

Lennoxtown Primary

Handbook



Safe

Truth

Aspiration

Respect

Support



WELCOME

Dear Families of Lennoxtown Primary School and Early Years Centre,

We are thrilled to have you and your children as part of our school community. Lennoxtown 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 Lennoxtown, 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 Lennoxtown 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 Lennoxtown Primary School and Early Years Centre.

Kind Regards,

Jen Murphy

Head Teacher



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Section 1



Information about the
school.

Contact Information

Head Teacher	Mrs Jen Murphy
Name and address	Lennoxtown Primary School School Lane Lennoxtown Glasgow G66 7LX
Telephone	0141 955 2267
E-mail	office@lennoxtown.e-dunbarton.sch.uk
Website	http://www.lennoxtown.e-dunbarton.sch.uk
Instagram	@LennoxtownPrimary

About the school

Lennoxtown 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, which is enjoyed by all children.

Lennoxtown 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



Staff Team

Leadership Team	Support for Learning Team	Clerical Team
Head Teacher: Mrs J Murphy Depute Head Teacher: Mrs S McGregor Depute Head of Centre: Miss D Haley	Mrs L Campbell Mrs I Mustafa Mrs D Martin Mrs H Tobban Miss A MacCalman	Mrs KJ Benson Mrs M MacKenzie
Teaching Team	Early Years Team	Facilities and catering
Primary 1: Mrs M Reid and Mrs S Brand Primary 2: Mrs J Dryden Primary 3: Miss E Brannan and Mrs P Christie Primary 4: Miss I Stirling and Mr R Fyfe Primary 5: Mrs L Cairney Primary 6/7: Miss M Allison and Mrs J McKay NCCT: Mrs L Wilson, Mrs L MacLean and Mrs P Christie Wellbeing support: Mr R Fyfe Raising attainment: Mr J Friel Learning Support Teacher: Mrs M Hunter Nursery Teacher: Mr A Stubbs	Donna Haley – Depute Head of Centre Nicola Hamill – Senior Nicola Gilles – Senior Marion, Alicia, Ailish, Mila, Kirsty, Gwen, Kira, Geraldine, Trisha, Danielle, Sophie, Eilidh, Bobby, Rachel W, Sharon, Ashleigh, Rachel C, Donna R, Leanne, Louise, Lauren.	Mrs K Travis – Building Manager Mrs D. McQueer Mr P Murning Ms I Piven Mrs D Craigie Ms F Findlay Mrs M McFall Mrs V Neary

Organisation of the school day

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.

Physical Education

Gym days for pupils are (days of the week for each year group) All pupils have a statutory entitlement to two hours of PE each week

- P1 – Wednesday and Thursday
- P2 – Monday and Wednesday
- P3 – Wednesday and Friday
- P4 – Wednesday and Friday
- P5 – Wednesday and Thursday
- P6/7 – Tuesday and Wednesday



Assembly

All children will attend assembly on a Friday morning where we will celebrate our values and wider achievements. Families are invited to their child's class assembly where the children will showcase their learning on a particular theme.

School session dates for 2025-2026

First Term	In-Service Day	Tuesday 12 August 2025 Pupils do not attend
	In-Service Day	Wednesday 13 August 2025 Pupils do not attend
	Pupils return	Wednesday 15 August 2025
September Weekend	Closed	Friday 26 September 2025
	Re-open	Tuesday 29 September 2025
Mid-term	In-Service Day	Friday 10 October 2025 Pupils do not attend
	October break	Monday 13th – Friday 17 th Oct
Christmas Holidays	Closed	Friday 19th December 2025
Second Term	Re-open	Monday 05 January 2026
Mid-term	Closed	Monday 16 February 2026 Tuesday 17 February 2026
	In-Service Day	Wednesday 18 February 2026 Pupils do not attend
	Re-open	Thursday 19 February 2026
Easter	Closed	Friday 3 rd April 2026
Third Term	Re-open	Monday 20 April 2026
May Day	Closed	Monday 04 May 2026
	In-Service	Thursday 07 May 2026 Pupils do not attend
	Re-open	Friday 8 th May 2026
May Weekend	Closed	Friday 22 May & Monday 25 May 2026
	Re-open	Tuesday 26 th May 2026
Summer Holidays	Closed at 1pm	Thursday 25 th June 2026



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.

Attendance at school

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

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

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



Attendance Percentage	Number of Days Missed Over an Academic Year	Further Information
95%	9 days	Attendance at or above this level gives a learner the best chance of success.
90%	19 days	Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.
80-85%	27-36 days	Attendance at this level has serious implications for learning and progress.

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

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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Un-notified Absence

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

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

Missing in Education

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

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland.

Family Holidays

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

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

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



Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. Groupcall or social media. There will also be updates on the website www.eastdunbarton.gov.uk

Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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



In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.



Section 2



Parental Involvement and Engagement and family learning

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 Early Years 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.

In addition, at the start of each session, we offer you the chance to meet with your child's teacher during our 'Meet the Teacher' session. At this time, you can discuss how your child has settled in, meet their new teacher, see some of the resources your child will use and hear about the curriculum from the leadership team.

We place great importance on communication and believe that two-way communications are 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.

We have an 'open door' approach at Lennoxton Primary and Early Years 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 **instagram** up to date with news and important information as well as highlighting the fantastic work the children are doing.

The school also uses **Eduspot** so we can contact parents in an emergency and also give reminders of important dates.

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

Families 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.

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



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.



You can contact the Parent Council directly at parentcouncil.lennoxtownps@gmail.com where our chair Erica Johnston will be happy to support.

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 Lennoxtown 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

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 will be posted on our external notice board and updated on Instagram.

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 school office if you wish to join the PTA.

Pupil Leadership Groups

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

- **School Improvement Group/Pupil Council**

The group work with Mrs Murphy to evaluate the school, develop new initiative and work with our parent council to improve the school.

- **Sports Ambassadors**

This group work with Mr Fyfe, organising events such as sports day, ensuring sports equipment is sufficient and promoting sports across the school.

- **House Leadership Group**

Our Captains and Vice are elected by all members of Lennoxtown Primary, they lead assemblies, promote positive behaviour through our House Points initiative and support all members of the Lennoxtown family.

- **Leaders of Learning/UNCRC**

This group work with Mrs McGregor to develop the school, evaluate the teaching and gather pupil feedback. In addition, they promote the rights of the child across the school.

- **Eco Committee**

This group work with Mrs McKay, ensuring our school is eco-friendly and educating younger members of the school.

- **Reading Committee**

This group work with Mrs Cairney to develop our library and promote reading across the school.



- **JRSO**

The Junior Road Safety Officers will work with Miss Allison to promote road safety across the school.

- **Fairtrade**

Fairtrade committee will work with Miss Stirling to promote Fairtrade across the school.

- **Digital Leaders**

Digital leaders will work with Mr Friel to create our digital newsletter.

- **Outdoor Committee**

Will work with Ms McCool to develop our outdoor learning environment.

- **STEM leaders**

Will work with Mrs McGregor to promote STEM across the school and develop our new STEM area.

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.



Section 3



School Ethos

Within our school and Early Years, 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 **S**afe, **T**ruth, **A**spiration, **R**espect and **S**upport.

We seek to represent these values in our day-to-day interactions in and beyond our school and early years.

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 links with St Machan's Primary School and Craighead 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.

Equal Opportunities for all

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

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, disability, gender reassignment, marriage and civil partnership, [pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The 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 reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex, 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. <https://www.equalityhumanrights.com/technical-guidance-schools-scotland>

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

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.



- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty

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

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

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

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

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events



The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current plan and can be viewed here <https://thepromise.scot>

It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

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

Implementation of the UNCRC July 2024, ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

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



Promoting Positive Relationships, Behaviour and Learning in Education

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments. East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.



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.

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.



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

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors. Curriculum for Excellence develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children to make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions. Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

Curriculum Areas

- Expressive Arts – Art & Design, Drama, Dance and Music
 - Health and Wellbeing
 - Literacy & English
 - Numeracy & Mathematics
- Religious and Moral Education (RME)
 - Sciences
 - Social Studies
 - Technologies



At Lennoxtown Primary School and Early Years, 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.

Curriculum Rationale

The curriculum: 'the totality of all that is planned for children and young people throughout their education' – Building the Curriculum 3

We are passionate to work with the children to allow them to develop the 4 capacities of Curriculum for Excellence;



- Successful learners
- Responsible citizens
- Effective contributors
- Confident individuals.

Our curriculum recognises the four contexts for learning:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning (IDL)
- Opportunities for personal achievement

We have recently worked collaboratively to design a curriculum that is relevant and reflects our school's journey of continuous improvement.

Together, we developed our own school skill framework that our teaching and learning will focus on.

All lessons will encourage the children to develop skills in;

- Creativity
- Critical Thinking
- Curiosity
- Collaboration
- Communication
- Citizenship

It is through this skill set and guided by our values, the golden thread that runs through our school, which we will continue to work with our children on their journey to excellence.

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

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.

Homework

Following feedback from families, we have made changes to how homework will work this year moving to a Family Learning Grid with optional literacy and numeracy tasks. Although the tasks are not required to be handed in, if you return a signed, completed grid by the end of term, your child will earn house points. Please note, your child may still be given additional homework during the year if their teacher feels it would support or reinforce learning in a specific area.

This new approach is designed to make homework more flexible, family-friendly, and meaningful. However, in response to feedback from families, we are introducing a new Transition Project for P6 and P7 pupils to help them prepare for high school. This project will encourage pupils to research, explore, and develop the Lennoxtown Skill Set: Creativity, Communication, Critical Thinking, Collaboration, Citizenship, and Curiosity.

We believe these skills will not only help pupils make a smooth transition to secondary school but also prepare them for life beyond the classroom.

Religious Instruction and Observance

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

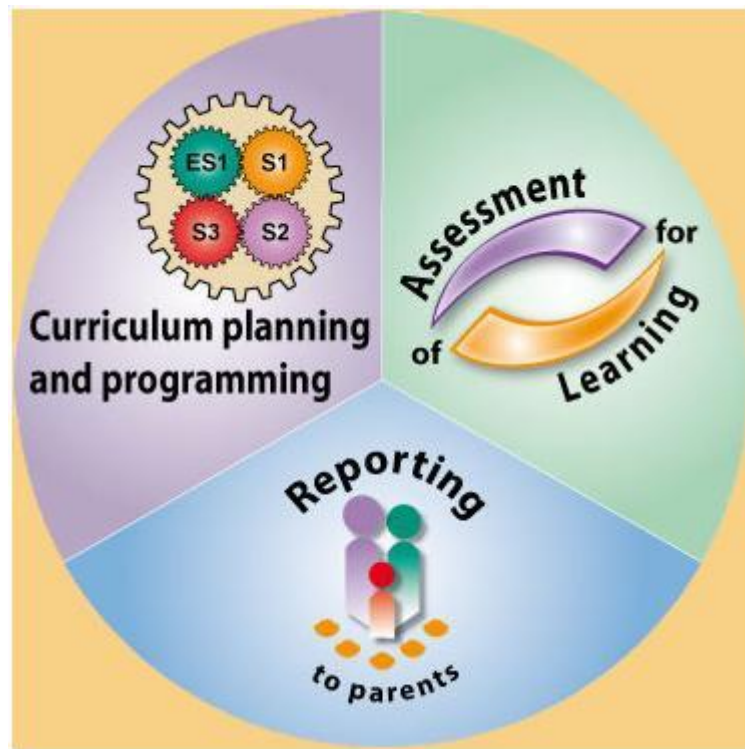
Extra Curricular Activities

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
Mini Fit	Board Games	Cross Country
Lego	Show Club	Netball



Section 5



Assessment and Reporting

Assessments

The purposes of assessments 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 (NSA) 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 and Craighead 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.

Aspiration

Aspiration is a key value at Lennoxtown 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.

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

Early Learning and Childcare

East Dunbartonshire Council is committed to the provision of high-quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The Early Years Admissions Policy sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.

Early learning and childcare provisions are non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Our early years centres provide places for children aged 3-5 and eligible 2-year-olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the East Dunbartonshire Council website

Funded places are available in local authority early years centres or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary, and independent sector, as well as childminders who are part of East Dunbartonshire Councils early years partnership framework to provide funded early learning and childcare.

The East Dunbartonshire Council website sets out clear information to guide the online application process for all funded early years places. Applications for 3- and 4-year-old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested, however, this is not guaranteed and all places are allocated as per the Early Years Admissions Policy. Parents must upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at the application stage.



Some two-year-olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. The criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two-year-old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying eligibility, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two-year-olds can start from the term after their second birthday, as per the Early Years Admissions Policy. Parents must also complete an application for their child's 3- and 4-year-old place.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two year olds; online applications can be found on the website.

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.

A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website.

It is important to note that parents/carers who are applying for deferred entry for their child must also register their child for Primary 1. The Early Years Admissions Policy provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it would be considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

Lennoxtown Early Years

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.

Transfer from early learning and childcare to primary

Registration and enrolment

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

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



Primary School Admissions

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

Enrolment dates will be set by the Education Service and the enrolment should be completed in November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and early years centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

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

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

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

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

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school 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.

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.



Placing Requests

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

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

Primary 1 children must also be enrolled at their catchment school using the registration process detailed on the East Dunbartonshire Council website whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

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

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

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

Any Placing Requests received after the 15th March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

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



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

Mid-Session Transfers

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

Transport for Placing Requests

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



Section 7



Support for Pupils

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

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

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

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

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

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



- Support in moving to a positive and sustained destination beyond school.

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

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

There are several resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

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

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



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

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

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require to additional resources could be experiencing:

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



- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

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

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

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

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



Advocacy

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

My Rights My Say

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

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

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

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

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services, please contact the team by emailing: parenting@eastdunbarton.gov.uk and a member of the team will be in touch.



Protecting Children and Young People

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

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

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

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

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

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

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

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



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

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

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

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

Additional Support Needs

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

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

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.

Support for Learning at Lennoxtown Primary

Mrs McGregor (DHT) has overall responsibility for additional support needs within Lennoxtown Primary.

Our Education Support Teacher is Mrs Hunter.

Psychological Service

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy of identifying, assessing and supporting all pupils, particularly those with additional support needs. The Psychological Service operates at three levels within the Council, namely that of the individual young person/family, the level of the whole school and that of the Authority.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics in relation to the school improvement plan.

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.

Pastoral Support

Lennoxtown 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.

Promoting Wellbeing, Protecting and Safeguarding

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

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

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

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

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

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



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

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

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

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

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

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



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

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

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in the Children and Young People (Scotland) Act 2014 and the Additional Support for Learning (Scotland) Act 2004 as amended.

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

Child Protection and Safeguarding

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



Child Protection Policy

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 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 requests 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 the 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.



Section 8



School Improvement

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's key achievements and areas of future focus for improvement.



Lennoxton Primary School

Vision, Values and Aims

[Go to this Sway](#)

School Improvement Plan

This year we have two 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 improve the Health and Wellbeing of our young people by implementing the CIRCLE resource from Education Scotland.



The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data about Pupils.

The Scottish Government and its partners collect and use information about pupils 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

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



School Uniform

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

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

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

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

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

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.

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.



School Meals

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

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

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

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

Free School Meals

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

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

Transport

(a) General

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



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

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

Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(b) Pick up Points

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

(c) Placing Request

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



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

Adverse Weather Conditions

Driver's Responsibilities

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

Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.



- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

Parental Responsibilities

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

Medical and Healthcare

Information should be given on medical and dental inspections and on dental treatment. Parents should be given an indication of the procedures followed if a child takes ill at school. Parents should be made aware of the necessity to inform the



school of any particular medical requirements and of arrangements to be made if a child has to be taken home.

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

DATA PROTECTION ACT 2018

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

Accessing your Child's Pupil Records

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

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



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

Freedom of Information (Scotland) Act 2002

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

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

Use of photographs and video film involving pupils

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

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



School Campus No Smoking Policy

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

Pupil Use of Mobile Phones in School

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

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

All establishments will incorporate the following points into their policy:

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



appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed

Appointment of Adults to Voluntary Child Care Positions

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

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

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

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

