

Lennoxtown Primary Handbook



Safe

Truth

Aspiration

Respect

Support



WELCOME

Dear Families of Lennoxton Primary School and Early Years Centre,

We are thrilled to have you and your children as part of our school community. Lennoxton Primary School and Early Years Centre prides itself on fostering a warm and supportive environment where every child's potential is nurtured and celebrated.

To our new pupils, we extend a special welcome. If you would like a tour of our school, please do not hesitate to contact the school office to arrange a visit. We believe that familiarising yourself with our school will help you feel more comfortable and excited about joining our learning journey.

At Lennoxton, we cherish our status as a small school where every child is known and valued. Our core values are **Safe, Truth, Aspiration, Respect, and Support** and these underpin everything we do.

In addition, we are committed to equipping our students with the skills they need to thrive in both their personal and future working lives. This is why we have developed the Lennoxton Skill set, which includes Communication, Curiosity, Collaboration, Critical Thinking, Confidence, and Citizenship.

As we embark on this new school year, we look forward to partnering with you to provide the best possible education for your child. We firmly believe in the potential of every child and have high expectations for both their academic achievements and personal growth. By working together, we can create a positive and enriching learning experience for all.

We hope you find the information in this handbook useful. We would be delighted to hear from you if you would like to contribute to any aspect of the life and work of our school, or have any ideas on how we can develop any aspect of our service in the future. We welcome your thoughts and feedback, as it is your views that will help us shape our service so that we can provide the best opportunities possible for all of our learners.

If you would like to comment on any aspect of school life please contact the school office on 0141 955 2267, in the first instance, and we will ensure that you have an opportunity to speak with the appropriate member of staff.

We are excited about the journey that lies ahead and are confident that, with your support and our dedicated team of educators, your child will flourish at Lennoxton Primary School and Early Years Centre.

Kind Regards,

Jen Murphy
Head Teacher



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SECTION 1 - SCHOOL INFORMATION

1.1 – School Details

Lennoxton Primary School is a village school which was built in 1840.

The school has 7 classrooms, an infant open area, library, ICT suite, nurture room and a gym hall. Within our playground we have an established garden area used by all children for learning and personal enjoyment and a MUGA, Multi Use Games Area, that is enjoyed by all children.

Lennoxton is a non-denominational establishment catering for boys and girls from Primary 1 to Primary 7. The current roll is 120, with a working capacity of 254. The school has a functional capacity of 275. Parents should note that the working capacity of the school may vary dependent upon the number of children at each stage and the way in which classes are arranged.

Following regulations introduced by the Scottish Government class sizes are as follow

| | | |
|-----------|---|----|
| P1 | - | 25 |
| P2 & P3 | - | 30 |
| P4 – 7 | - | 33 |
| Composite | - | 25 |

School Contact Information

| | |
|------------------|---|
| Head Teacher | Mrs Jennifer Murphy |
| Name and address | Lennoxton Primary School School Lane Lennoxton Glasgow G66 7LX |
| Telephone | 0141 955 2267 |
| E-mail | office@lennoxton.e-dunbarton.sch.uk |
| Website | http://www.lennoxton.e-dunbarton.sch.uk |

Community Facilities Available: Use can be made of the school premises by various organisations. Applications for lets should be made to:

East Dunbartonshire Council
Business Support
Southbank House
Strathkelvin Place
Kirkintilloch G66 1XQ
E-mail letting@eastdunbarton.gov.uk
Tel: 0300 1234510
Fax: 0141 578 8945



Named Person Service Contact - Jen Murphy – Head Teacher

1.2 Staff

Leadership Team

| | |
|-----------------------|------------------|
| Head Teacher: | Mrs J Murphy |
| Depute Head Teacher: | Miss C Linskaill |
| Depute Head of Centre | Mrs D Haley |

Teaching Team

| | |
|--------------------------|--------------------------------|
| Primary 1a: | Ms J Dryden |
| Primary 1b: | Miss C Rose and Mrs L Campbell |
| Primary 2: | Mrs P Christie |
| Primary 3/4: | Mrs Reid and Mrs Brand |
| Primary 4/5: | Mr R Fyfe |
| Primary 5/6: | Miss M Allison |
| Primary 7: | Mrs J McKay |
| NCCT: | Mrs L Wilson and Mrs L MacLean |
| Learning Support Teacher | Mrs M Hunter |
| Nursery Teacher | Mr A Stubbs |

Support for Learning Team

Mrs T Ward, Mrs L Campbell, Mrs I Mustafa, Mrs D Martin

Nursery Staff

| 0-2 Room | 2-3 Room | 3-5 Room |
|---|---|---|
| Senior – Mrs N Temporal Abbie Ailish Jenna Eilidh | Senior – Mrs N Temporal Danielle Gwen Bobbie Louise Christie | Senior – Mrs N Hamill Geraldine Sharon Chloe Lynsey Lee Anne Trisha Alicia Kirsty Megan Tegan Rachel |



1.3 School and EYC Hours

Lennoxtown Primary School

School hours are the standard 25 hours per week for pupils.

| | |
|-------------------------|-------------------------|
| School opens: | 9.00 a.m. |
| Morning interval: | 10.30 a.m. – 10.45 a.m. |
| Lunchtime: | 12.15 p.m. – 1.00 p.m. |
| Whole school dismissal: | 3.00 p.m. |

Lennoxtown Early Years Centre

Lennoxtown Nursery is opened from 8.00 am – 6.00 pm daily except public holidays, in-service days and between Christmas and New Year. The nursery offers 1140 hours of free childcare for all 3-5-year-old and eligible 2-year-old children.

Families can choose to use their child's funding for 5 AM or 5 PM sessions or extended days.

Families can purchase additional hours (subject to availability) if required.

Our 0-2 room currently has space for 6 children in the morning and 6 children in the afternoon. This is made up by 2 paying places and 4 funded places.

In addition, our 2-3 can accommodate 15 children in the morning and 15 children in the afternoon. The 2-3 room has 8 funded places and 7 paying places and again these can be either sessional or extended day.

The 3-5 room can accommodate 56 children in the morning and 56 children in the afternoon. Places can either be sessional or extended day, with a minimum of 24 places being reserved for extended day.

The allocation of funded places is through the Locality Admissions Panel which meets approximately every 12 weeks.

1.4 School Year

| | | |
|--------------------|----------------|---|
| First Term | In-Service Day | Monday 12 August 2024 Pupils do not attend |
| | In-Service Day | Tuesday 13 August 2024 Pupils do not attend |
| | Pupils return | Wednesday 14 August 2024 |
| September Weekend | Closed | Friday 27 September 2024 |
| | Re-open | Tuesday 30 September 2024 |
| Mid-term | In-Service Day | Friday 11 October 2024 Pupils do not attend |
| | Re-open | Monday 21 October 2024 |
| Christmas Holidays | Closed | Friday 21 December 2024 |
| Second Term | Re-open | Monday 06 January 2025 |
| Mid-term | Closed | Monday 17 February 2025 Tuesday 18 February 2025 |
| | In-Service Day | Wednesday 19 February 2025 Pupils do not attend |
| | Re-open | Thursday 20 February 2025 |
| Easter | Closed | Monday 07 April 2025 |
| Third Term | Re-open | Monday 21 April 2025 |
| May Day | Closed | Monday 05 May 2025 |
| | In-Service | Tuesday 06 May 2025 Pupils do not attend |
| | Re-open | Wednesday 07 May 2025 |
| May Weekend | Closed | Friday 23 May & Monday 26 May 2025 |
| | Re-open | Tuesday 27 May 2025 |
| Summer Holidays | Closed | Thursday 26 June 2025 |

1.5 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 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.

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep in touch by using text, 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.

1.6 Information in Emergencies

Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given. Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

1.7 Comments, Compliments and Complaints

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.

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.

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 a 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 concern with your local councillors, MSP or MP.

1.8 Registration and enrolment

The date for registration of new school entrants is advertised in all local early years centres, the local press and on the council's website www.eastdunbarton.gov.uk

It is normally in January each year. Pupils should be registered in only one school for their catchment area.

Parents will be provided with information about the school, when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

It is our practice at Lennoxton Primary to invite all new entrants to spend time with us before their official admission.

We also visit all new entrants on a number of occasions in their early years centre.

SECTION 2 - PARENTAL INVOLVEMENT AND ENGAGEMENT

2.1 – Parent welcome

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

At Lennoxton Primary School and Nursery we believe that you play a vital role in your child's education. With this in mind we endeavour to provide a variety of opportunities which allow parents to become involved in school and nursery life, whether that be as a member of our PTA and/or our Parent Council, parent helper or supporting learning at home. Year on year we seek to provide as much information in advance as possible and you will be provided with a 'fridge' calendar outlining school events. We will also keep you up to date with school life via texts, letters, emails, class newsletters, termly school newsletters and our school website.

The Scottish Schools (Parental Involvement Act) 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education, the school provides. It modernises and strengthens the framework for supporting parental involvement. It also establishes a structure and process to replace School Boards with Parent Councils. The Act outlines three areas where parents should be supported and encouraged to be more involved in their child's learning

- At home – providing parents with information on what their children are learning at school and how this can be supported at home
- Through school – providing parents with opportunities to contribute to the life of the school e.g. By helping out in the classroom or at school events
- In a more formal way – deciding what kind of parent representation the schools should have Parents are encouraged to contact the school to share their views and become involved by contacting the school office.

2.2 – Parent Council

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
- express their views on school education generally and work in partnership with their children's schools All parents / carers are automatically members of the Parent Forum at their child's school.

As a member of the Parent Forum all parents can expect to:

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

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates.

Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education (if applicable) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.

Constitution

The objectives of the Parent Council are to:

- Promote an inclusive educational environment, which encourages a partnership approach, between the school, its pupils, the Parent Teacher Association, the wider community and the Parent Forum
- Develop and engage in activities, which support national and local initiatives relevant to the education and welfare of the pupils
- Provide a link, where appropriate, between the Local Education Authority, the school, its pupils, the Parent Forum and the wider community
- Represent the views of the Parent Forum, in regard to matters affecting the education and welfare of the pupils

The membership of Lennoxton Primary School Parent Council will be no less than 5 and no greater than 15 persons and should, where possible, comprise:

- A minimum of four, up to a maximum of twelve, members of the Parent Forum. One of this group is required to be the Chairperson
- One staff representative from the school community
- A maximum of two local community representatives
- The Headteacher or his/her nominated representative, who has a duty to attend all meetings as an advisor (non-voting)

Parents, carers and guardians may nominate themselves for appointment to the Parent Council and this self-nomination should be submitted, in writing, to the Chair of the Parent Council.

Where there are more nominations than places available, a draw will be held, which should be attended by the nominees and no less than a quorum of the Parent Council.

The draw should be conducted by the Chair of the Parent Council, with the Headteacher in attendance.

The selection will take place at the AGM for any vacancies on the Parent Council.

The members of the Parent Council will be selected for a period of two years, after which they may put themselves forward for re-selection if they wish.

Parent members are eligible for membership of the Parent Council for as long as their child is on the school roll.

The Parent Council will have a Chair, Vice-Chair who will be regarded as the Council Office Bearers. The Office Bearers will be elected by a show of hands on an annual basis at the first Parent Council meeting following the AGM by the members present.

The Parent Council will be Chaired by a parent member and in the event that the Chairperson's child ceases to attend Lennoxton Primary School, that person's term of office will be terminated and a new Chair will be appointed at the next scheduled meeting.

The Parent Council may meet on 6 occasions each session.

All correspondence should be sent to:

Parent Council
c/o Lennoxton Primary School
School Lane
Lennoxton
G66 7LX

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

2.3 Parent Teacher Association (PTA)

Lennoxton Primary PTA supports the school by organising many events. Copies of minutes of the PTA meetings and dates for future meetings are on the external school notice boards and are also posted on the school website.

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an Independent helpline service for all parents.

They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in.

2.4 – Parent Involvement

We place great importance on communication and believe that two-way communications is the best way to ensure we meet the needs of all of our children and families.

During each session there are two parents' evenings where you can discuss your child's progress on a 1 to 1 basis with their teacher or key worker.

In addition to this we have introduced 'Pupil Learning Plans' and linked open door events, all of which provide pupils with opportunities to share learning with their parents.

In conjunction with ongoing school priorities, parent workshops are organised to ensure the parent community are part of the whole school improvement strategy and you are warmly invited to attend.

We have an 'open door' approach at Lennoxton Primary and Nursery so please feel free to call or pop in to discuss any matters of importance or concern.

The school and nursery telephone will take messages out of hours and contact can also be made via the school e-mail office@lennoxton.e-dunbarton.sch.uk.

We endeavour to keep the school website up to date with news and important information as well as highlighting the fantastic work the children are doing.

The school has a text message system so we can contact parents in an emergency and also give reminders of important dates.

Email is our main form of communication so keep an eye on your inbox as we regularly send updates or important news.

The school has recently adopted the Parent Portal App as a communication tool in line with other schools in the authority.

This is a handy one stop shop where you can report your child's absence from school, order lunches, view the calendar of in-school events for the year and even book parents night appointments!

We also have our own Twitter account where we share lots of lovely action shots of the learning taking place in our school.

Parents are asked to keep the school informed of any changes to personal contact details as timely as possible in order to keep our records up to date.

Parents' views are very important and, the school asks for feedback regarding policies and procedures as part of our ongoing school improvement agenda.

SECTION 3 – ETHOS

3.1 – School Aims

Within our school and nursery it is our shared vision that all of our children, staff, families and the community work together to provide a happy, safe and nurturing learning environment for all. It is our aspiration that all of our children are given every opportunity to achieve their full potential and in doing so are motivated and confident in meeting the challenges of learning, life and work.

As a school team we pride ourselves in our commitment to meeting the needs of our children and we work tirelessly to support them in becoming the very best versions of themselves possible. As a school community we share the values of Safe, Truth, Aspiration, Respect and Support. We seek to represent these values in our day-to-day interactions in and beyond our school and nursery.

We place great importance on creating and sustaining valuable links within the community and beyond. By doing this we believe we are providing opportunities for children to learn in a purposeful and realistic environment. We have an established link with St Machan's Primary School and ensure we use every opportunity to come together as a learning community. The school works with the local community and has a strong relationship with Campsie Memorial Hall. Campsie Parish Church supports the school throughout the session to allow the children to gain an appreciation of the Christian faith.

3.2 Equal Opportunities and Social Inclusion

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

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

The Equality Act (2010)

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

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

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

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

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

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

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

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

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

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.

Race

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

Disability

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

Gender

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

DEVELOPMENT OF PUPILS' SPIRITUAL, MORAL, CLUTURAL 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 the 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 a 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.

3.3 Development of the pupil voice

School Improvement Group

All children at Lennoxton Primary School are given the opportunity join a leadership group. This session, we are offering the following opportunities.

- School Improvement Group
- Sports Ambassadors
- House Leadership Group

- Leaders of Learning
- Playground Committee
- Eco Committee
- UNCRC Committee

In addition to this, all pupils have access to the senior management team if there is a matter they wish to discuss or a view they wish to share.

3.4 School Discipline

A partnership between the school and parents is fundamental in ensuring the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. Our school values set the standard for our expectations of pupils.

Safe – act in a safe manner around the school, report any concerns to SLT, think of consequences to actions.

Truth – Be accountable for your actions, be true to yourself.

Aspiration – Have a growth mind-set and always try your best. Ensure your actions don't disrupt another child's learning.

Respect – Show respect to yourself and others. Have excellent manners. Follow the instructions given to you by an adult.

Support – We are a family at Lennoxton, support each other to be the best they can be.

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

The aims of our discipline policy are:

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly school community in which effective learning can take place; in which there is mutual respect between all members and where there is proper concern for the environment.
- To develop in all children an awareness and responsibility for the community in which they live and to contribute to that community as positive citizens.

Children who do not follow our school rules are given a quiet warning from a member of the Lennoxton team – we will always aim to name and fame, not name and shame – disciplining will be done discretely. If they continue to break the school rules a warning will be issued. If these behaviours continue, SLT will work with the child and family through the reflection process. This will be an opportunity to look closely at the behaviour – think about strategies that were used and create a plan to ensure the negative behaviour does not continue. After reflection, families will receive a phone call to discuss what has happened and the reflection sheet will be sent home for the reflection conversation to be continued at home.

If a child has 3 or more reflection sheets within a term, we will ask the families to come into the school for a meeting in order to create a plan of support.

3.5 Positive Behaviour

We encourage our pupils to use the school values as the golden thread that goes through the school. We expect our children to think about their choices to ensure they are safe. We expect them to speak the truth, particularly when accepting responsibility for a choice. We expect them to try their best and have high aspirations. We expect our pupils to show respect to each other and all adults in the school. As a valuable member of the Lennoxton team, we expect our children to support each other and support the staff team to work together. In response to showing these values, our children will receive a recognition slip when spotted. These will be displayed in the classroom and at the end of the week, the child with the most recognition slips, will receive a certificate and be invited to the Head Teacher's Tea Party. In addition, all children have been allocated a House and will work together to earn house points. The house who earns the most points in a week, will be rewarded with an extra 15-minute break on a Friday morning. At the end of the year, the winning house will receive their own house trip.

In order to promote whole school approaches to promoting positive relationships and behaviour, the following is in place;

- A whole school shared understanding of the school's Vision, Values and Aims;
- House system;
- Class charters, incentives and rewards;
- Agreed behaviours for playtimes;
- Restorative approaches;
- Self-regulation strategies;
- Leadership for all through pupil focus groups.
- Staged intervention model for managing behaviour.

SECTION 4 CURRICULUM

4.1 Bringing learning to life and life to learning

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

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops

skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

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

Lennoxton Primary School and Nursery we ensure that pupils develop skills for learning, life and work by providing opportunities for children to acquire transferable skills that will allow them to gain skills for their future. Literacy, Numeracy and Health and Wellbeing are at the core of all learning experiences.

Each session staff plan an overview of learning for the year ahead, ensuring that the vital links across learning are established. This is then enhanced by external visits to museums, country parks, zoos, sports centres etc, or places of work and/or visitors to the school. There are a number of focus weeks throughout the session which allow the whole school and nursery to share their learning with others in the school and wider community. Currently we have a Health Week in term 2, a Science Week in term 3 and a World of Work Week in Term 4.

Please contact the Head Teacher if you would like any further information about the curriculum within our school. Furthermore, more information about the School and Nursery Curriculum can be found at www.eastdunbarton.go.uk and/or www.educationscotland.org

4.2 Sensitive Aspects of Learning

Relationships, Sexual Health and Parenthood Education is a very important part of a child's development, preparing them for adult life. At Lennoxton we work hard to make well rounded individuals who know how to keep themselves and others safe - this part of the curriculum is an important aspect of that. We currently have a plan in place that gradually builds up each child's awareness. This also ensures that we comply with the Scottish Governments current guidelines in this area. If any parent wishes to discuss the materials being used please contact the school.

4.3 Homework

Homework should be an enjoyable task that you and your child should do together. Homework should be no longer than 20 minutes (P1-3) and 30-40 minutes (P4-7)

The aim of homework is to:

- provide additional challenge;
- encourage independent learning;
- inform parents of what is being taught.

Homework is usually set within literacy and numeracy, however children are also given research and investigation activities at different times within the year.

4.4 – Extra Curricular Activities

Throughout the sessions we endeavour to work with the local wider community to provide a variety of after school and lunch time clubs. Some of the sessions we will be offering this year are;

- Reading Club
 - Chess
 - SFA football
- Comic Strip writing
 - Drama
 - Choir
- Board games
- Cross Country
 - Netball
 - Show Club
 - Lego

SECTION 5 ASSESSMENT AND REPORTING

5.1 Assessment

The purposes of assessment are to:

- support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities;
- give assurance to parents, children themselves, and others, that children and young people are progressing in their learning and developing in line with expectations;
- provide a summary of what learners have achieved, including through qualifications and awards;
- contribute to planning the next stages of learning;
- inform future improvements in learning and teaching.

We operate a policy of continuous assessment from Primary 1 to Primary 7 in order to build a clear picture of each child's progress. Assessment also enables teachers to plan programmes of work and to check on the effectiveness of teaching methods and resources.

National Assessments (SNSA) are used in English Language and Mathematics at P1, 4 and 7. Teachers are developing new methods of recording the ongoing assessments and use the benchmarks to support their professional judgement.

We welcome this opportunity to have our professional judgement relied upon and validated and therefore work with St Machans to ensure uniform standards across the setting.

In addition, we will use baseline assessments with P1 pupils and standardised assessments at various stages across the school to support judgement and identify gaps.

5.2 Attainment

Aspiration is a key value at Lennoxton Primary and we promote a growth mind-set in all lessons. We believe in our young people and celebrate their achievements both in and out of school.

Our children learn through Scotland's Curriculum for Excellence which is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world.

To support this, we have developed the Lennoxton Skill Set – Creativity, Curiosity, Critical Thinking, Collaboration, Citizenship and Communication.

5.3 Liaising with and involving parents in their child's education

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

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

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

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

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

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

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

The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 1234510

Email: greg.bremner@eastdunbarton.gov.uk

SECTION 6 TRANSITIONS

6.1 Early Years Centre Learning Provision

The nursery is extended day, extended year and accommodates children from the age of 6 months to 5 years old. There are places for 6 children aged 6 weeks to 2 yrs, 15 children aged 2-3 years old and 56 children aged 3 to 5 years old at any one time.

We currently offer all 3-5 years and eligible 2-year-old children 1140hr (24hr/week) of free funded childcare and education over 50 weeks. Parents can purchase additional hours subject to availability. There are also places available to purchase for children aged 2-3 yr who are not eligible for funding.

The baby room (6 weeks to 2yrs) provides a combination of funded (for families in need of support) and paying places for 50 weeks per year.

Funded places for children aged 2-5yrs can either be taken as a combination of 5 am or pm sessions or in the any combination of extend days hours (see table below) up to a max of 24hrs per week at no additional cost.

Any hours required over the 24hrs per week will be charged at an hourly rate and will be subject to availability.

Paying extended day places in the baby room and 2-3 room will be charged at an hourly rate and subject to availability.

Sessions times

8am to 12.45pm

1.15pm to 6pm

The nursery is opened from 8am to 6pm daily excluding public holidays, in-service days and the three days between Christmas and New Year.

6.2 Admission to EYC in East Dunbartonshire

All East Dunbartonshire nursery classes follow the Council's early year's admissions policy.

Places can be provided either in a local authority nursery or with a recognised provider in the private and voluntary sector who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare.

For administration purposes, parents are asked to complete a registration form online before the enrolment deadline date in January. Parents are asked to bring the relevant birth certificate(s) and proof of residency when enrolling their child(ren) if they are East Dunbartonshire residents. Parents who reside out with East Dunbartonshire do not require proof of residency.

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

Forms are available from the Council's website at www.eastdunbarton.gov.uk or all EDC nurseries, and Community Hubs or by contacting the Contact Centre 0300 1234510

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

All East Dunbartonshire early years establishments follow the Council's early year's admissions policy. (Available on Council's website)

Funded places can be accessed either in a local authority Early Learning and Childcare Centres or with a funded partner provider in the private, voluntary and independent sector as well as childminders who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare. For administration purposes, parents are asked to complete an online registration form that can be found on the East Dunbartonshire website between January and end of February. Parents are asked to upload the relevant birth certificate(s), proof of residency and a utility bill when enrolling their child(ren) if they are East Dunbartonshire residents. Parents who reside outwith East Dunbartonshire do not require proof of residency.

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

Entitled 2 year olds who meet the eligible criteria can apply for funding with Local Authority centres that have 2 year old provision and with funded partner providers including childminders who have been accepted onto East Dunbartonshire framework and provide places for 2 year olds

Two year old applications should be completed online at any time. Children who are entitled to a 2 year old place will be required to complete supporting paperwork which can be found on the East Dunbartonshire website or can be obtained from any Early Learning and Childcare Centre. Children who are entitled to a funded 2 year old place become eligible the term after their 2nd birthday.

Forms can be accessed from the Council's website at www.eastdunbarton.gov.uk .

Application forms for Early Learning and Childcare Centres that provide provision for 0-2 year olds can be obtained from the Centre and returned completed to the Centre with birth certificate(s) and proof of residency and utility bill.

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

6.3 Transfer from EYC to Primary

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

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. We also have an annual transition programme for Lennoxton Primary and St Machan's Primary School which ensures all children are happy and confident about their move to Primary 1.

6.4 Primary School Admission

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Education Office – Tel: 0141 578 8722, or the relevant school.

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

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

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

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

6.5 Primary to Secondary Transfer

Our catchment secondary school is Lenzie Academy;

Lenzie Academy
Myrtle Avenue

Lenzie
Kirkintilloch
G66 4H
Telephone: 0141 955 2379
E-mail: office@lenzieacademy.e-dunbarton.sch.uk

The transition process between Lenzie Academy and Lennoxton Primary starts in P6. Staff from both secondary schools regularly visit the class throughout P6 and P7 to gain a full picture of all children. In P7 there are further opportunities for visits to the Secondary school. Children with additional needs are given an enhanced transition programme, which is individualised to meet the needs of the pupil. Parents of children who require enhanced transition are invited to a planning meeting at the start of their child's P7 year.

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

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers.

While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

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.

6.6 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 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early January.

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

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

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

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

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.

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.

6.7 Mid-session Transfer

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.

6.8 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

7.1 Children and Young People with Additional Support needs

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

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

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

That the child or young person:

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

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

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

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

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

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

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East

Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

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

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

7.2 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
- Social, Emotional and Behavioural Needs Service
- Short term Advice and Response Team

The Services support pupils through: -

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

7.3 Family Support Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support and Triple P programme. Services also include a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services, please contact the team on 0141 578 8665.

7.4 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.

7.5 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.sclc.org.uk, 0131 667 6633.

7.6 Specialist Support Service

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

The teams support the additional needs of:

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

7.7 Promoting Wellbeing

Lennoxton Primary School works hard to meet all of a child's needs. This includes ensuring that social, emotional, behavioural and health needs are all given priority.

The school has a wide range of supports and Pupil Skills Groups in place to help children develop.

GIRFEC

The Scottish Government introduced Getting it Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families.

It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.

We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included - these are the eight Indicators of wellbeing.

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

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

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

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

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

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

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

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

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?

- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

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

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

SECTION 8 SCHOOL IMPROVEMENT

8.1 School Improvement Plan

Our school improvement plan can be found on our website.

This year we have three priorities;

- 1) To raise attainment through project based learning. This will introduce the Lennoxton Skill Set to our pupils as staff bundle curricular areas to lead projects, based on pupil interest.
- 2) To develop shared values which form the golden thread that will run through the school. Clear values which will form our behavioural expectations and provide a platform for celebration and achievement.
- 3) To improve the Health and Wellbeing of our young people by implementing the CIRCLE resource from Education Scotland.

8.2 Stands and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. A copy of this can be found on the school website.

8.3 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.

8.4 Transferring Educational data

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:

The SCOTXED Programme

Transferring Educational Data About Pupils.

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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

8.5 Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information.

The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints.

As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals.

Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the General Data Protection Regulation (GDPR) 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 (www.scotxed.net).

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

On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities.

Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy.

This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government.

At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to
The ScotXed Support Office,
Victoria Quay,
Leith,
EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

SECTION 9 SCHOOL POLICIES AND PRACTICAL INFORMATION

9.1 School and Authority Policies

9.2 The School Day

9.3 Extra Curricular Activities and After School Clubs

9.4 Excursions

9.5 Supervision of Playgrounds

Adults who support and supervise in the playground ensure that they:

- Are highly visible to all pupils and each other;
- Apply positive intervention strategies to support all pupils to have a positive play experience;
- Use house system points and golden tickets to reward positive choices and play;
- Prioritise pupils who need specific support strategies outdoors;
- Report concerns to the class teachers or a member of the leadership team using agreed protocol.

9.6 Clothing and 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.

Lennoxton Primary School uniform can be purchased online at Baru, 5 Cowgate, Kirkintilloch. Tel: 0141 777 8528.

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 inappropriate language or illustrations are not permitted. Football colours are also inappropriate and not permitted.

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

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

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

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

9.7 Lost Property

Although every effort is made to trace lost property, the school cannot accept responsibility for this. All items should be covered by household insurance. Sums of money and articles of value such as expensive watches should not be brought to school. No money should be left in the cloakrooms. All items of clothing should be clearly marked with the child's name.

9.8 Meals

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day. The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations. A copy of the menu can be found on our school website.

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

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

Free School Meals

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

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

From August 2022 all pupils in P1, P2, P3, P4 and P5 will be entitled to free school meals.

Please do not apply for free school meals if your child/ren is/are in P1, P2, P3, P4 and P5 as a meal will automatically be given.

There is a cashless catering cafeteria operating in Lennoxton and pupils pay for their lunch using an online system called iPayimpact. This system allows parents to pre book their child's meals at home if desired. Children will be issued with an account when they start school in P1. Packed lunches are also eaten in the lunch hall with school dinners. Lennoxton Primary School is a nut free school. In Lennoxton Primary we and encourage everyone to bring a health snack for morning interval.

9.9 Transport

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. 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.

Parents should note that no transport provision is made for home journeys for infants who may have a shorter day until September week end.

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

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 www.eastdunbarton.gov.uk

(b) Pick up Points

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

(c) Placing Request

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

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

9.10 Medical and Healthcare Medical and health care is in the hands of Glasgow NHS Trust. There is routine health screening at Primary 1 and 7 stages. Dental inspections are carried out in P1 and P7 and any child needing treatment may receive this either at the Lennoxtown Clinic or at his/her own dentist. We need the co-operation of parents at all times to ensure that children receive the

best possible health care and it is therefore essential that parents keep the school informed about any particular medical requirements. This can be discussed with the Head Teacher and/or the school nurse at any time. If a child takes ill or has an accident in school, the parent or emergency contact will be contacted by telephone.

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

It is essential that the school has an up-to-date record of telephone numbers and emergency contacts, **the duty being on parents to keep the school notified of any changes to emergency contacts.**

East Dunbartonshire Council has developed a policy on meeting the health care needs of pupils and the administration of medicines in its schools. Parents requiring children to take medicines during school hours must complete an Administration of Medicines Form.

Driver's responsibilities in adverse weather conditions.

- 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.

9.11 School Running Costs

All information regarding this can be found on East Dunbartonshire's website.

9.12 Data Protection Act 1988

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-notice

9.13 Accessing your Child's Pupil Records (PPR)

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.

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

9.14 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.

9.15 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 play schemes and parent & toddler groups.

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

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

To use this service please call the helpline number on 0141-570 0091, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

9.16 Appointment of Adults to Voluntary Childcare Positions

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

This policy 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.

9.17 Use of Photographs and video film involving pupils

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

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

9.18 School 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.

9.19 Pupil Use of Mobile Phones in School

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

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

All establishments will incorporate the following points into their policy:

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

At Lennoxtown Primary pupils are not permitted to access or make use of mobile phones within the school day however, we do appreciate that some of our older pupils may carry a mobile phone if they attend a club after school hours. Where this is the case phones should be kept out of sight within the school day. The school will not take responsibility for the loss or damage of any personal items.