly to encourage their house to gain points to achieve the House Cup and to organise house competitions. We also have a variety of committees who work hard to improve the school. These include our School Improvement Groups (SIP).

Following advice from East Dunbartonshire Council, we work to minimise bullying and to deal effectively and efficiently with all allegations. We recognise that pupils have a right to be educated in an atmosphere that is free from fear and abuse. We work hard to prevent bullying and the message to all pupils and staff is TELL TELL TELL!!!

Children are encouraged to:

- **TELL an adult in the school**
- **TELL an adult at home**
- **TELL a friend**

Our anti bullying policy is available on the school website.

Equal Opportunities and Social Inclusion

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

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

The Equality Act (2010)

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

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

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

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

A copy of this document can be obtained from all schools in East Dunbartonshire Council and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow, G66 1TJ. Tel No 0300 1234510.

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

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

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

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

Pupil Conduct

A very close partnership between the school and parents is required to ensure the best possible standards of behaviour. Children have the right to learn and play in a happy and relaxed atmosphere. The class teacher will deal with any minor difficulties but repeated unacceptable behaviour is reported to the senior leadership team. Parents will be contacted as necessary. We are grateful for parents continued support in this. The school's golden rules are displayed throughout the school and are regularly taught through class lessons and school assemblies. We expect a high standard of appearance and behaviour.

All staff are committed to promoting positive behaviour. The school is fully committed to and adhere East Dunbartonshire's Anti Bullying Policy and Anti-Racist Policy. Any allegations of bullying or racism will be investigated thoroughly by a member of the senior leadership team and the results of the investigation noted. Parents will be kept fully informed during the process and of the outcome.



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SECTION 4

School Curriculum

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

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

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

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

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all

staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Reading

The children follow a structured reading and language programme in order to fully develop their language skills. Reading is developed through a combination of methods. This includes Guided and Reciprocal Teaching approaches in which children work in groups to discuss a variety of texts in depth. We aim to expose children to a broad variety of texts throughout their reading experience. At all stages, the children are expected to read for information and for enjoyment using the wide range of fiction and non-fiction available in school and through the use of ICT. There are a wide variety of materials to extend reading skills. We have library areas in every class as well as an extensive fiction and fully catalogued, non-fiction library. Children are given many opportunities to extend their literacy skills across all areas of the curriculum. We aim to promote the enjoyment of reading at all times. Staff are committed to promoting this love of reading with all children. We celebrate World Book Day and have achieved our Gold Reading School Award in recognition of our reading related activities.

Writing

Throughout the school there is a strong emphasis on ensuring good handwriting and well-presented work. Children are taught the correct letter formations from P1 and are encouraged to write neatly and clearly.

In the early stages, children's enthusiasm for writing is encouraged and varied opportunities are provided to express ideas and begin story writing. At all stages, children have experience of functional, personal and imaginative writing. Children are introduced to phonics through our school's phonic programme. All children enjoy Talk4Writing as a tool to develop their writing.

At all stages children are encouraged to improve their writing by focussing on vocabulary, connectives, openers and punctuation (VCOP).

Children are always encouraged to present their work neatly and a whole school presentation policy is used. The children creatively use ICT in their work. Children have regular opportunities to use the internet. All parents are required to give their permission to allow their child to access East Dunbartonshire Council's protected site.

Spelling

This is taught in a systematic and structured way with children following a comprehensive Phonics into Spelling progression pathway. Regular assessment is used to ensure that children's needs are being met.

Modern Languages

French is taught to all pupils from primary 1 to 7 and Spanish from primary 4 to 7. We are very fortunate to have several fully trained Primary Modern Languages teachers as permanent members of Craigdhu Primary School staff. This session all children have also experienced learning about the Mandarin language and culture.

Mathematics

The mathematics experiences and outcomes are structured as follows:

- Number money and measurement
- Shape position and movement
- Information handling

Our programmes of work are based on a conceptual approach to the learning and teaching of mathematics and uses well-known contexts to help children's understanding. A wide range of practical materials are available for all aspects of mathematics and these are used regularly during active maths sessions.

Children take part in mental mathematics sessions to learn strategies and skills to increase mental mathematic abilities.

We use a range of supplementary materials to help children fully understand mathematical concepts. These include maths games, problem solving activities, calculator activities and group tasks. ICT is also used to develop mathematical skills. In this way we can cater for needs of all children within the school. Additional resources are available for mathematics at each stage. Numeracy skills are also developed through topic work and using the local environment.

Play2Learn

We have embedded a play-based approach to learning in the Early Years. Play-based learning is an important way to develop Active Learning. Active Learning means using your brain in lots ways. When children engage in real life and imaginary activities, play can challenge children's thinking. Children learn best through first-hand experiences—play motivates, stimulates and supports children in their development of skills, concepts, language acquisition, communication skills, and concentration. During play, children use all of their senses, must convey their thoughts and emotions, explore their environment, and connect what they already know with new knowledge, skills and attitudes.

Enquiry Based Learning & STEM

Enquiry-based learning is a process of learning that engages learners by creating real-world connections through high-level questioning and exploration. The enquiry-based learning approach encourages learners to engage in problem-based learning. Enquiry-based learning is about triggering curiosity in students and initiating a student's curiosity achieves far more complex goals than information delivery. Enquiry-based learning is important for creating excitement in students. It motivates students to become specialists of their learning process. Sciences, social studies, technology, religious and moral education are all taught through different enquiry units. These units are the transition from play based learning and are taught in P4 to P7.

Sciences

This covers the following organisers:

- planet Earth
- forces, Electricity and Waves
- biological Systems
- materials
- topical Science

Social Studies

This covers the following:

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

Technologies

This covers the following:

- digital literacy
- food and textiles
- technological development in society and business
- craft, design, engineering and graphics
- computing science

We aim to provide a balanced programme of learning throughout the year. Children will normally study several topics and this work enables children to develop skills associated with sciences, social studies and technologies.

Our 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.

Religious and Moral Education

This covers the following areas:

- beliefs
- values and issues
- practices and traditions

We aim to draw on the richness and diversity of Scotland's cultural heritage. We celebrate our Scottish culture through a variety of methods.

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.

Expressive Arts

This covers the following organisers:

- Art and design
- Dance
- Drama
- Music

A balanced programme of expressive arts is offered. We integrate each area of expressive arts into the various topics that the children cover.

Art & Design

We provide a broad and balanced course in art and design. A wide range of materials and techniques are used and children learn a progression of skills. We are proud of the high standard of artwork on display which encourages the children in their work.

Dance

A variety of dance is taught to the children. The children learn Scottish country dance, creative dance and performance dance. Dance contributes to the pupils' physical education and fitness.

Drama

We aim to develop the children's skills in drama and encourage them to enjoy this activity. A whole programme of drama is followed. This has recently been revised with many exciting new opportunities being made available.

At concerts/performances children are encouraged to take part in all theatrical planning – make-up, scenery, programme planning, lighting, costume and script writing. Our fabulous Christmas shows involve every child in the school with Primary 7 taking leading roles.

Music

We use a rich variety of activities to introduce skills and provide enjoyment in music. We have a wide range of musical instruments available to the children. Pupils receive tuition in playing the recorder from Primary 4 and the ocarina in Primary 7.

Violin instruction is available from Primary 4 upwards and cello, clarinet, double bass, flute, saxophone, trombone and trumpet lessons are available for Primary 5, Primary 6 and Primary 7. All children are given the opportunity to learn recorder in Primary 4. This session Primary 3 and Primary 4 received additional tuition in music from a visiting specialist.

Health and Wellbeing

Craigdhu Primary has a Health and Wellbeing programme aligned with Curriculum for Excellence experiences and outcomes. The areas covered within this programme deal with mental, emotional, social and physical wellbeing. We aim for pupils to receive two hours of physical education, activity and sport each week.

Other important aspects of this programme are food and healthy eating, drug and alcohol awareness as well as building relationships and sexual health and parenthood. Sensitive aspects of the sexual health programme are taught in term four after a letter is issued to inform parents of the lesson content.

Our Health and Wellbeing policy is available on the school website.

Also:

Information about how the curriculum is structured and curriculum planning –
[http://www.educationscotland.gov.uk/the curriculum](http://www.educationscotland.gov.uk/the_curriculum)

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the eight curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experienceandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Homework

At Craigdhu Primary School homework is issued to pupils to encourage home study and to involve parents in the work of the school.

Homework mainly consists of literacy and numeracy work but is often linked to other areas of the curriculum. Homework allows children to practise literacy and numeracy skills learned in class. Children should be encouraged to practise their reading at home and to regularly read for pleasure with their families.

Link to games to practise skills are available on our website www.craigdhu.e-dunbarton.sch.uk under school life, games zone.

From Primary 1, children are given homework to complete. This should always be something that has been taught in school. It involves reading, learning new words or spelling. At other times it might be some aspect of mathematics, topic work or research. Homework will be given, on not more than four nights a week. The amount of homework will vary, depending on the age of the child.

Because of the important role that parents play in their child's education, we would encourage you to spend a short time each evening with your child on learning activities. These may be reading books together from school or home, playing games, drawing or talking about what happened at school or about a topical item of news. Homework should be signed by a parent/guardian to show that parents have been involved.

Sensitive Aspects of Learning

All of our staff have undertaken LGBTQ+ training. For children who require support with their emotional and social Health and Wellbeing we offer Seasons for Growth, LIAM, Lifelink Counselling or small group workshops regular wellbeing check-ins and Relationship and Sexual Health & Parenthood Education.

Extra-Curricular Activities

We have many after-school and lunchtime clubs for pupils. We ensure that pupils at all stages of the school are given a variety of opportunities.

For example, basketball, chess, cross country, dance, football, hockey, lego club, netball, rugby, table tennis and Scripture Union.

Educational Excursions

All pupils are given the opportunity to take part in out of school visits to enhance their learning. We embrace every opportunity to book visits to ensure the children's learning is stimulating, relevant and enjoyable.

Primary 7 children are given the opportunity to take part in a residential outdoor outing at Ardmay House in Arrochar. Parents are informed in writing of the full details before any excursion takes place. Signed permission is always sought for every visit.



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SECTION 5

Assessment and Reporting

At Craigdhu Primary children's progress is continually monitored on a day to day basis. Pupils are also involved in self and peer assessment and pupils are fully involved in reflecting on their own learning and the learning process. Through their Learning Stories children record their progress and achievements. These are sent home throughout the school year so that children can share their learning with their parents. This ensures that the children are provided with an appropriate programme of learning.

We use screening and diagnostic tests in literacy, spelling and mathematics to identify the specific needs of the children. We use these test results to help to track and carefully monitor all pupils' progress.

Parents' evenings are held twice a year. 3 written reports will be issued throughout the session. We also hold an open event during the school year in order to allow parents to share in the children's learning.

Parents who have children requiring additional support will meet more regularly with the school and associated agencies. This will be through regular informal meetings and through review meetings. The senior leadership team have a thorough programme in place to monitor the progress of all pupils and the standards of attainment.

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, Depute Head Teacher or class teacher.

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 Acting Chief Education Officer who can be contacted at:

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow

G66 1TJ

Tel: 0300 123 4510

Email: greg.bremner@eastdunbarton.gov.uk



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SECTION 6

Transitions and enrolments

Nursery

Craigdhu Primary School values links with all early years' centres. We have strong links with all local nurseries. We visit all pupils before they start in primary one. Last session we visited new pupils in many different establishments across East Dunbartonshire and Glasgow. This helps to ensure that all pupils have a smooth transition from pre-school to primary one and provides us with useful information about your child's progress.

All enquiries about placements to local nurseries should be made to the East Dunbartonshire Council Early Years Department by contacting the Contact Centre 0300 1234510.

Registration and enrolment

Information on new school entrants can be found on the council's website, www.eastdunbarton.gov.uk. Enrolment is in January 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 Learning & Childcare Centre, a transfer of information record for each child will be prepared by Early Year's staff to ensure a smooth transition and continuity of education of the child transferring to 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 January prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and early years centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

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

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

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

Children eligible for enrolment are those whose 5th birthday falls between 1 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 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.

This is a very important time for pupils but can sometimes be a bit worrying for them!

A full transition programme is in place for pupils in primary 7. This is managed by the 3-18 Cluster Management Group of local primaries and Douglas Academy. We ensure curriculum links and also organise opportunities for pupils to prepare for the next stage of their education staff from Douglas Academy visit P7 regularly to work with pupils and staff. A meeting for primary 7 parents is also held in June at Douglas Academy to find out more about their child's secondary education. All pupils transferring to Douglas Academy visit for two days, usually in June. They are shown around the school and follow part of the secondary timetable. Pupils have the opportunity to use the cafeteria and make their own way to and from Douglas Academy.

Primary 6 pupils will attend the "Going for Gold" day at Douglas Academy in June. This is a programme where pupils continue their primary 6 Health and Wellbeing work by visiting several departments in Douglas Academy.

Children with additional needs will be well supported in their transition to secondary school and parents are fully involved in this process.

Pupils are normally transferred between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Children from Craigdhu Primary School normally transfer to:

Douglas Academy
Craigton Road
Milngavie
Glasgow G62 7HS

Tel : 0141 955 2365

Head Teacher : Mr Barry Smedley

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be 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 the Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn 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 the 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 Request 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 of your Placing Request.

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

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

Mid-Session Transfers

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

Transport for Placing Requests

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



SECTION 7

Support for Pupils

At Craigdhu Primary School, we aim to enable all pupils to achieve their full potential in learning. Any child experiencing a difficulty will be provided with additional support. Our Depute Head Teacher, Mrs Julie Ryman, co-ordinates support for learning. This support is given for a variety of reasons and parents are always informed if there is a particular difficulty.

We work closely with East Dunbartonshire Council's Support for Learning Services and a variety of outside agencies, including NHS, Social Work and the Community Police.

What should I do if I think my child has additional support needs?

If you think your child may have additional needs, you should ask the class teacher about this in the first instance. The management team are also available to co-ordinate and provide additional support. Please do not hesitate to contact us. Often early intervention is the best way of supporting your child.

What will the school do?

All children and young people have their needs regularly assessed and reviewed. We continually make assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and pre-school establishments in East Dunbartonshire look at children's needs as a process of staged intervention. This process allows teachers and others to:

- identify those children who may need additional support
- make plans to support those children
- deliver the support the child requires; and
- regularly review the support provided
- children who have social, emotional or behaviour needs

Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

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

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

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

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

All schools and Early Years establishments in East Dunbartonshire look at children's needs through a wellbeing pathway that ensures a continuum of support from Universal to Targeted in line with the National Getting It Right for Every Approach. This process allows teachers and others to:

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

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

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

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

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point.

If you are not happy with the way, the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

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

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

Support for Learning Services

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

These are: -

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

The Services support pupils through: -

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

The named person for Craigdhu Primary School is Mrs Lesley Davidson, Head Teacher, who can be contacted anytime at school via 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 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: parenting@eastdunbarton.gov.uk. A member of the team will be in touch.

Protecting Children and Young People

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

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

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

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes

- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers

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

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

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

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

Additional Support Needs

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

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

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

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

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

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

Autism Adviser

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

Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:

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

Pastoral Support

At Craigdhu Primary School class teachers and support staff provide pastoral support for all pupils. Through our extensive health and wellbeing programme we aim to fully support all pupils. Procedures are in place for class teachers to report concerns to the Senior Leadership Team and parents will be contacted if necessary.

The school runs a Pupil Support Group (PSG) chaired by our Depute Head Teacher and the Educational Psychologist. These meetings provide a forum for discussion relating to children's learning and development. This may be done in conjunction with other members of staff and external agencies. Parents will be informed of any decision relating to specific actions for their child following such meetings.

PSGs are also held at Douglas Academy to discuss pupils in P6 and P7 before they transfer to secondary school. These are attended by our DHT.

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 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. Child Protection Coordinator is Lesley Davidson, Head Teacher.



SECTION 8

School Improvement

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality Report which highlights the school's major achievements. Craigdhu Primary School, Standards and Quality Report is available on our school website and gives parents information regarding self-evaluation.

School Improvement Plan

Our priorities for next session are as follows:

Raising attainment in Reading

Raising attainment in Writing

Health & Wellbeing - Inclusion & Equity for all

This plan is discussed with the Parent Council and reported on in the school's Standards and Quality Report.

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme. The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need 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 quality of research to improve the lives of young people in Scotland

Data Policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

Your data protection rights

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA.

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

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

Concerns

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



CRAIGDHU PRIMARY SCHOOL
Handbook 2023/2024

SECTION 9

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

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

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

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

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

At Craigdhu Primary School the uniform is:

Grey trousers, skirt or pinafore dress
White shirt or blouse and school tie
Blue sweatshirt and white polo shirt
Black school shoes

Additional items available are:

Blue fleece, baseball cap, woollen hat, schoolbag, school badge and cagoules

Sweatshirts and polo shirts with the school badge along with the additional items are available through our ordering service. Information on how to do this is on the school's website under school information/forms/uniform.

School Meals

Craigdhu Primary School operate a cashless cafeteria system that provides a wide selection of meals and snacks. Pupils pay for their meals on a daily basis. There is an emphasis on encouraging children to eat health options with fresh fruit and salad available daily. There is a termly menu available which includes prices. These menus and the lunchtime rota are both available on the website.

Facilities are also available within the hall for children who wish to bring a packed lunch. In order to avoid accidents, please do not give children breakable bottles, cans or hot liquid flasks. Plastic bottles are collected and recycled. Subsidised milk is available for all children.

As we have children with diagnosed severe peanut allergy we must insist that all children refrain from bringing nuts or peanut butter to school. Even sitting beside someone with food items containing nuts is enough to trigger extremely severe reactions in some children. For the same reason our cash cafeteria specialises in a "nut free" diet.

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

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

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

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

Free School Meals

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

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

Transport

(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route.

This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned

before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(b) Pick up Points

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

(c) Placing Request

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

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

Adverse Weather Conditions

Driver's Responsibilities

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

Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities

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

Parental Responsibilities

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

Medical and Health Care

At Craigdhu Primary School if your child requires medication during the school day you must contact the school office so that the appropriate form may be completed. All medicines must be clearly labelled and are stored in a locked filing cabinet in the medical room. Only medicines prescribed can be administered by school staff.

If your child suffers from asthma and requires an inhaler, we would prefer a spare inhaler to be provided and kept in school. Medical forms need to be completed and stored for inhalers also. At the end of the session parents will be asked to collect all medicines from school to be disposed of.

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 pupils needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, Chief Education Officer.

Data Protection Act 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and

well-being of children and young people. For full details of how we will use your data please visit – www.Eastdunbarton.gov.uk/council/privacy-notices

Accessing Your Child's Pupil Records

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

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

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

Freedom of Information (Scotland) Act 2002

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

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

Use of Photographs and Video Film Involving Pupils

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

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

Pupil Use of Mobile Phones and Smart Watches in School

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education Committee of East Dunbartonshire Council as a result of these concerns agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

- Schools will discourage, and will 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 outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
- 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

In Craigdhu Primary the same points apply to the use of smart watches in school.

Social Media

The school community are encouraged to be mindful of the use of social media regarding posts about the school, children and staff. In Craigdhu we welcome feedback but would be grateful if you could direct it to a member of the Senior Leadership Team either in writing or through discussion.

Childcare Information Service

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

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

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

To use this service please call the helpline number on 0300 123 4510` e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

Appointment of Adults to Voluntary Child Care Positions

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

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

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

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