

SAINT MATTHEW'S PRIMARY SCHOOL 2023 HANDBOOK



 sustainable thriving achieving
East Dunbartonshire Council
www.eastdunbarton.gov.uk

Education in East Dunbartonshire

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

“Working together to achieve the best with the people of East Dunbartonshire”

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership; and
- Our Employees.



Aims, Vision & Values

Aims:- Community , Learning, Love, Faith, Justice

Vision:- An inclusive Community of Learning, Love, Faith, Justice

Values:- We are committed to ensuring that all pupils will be safe, respected, healthy, active, nurtured, responsible and included.



An inclusive community of Learning, Love, Faith and Justice

As a Community of Learning we aim to:-

- Provide the highest quality of learning experiences and ensure that children are equipped with skills for learning, life and work.
- Ensure that children's health and wellbeing is at the heart of learning.

As a Community of Love we aim to:-

- Provide a safe, inclusive and nurturing environment where all learners are happy and respected.

As a Community of Faith we aim to:-

- Champion the Gospel Values and Support learners through celebration and worship.
- Follow the example of Jesus by living the Gospel Values in St Matthew's, Scotland and across the world.

As a Community of Justice we aim to:-

- Uphold dignity and respect each learners own needs and rights.
- Understand and value diversity , respect and celebrate other beliefs and promote equality in St Matthew's, Scotland and across the world.



Children's Aims

I am happy and ready to learn.

I feel nurtured and safe.

I try to live like Jesus.

I listen to and celebrate others.

ST. MATTHEW'S PRIMARY SCHOOL

PARK ROAD, BISHOPBRIGGS, GLASGOW G64 2NP

TEL: 0141 955 2282

E-Mail: office@st-matthews.e-dunbarton.sch.uk

Dear Parents,

Welcome to Saint Matthew's Primary School. I hope you find our handbook interesting and informative.

At Saint Matthew's Primary School we aim to provide a safe, happy and caring environment. All learners at St. Matthew's Primary School play an important role in our school. We believe in treating each other with decency, dignity and respect so that our pupils become more aware of their social responsibilities and their lifelong role as a responsible citizen.

We work hard at providing a broad and relevant curriculum within a stimulating environment in which everyone is given the opportunity to achieve the highest possible standards according to their ability.

We have an active Parent Council and enterprising PTA. We strive to promote positive relationships between parents, teachers and staff. If you have not already visited the school, we would be delighted to welcome you and show you around.

I look forward to meeting you and welcoming you to our school.

Yours sincerely

Marie-Louise Brogan
Head Teacher



**Practical
Information about
St Matthew's PS**

St. Matthew's Primary is a Catholic, co-educational school and is part of East Dunbartonshire Education Authority. The school opened in 1961 and is situated in the heart of Bishopbriggs. St. Matthew's PS provides education from Primary 1 to Primary 7 and the accommodation comprises of 14 classrooms, a main gym hall, which is also used as a dining room, with large stage area, resource room, kitchen and administrative offices. The grounds are extensive and include our gardens, large play area and an all weather football pitch.



The total capacity of the school is 503 while the present planning capacity is 520. The current roll of the school stands at 290. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. In accordance with targets set by the Scottish Government, if possible, a limit of 25 in Primary 1 and 30 pupils per class has been introduced in Primaries 2 & 3.

At St. Matthew's Primary we promote the health and well-being of the whole child. We have very close links with the parish of St. Matthew's RC Church, Bishopbriggs where we attend First Friday Mass every month and on feast days. We work closely with parents and parish to prepare our children for the Sacraments. Children attend Assembly every Friday afternoon. We have house group meetings each month and each child is a member of a school house and has a voice on how the school is involved within the local community.

All pupils have a statutory entitlement to two hours of PE each week. The class teacher will inform parents of the days for PE and whether this is indoor or outdoor at the start of each new term.

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

**St Matthew's Primary School
Park Road
Bishopbriggs
Glasgow
G64 2NP**

Telephone: 0141 955 2282
e-mail office@st-matthews.e-dunbarton.sch.uk
web <http://www.st-matthews.e-dunbarton.sch.uk>
twitter @stmatthewsreps

SCHOOL HOURS

Monday – Friday	0900-1215	-	Break 1030-1045
	1215-1300	-	Lunch
	1300-1500		

Primary 1 pupils will be in school for the full day from the first day in August 2023.

We operate a ‘Soft Start’ to the school day and the school is open from 8.50am for all pupils.

Registration and enrolment

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

Before leaving an early 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.

School Admissions

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

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

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

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

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

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

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in December/January each year.
Contact details of catchment secondary schools are:

Turnbull High School -
<http://www.turnbulle-dunbarton.sch.uk/>
Turnbull High School
St Mary's Rd
Bishopbriggs
G64 2EF
Telephone: 0141 955 2393
Email: office@turnbulle-dunbarton.sch.uk

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Placing Requests

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

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

Primary 1 children must also be enrolled at the catchment area school 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 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.

Attendance at School

Under Section 30 of the 1980 Education (Scotland) Act 1980 parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must take steps to ensure attendance, maintain an attendance register and record pupil absence. All schools must record pupil absences in respect of each morning and afternoon of every day the school is open to pupils. Authorities are supported in this process by Children Missing from Education (Scotland), a national coordinating body, piloted by the Scottish Government, developed to track and trace children and young people missing from education.

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

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

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

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

Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before registration begins. (i.e. before 9am).

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

Family Holidays

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

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

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

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, groupcall, twitter, facebook. 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, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.



Parental Involvement & Engagement

Parents Welcome

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

At St. Matthew's Primary School we welcome parents into the school at every opportunity and have an open door approach.

Parents' Evenings

Parents have the opportunity to discuss their child/children's progress three times during the session – October, March and May.

A written report is sent to parents in March which identifies your child's next steps in learning. These reports form the basis for discussion at the parents' meeting in May ensuring that children's learning is continuous and progressive.

Sharing our Work

Children's work is sent home via Seesaw. This allows parents the opportunity to look at their child's work and see progression in their learning. Throughout the year parents will be invited to their child's class to take part in open evening events, celebrations, showcases and class religious services. Pupils' work is sent home regularly throughout the session for parents to discuss with their child and give feedback to the school.

Showcase events are scheduled across the year for parents to visit the school and children to share learning.

Communication

At St Matthew's we use Groupcall and all information is sent to parents via e-mails containing information and school news will be sent at regular intervals.

The school's Twitter account is used to share learning opportunities and school activities and news with parents and the wider community.

The Head Teacher and office can be contacted via e-mail or telephone where we aim to provide a timeous response.

Parental Involvement

At St. Matthew's we are continually striving to improve. Throughout the year we ask for parents' views and opinions of the work within the school. This information is used to move the school forward and views are always taken into consideration. As we continue to develop and create new policies and procedures in line with local and national advice we ask parents' opinions on our new procedures to ensure that they are meeting the needs of all of our partners.

Workshops are provided to support parents in developing learning at home and to provide an opportunity for parents and teachers to discuss initiatives and strategies.

Parents provide an excellent support to the school through their attendance at school excursions and events.

The school community of St Matthew's builds the co-operation and partnership between home, school and parish which is of crucial importance throughout our children's education.

At all points of transition, we work closely with our parents and partners to provide a seamless changeover to support the curriculum and emotional health and wellbeing of our young people.

Parent Councils

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

Parents are welcomed to be:

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

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

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

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

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

St. Matthew's PS Parent Council

Ms Jennifer McPherson, Chairperson, c/o St. Matthew's Primary School

To contact the Parent Council please e-mail st-mats-pc-bishopbriggs@hotmail.co.uk.

Parent Council section of the school website:

<http://www.st-matthews.e-dunbarton.sch.uk/parents-info/parent-council>

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

St. Matthew's Parent Teacher Association (PTA)

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in. st.matthews.pta@hotmail.co.uk

Ms Angela Bath – Chairperson

PTA section of the school website:

<http://www.st-matthews.e-dunbarton.sch.uk/parents-info/pta/>

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

Junior Management Team

Each year a pupil council is elected in St Matthew's Primary School as a body to represent pupil views within the running of the school. The Junior Management Team involves representatives from P1 to P7. As part of their role they organise school events and charity fundraising as well as being involved in self-evaluation and the formulation of courses and programmes, policies and practice.





School Ethos

SCHOOL ETHOS

The mission of the Catholic School is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

Scottish Catholic Education Service (2005) *A Charter for Catholic Schools in Scotland*

All members of our school community are, by right, valued equally and are encouraged to excel in different ways. All, regardless of gender, race and creed are offered the same opportunities to participate in the life of the school.

All parents and pupils are an integral part of our school community and, together, it is our responsibility to provide the best possible learning experiences for our children and to enhance the excellent ethos of our school community; to set a high standard for learning and achievement, behaviour and manners and have a high expectation of our children, our staff team and our school community as a whole.

St Matthew's is a denominational Roman Catholic primary school and the culture of our school is based on Gospel values and strong links with St Matthew's Parish Church. Our children attend first Friday Mass every month for spiritual celebration with members of our church community. We work closely with the church's Liturgy Group for preparation of the Sacraments of Reconciliation, Confirmation and the Eucharist.

We follow *This is Our Faith*, the first religious education syllabus which has originated fully in Scotland and has been created to meet the distinctive needs of young people here. It structures learning experiences and outcomes for young people as they develop and are provided with opportunities to encounter Jesus Christ on their journey of faith.

At St Matthew's, as a Catholic school, we aim to help all children to develop their fullest potential, preparing them for life, informing their minds and forming their characters so that they can contribute with others, and above all with God, to the transformation of the world.

Through careful, considered and continuous monitoring and tracking of pupils' progress, attainment, wider achievement and pastoral wellbeing the Senior Leadership Team, Class Teachers and Support Staff identify, review and evaluate learners' needs in order to ensure the pace of learning is appropriate for individuals and sustains motivation and attention.

We celebrate achievement within the school through our regular assemblies and through our newsletters and articles in the local press. We also ensure that success is recognised at local and national level through our participation in competitions, award ceremonies and through close contact with East Dunbartonshire Council Education Department.

Members of the local community are actively involved in St Matthew's PS through collaborative working to support children and families. We work closely with Active Schools to provide sporting events and an opportunity to try a variety of activities for example Lego, Choir, Football, Netball, Art and Dance. We have close links with our associated secondary, Turnbull High School through partnership working.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender 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.

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

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

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

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

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

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

School Discipline

The relationship between the pupil and the teacher is similar to that between the child and his/her own parents/guardians, requiring mutual consideration on both sides. At St Matthew's we are committed to excellence and to a policy of promoting positive behaviour and prefer to think about and discuss these issues in terms of behaviour rather than discipline.

Our expectations of the behaviour of the children at St Matthew's reflect the Gospel values that are central to the Catholic School – those of mutual respect and decency. Children are made aware of specific school rules and the reasons for their existence. An expected good behaviour of pupils is essential in the maintenance of excellent classroom management and in the promotion of sound learning habits for life. It is the policy of the school to encourage high standards of behaviour and that relationships across our school community are positive

and founded on a climate of mutual and self respect. Our approaches ensure the safety and security of individual children, the morale and cohesion of the class group and the tone of the whole school. The expected good behaviour of our pupils is rewarded in a variety of ways, normally by the class teachers but also by the senior leadership team at assemblies.

Each classroom has its own class rules and they have been agreed by teacher and pupils after class discussion.

When class/school rules are infringed the matter will be dealt with by the class teacher who will employ certain minor sanctions. In the event of repeated failure to observe the rules or undesirable behaviour, sanctions may be imposed by members of staff. All staff within the school share the responsibility to address undesirable behaviour, not only the class teachers, and they are encouraged and expected to do so just as they are expected to recognise and acknowledge positive behaviour in the children. Where necessary, we require to work in partnership with parents to address some children's behaviour. It is always our aim to move forward and provide a positive outcome for all involved. Parental co-operation is key to the implementation of our positive behaviour policy and in ensuring a safe, healthy, nurturing environment for all.

Anti-Bullying Policy

Incidents of bullying that occur within the school are treated seriously and as a matter of urgency. If a pupil reports a bullying incident in school, the class teacher will inform a member of the SMT who will fully investigate the situation. Similarly, if a child reports a bullying incident to a parent/guardian at home it is important that the parent/guardian discuss the matter urgently with a senior staff member so that the school can help bring about a resolution to the child's problem. The problem will then be recorded on an EDC Inequalities Recording System within SEEMIS and parents will be informed immediately. All staff must follow the procedures as outlined in the EDC/School Policy.

Pope Francis Award

The Pope Francis FAITH AWARD is an award of the Bishops' Conference of Scotland, designed to help children to show "signs of love" in their daily lives and to be active members of their local Church. It invites young people at the Primary 6 and 7 stages to use the Gifts of the Holy Spirit and to see how they can bear fruit in their homes, schools and parishes. It is directly connected to what young people are learning about the Sacrament of Confirmation.

By providing structured opportunities for Prayer, Reflection and Faith Actions, this award scheme will encourage young people to apply these gifts and to see how they can bear fruit in their homes, schools, parishes and communities. It will help them to understand how their simple, everyday acts of loving service - inspired by FAITH - can transform the world in significant ways. In particular, it is intended to encourage young Catholics to be active participants in the local parishes.

During their P7 year, when they have gathered sufficient evidence, this will be assessed and the Scottish Catholic Education Service (SCES) will award them with a certificate and a badge to mark their achievement.



Curriculum

CURRICULUM

Curriculum for Excellence

Bringing learning to life and life to learning.

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

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connection 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 and early years practitioners are responsible for the development of literacy, numeracy and health and wellbeing. Curriculum for Excellence allows for seamless transitions, including from early years to primary, from primary to secondary and onwards to further education.

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

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

Languages: Literacy and English and Modern Languages

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning helping children and young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

At St Matthew's Primary School, effective learning and teaching in literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon the children's own experiences
- effective direct and interactive teaching
- opportunities for spontaneous play and planned activities
- collaborative working in pairs, groups and as a class and independent thinking and learning
- making meaningful links for learners across different curriculum areas

- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the appropriate and effective use of ICT
- additional language in line with 1 +2 strategy. We offer French and Spanish at St. Matthew's PS.

This will enable children and young people at St Matthew's to;

- develop their ability to communicate their thoughts and feeling and respond to those of other people
- develop the high levels of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate.

Numeracy and Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. To face the challenges of the 21st Century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

At St. Matthew's Primary School our developing courses and programmes enable the development of logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways.

The experiences and outcomes we plan for children encourage learning and teaching approaches that challenge and stimulate and promote their enjoyment of mathematics. To achieve this, teachers will use a skilful mix of approaches, including:

- planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect
- modelling and scaffolding the development of mathematical thinking skills
- learning collaboratively and independently
- opportunities for discussion, communication and explanation of thinking
- developing mental agility
- using relevant contexts and experiences
- making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts, such as those provided by science and social studies
- using technology in appropriate and effective ways

- developing problem-solving capabilities and critical thinking skills.

This will enable children and young people at St Matthew's to:

- develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further learning

Health and Wellbeing

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity. It also includes approaches and activities such as physical activity and nutrition, planned by the school to promote the health and wellbeing of our learners and the wider community.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education.

At St. Matthew's Primary School the health and wellbeing of our children is at the heart of our learning and teaching to ensure that our children have the best start in life and are ready to succeed; become successful learners, confident individuals, effective contributors and responsible citizens. We strive to ensure the eight indicators of wellbeing our children which are that they are safe, included, responsible, respected, active, nurtured, achieving and healthy. We aim to develop positive relationships amongst children, young people and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing.

Social Subjects

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

Children at St. Matthew's Primary School participate in experiences and outcomes in social studies and as a result will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

The social studies experiences and outcomes have been structured under the three main organisers:

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

Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

In St. Matthew's Primary School children participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them

- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

The key concepts have been clearly identified using five organisers:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Technologies

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.

The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning.

The technologies framework has six organisers, namely:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

Expressive Arts

Children are encouraged and provided with opportunities to develop the skills necessary to express themselves in art and design, dance, drama and music. Instructors in Woodwind and Brass visit the school weekly. Every year Primary 1-3 pupils perform a Nativity play, Primary 4-7 pupils perform Carols by Candlelight and Primary 7 pupils perform a School Show.

Religious and Moral Education

This is Our Faith Religious Education Programme is used throughout the school. This is the programme prescribed for all Catholic Primary Schools in the Archdiocese of Glasgow. The main aim of *This is Our Faith* is to provide a Catholic vision of religious education which structures opportunities for personal encounter with God in Jesus Christ, opportunities to learn about Jesus, to understand His teaching, to develop the virtues and values which He promotes and to follow Him in His way, the Truth and the Life.

In Primary 3, children are prepared for the Sacrament of Reconciliation, Holy Eucharist being undertaken in Primary 4.

The school works in partnership with parents and the Parish Community of St Matthew's. Throughout the year, parents are invited to meetings, Prayer Services and Masses, all of which enhance the Religious Education Programme. On Holidays of Obligation, Mass is celebrated in the parish. Children will also attend the Parish First Friday Celebration of Mass.

God's Loving Plan

God's Loving Plan is published by SCES to guide teachers on how children can be helped to develop healthy and respectful attitudes to their bodies and to relationships with families and friends. This important resource connects children's learning about who they are and how they relate to others, to their learning about God and their relationship in faith. It helps children to understand how love can be at the heart of their lives.

In using this resource, teachers are encouraged to work closely with parents and carers to ensure that young people are supported as they grow, particularly when coming to deal with the physical and emotional impact of puberty.

The detailed planning framework in God's Loving Plan connects learning in Religious Education (RCRE) to aspects of Health & Wellbeing (H&WB) taught from Primary 1 to Primary 7. This learning is organised under four THEMES, dealing with God as the source of all life who is delighted when we use our unique talents (including our bodies) for good, who calls us to be loving people and who guides us to make choices that are good and responsible.

God's Loving Plan guides teachers on how children can be helped to develop healthy and respectful attitudes to their bodies and to all aspects of God's gift of life. Parents are responsible for helping children to understand that their lives are precious and to know how to take care of the bodies which God has gifted to them as part of his plan for creating and sustaining life. Parents and teachers can help children to wonder at the beauty of life, to aspire towards the joy of loving relationships and to find, ultimately in Marriage, the deepest expression of human love for one other person.

SCOTTISH CATHOLIC EDUCATION SERVICE
RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide “Religious Observance” in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *“community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community”*.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.¹

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God’s invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more

difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

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

¹ Curriculum For Excellence - Provision of Religious Observance in Schools, Scottish Government, 17 February 2011

Extra Curricular Activities

Extra curricular activities are considered to be an essential part of school life, particularly so, when the children are meeting with the pupils and their peers from other schools. St Matthew's participates in various activities such as:

Lego
Netball
Football

Art
Choir
Dance

P7 Residential

Parents can help, and indeed are welcome to volunteer their services in any of these activities. If a parent feels that he or she has a particular expertise which would be of interest or benefit to the children, and some time to spare, please contact the school as help is appreciated. In this way too, parents can become more aware of what the school is trying to achieve. Outdoors, there is an all weather football pitch.

Home Learning

Within St. Matthew's PS, the purpose of home learning is to:

- Encourage pupils to participate with responsibility in their own learning
- Develop the habit of independent working.
- Provide opportunities to develop skills for life
- Strengthen the liaison between home and school and develop parental engagement and family learning.

Over and above this private reading every night should be supported by the parent in a quiet, relaxed atmosphere. If there is one important thing that you can do to help your child become a success in school and in life - it is to encourage him to be a reader and love reading. The most successful people in the world are voracious readers. This is no surprise, as reading opens the door to virtually all knowledge. Moreover, it is the path to lifelong learning.





Assessment & Reporting

ASSESSMENT & REPORTING

Assessment

Throughout the school assessment plays an important part of the education process. Assessment is carried out daily, weekly, periodically and termly at St Matthew's. Regular forms of assessment enable the teacher to know if a class, group or individual have mastered a particular area of work or skill. Assessment information tells the teacher if her teaching has been effective and indicates whether the class, group or individual is ready to move on to another area of work. Assessment covers the planning, teaching, recording and evaluation of a block of work as well as reporting the results to pupils and parents.

Assessment for Learning (AifL) is being developed and embedded in practice throughout the school. The strategies recommended by AifL – learning intentions, success criteria, questioning, thinking time and feedback will inform practice in the classroom. These methods as far as possible are designed to fit the needs of individual children. Materials and strategies used are open-ended allowing pupils increasing independence within their own learning under the overall direction of the class teacher.

Class teachers use both informal and formal methods of assessment to ascertain individual levels of attainment included in regular class routines and programmes of work. In this way the programme of work for individuals and groups is set at an appropriate level in order to provide appropriate pace, challenge and support.

When a child seems to be having problems, this will be discussed with parent/carers and assessments designed to diagnose specific needs will be adopted and results used to re-examine the curricular programme and make any necessary adjustments. If problems still occur, this will be discussed with parents and where appropriate the help of specialist partner advisers sought. Nursery profiles received through our transition programme with the nursery school, centre or class your child attended help inform initial steps in primary education.

Teachers use a variety of sources to evidence the strengths and areas for development of our children. This is commonly evidence of what our children: *say, write, make and do*.

Reporting to Parents

A written report on all curricular areas is sent to parents in the final term which identifies your child's next steps in learning, a glow form is issued to provide an opportunity for a written reply. These reports form the basis for discussion at the parents' meeting in October ensuring that children's learning is continuous and progressive.

Parents have the opportunity to discuss their child/children's progress three times during the session – October, March and May.

Other opportunities to meet are held throughout the year. There is an information evening for all parents at the start of the new session.

Letters containing information and school news will be sent home at regular intervals via Groupcall.

At St Matthew's we support children in setting both academic and personal targets in partnership with teachers and parents. This provides a profile of your child's learning and development throughout the school session particularly their strengths and next steps in learning

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



Support for Pupils

Children and Young People with Additional Support Needs

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

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

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

That the child or young person:

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

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

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

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

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

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

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

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

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

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

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

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

Organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Law Centre, a charitable body registered in Scotland under registration number SC012741."

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 provision for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: parenting@eastdunbarton.gov.uk. A member of the team will be in touch.

Protecting Children and Young People

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

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

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

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

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

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

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

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

Additional Support Needs

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

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

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

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

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

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

Autism Advisor

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

At St. Matthew's PS we have a Pupil Support Group (PSG) led and co-ordinated by Ms Wilson. At these meetings the needs of our children and young people are continually reviewed and monitored. Teachers, network support staff, health, educational psychologists, Ms Wilson and relevant support staff from within the school participate in the meetings to ensure we meet the needs of all learners. When additional information or action is required then we will involve parents and pupils to complete further information to ensure a 360 degree view of our pupils.

The staged intervention approach followed within the Authority is fully supported within the school and parents, pupils and staff all contribute to meeting the needs of all learners.

Action Planning

Action Planning is a process which is used to identify, assess and support the learning needs of children and young people. It provides:

- a) a record of intervention and achievement for individual children as they progress through early years and school provision;
- b) an inclusive approach which involves parents/carers, children and young people, relevant staff and support services;
- c) agreed learning and support plans which record the needs of the individual;
- d) a commitment to a solution focused approach to resolving issues early and at the least intrusive level of intervention; and
- e) a structured monitoring and review cycle.

Specialist Support Service – teachers teaching in more than one school

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

The teams support the additional needs of:

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

Pastoral Support

At St Matthew's Primary School our whole school community take an active role in promoting the care and welfare of our children and young people. We deal sensitively and effectively with children's needs and concerns. St Matthew's has a climate of trust, respect and confidence and our pupils can seek support from teachers, support staff and each other. We provide support for pupils dealing with loss through separation, divorce and bereavement through a national programme called Rainbows. Staff are trained in Seasons For Growth and this programme provides children with strategies to cope with their loss. Parents wishing their child to be part of this programme should let Ms Wilson (Depute Head Teacher) know in the first instance.

Our Parish Priests and in particular our School Chaplain provide pastoral support for pupils and staff at St Matthew's Primary School as part of our faith community.

Promoting Wellbeing, Protecting and Safeguarding

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection“ means protecting a child from child abuse or neglect. If a child’s wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141-777 3000, or the Police. Each school has a designated Child Protection Coordinator. At St Matthew’s Primary School, the Child Protection Coordinator is Mrs Brogan. The Child Protection Officer works 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.



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. The Senior Leadership Team in partnership with staff and parents aim to raise attainment to achieve consistently high standards of attainment for learners. Through planned rigorous and systematic monitoring by class teachers and the Senior Leadership Team we strive to ensure learners in our school make very good progress from their prior levels of attainment. Our tracking of individual pupils shows that individuals and groups have improved and our attainment trends with similar schools are continuing to improve. In recent years the priorities in our school improvement plan have shown a measurable impact on improving the attainment of our learners, our self-evaluation and attainment data will ensure that this continues to be the case.

In order to develop attainment across the curriculum we regularly reflect in staff teams on the range and quality of experiences for learners. We are developing and refreshing our curriculum taking account of the views of our learners and parents to provide courses and programmes which are stimulating, challenging, relevant and enjoyable. We are working together to provide tasks, activities and resource with appropriate support and challenge to enable all learners to maximise their progress.

Standards & Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements and areas of future focus for improvement. Please visit our school website to read our current Standards and Quality report at www.st-matthews.e-dunbarton.sch.uk.

The Standards and Quality report school audits and self-evaluation are used to develop our school improvement plan for the next session.

School Improvement Plan

Every year the school publishes a School Improvement Plan. At St Matthew's Primary School this improvement plan is developed within the Turnbull Cluster as a result of rigorous self evaluation. We have very strong cluster working groups and we use our expertise and good practice to support school improvement within the cluster. Please visit our school website to read our current School Improvement Plan at www.st-matthews.e-dunbarton.sch.uk.

The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across

Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data Policy

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

(<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to

academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

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

Concerns

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





School Policies & 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.

Boys

Grey Socks
Grey Trousers / Shorts
Dark Grey Woollen Jumper / Cardigan
Blue Shirt
School Tie
Navy Blue Blazer (optional)

Girls

White or Grey Socks
Grey Skirt / Pinafore / Grey Tailored Trousers
Dark Grey Woollen Jumper / Cardigan
Blue Shirt
School Tie
Navy Blue Blazer (optional)
Pale Blue or Lemon Summer Dress (Summer Term)

Footwear – Black Shoes/Boots. Indoor Black plimsoles.

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

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

The appropriate clothing and footwear for Indoor PE and Outdoor PE is as follows:

Indoor PE

White or pale blue T-shirt
Dark blue or black shorts
Gym shoes with non-marking soles

Outdoor PE

White or pale blue T-shirt
Dark blue or black hoodie
Dark blue or black joggers or leggings
Waterproof jacket
Trainers

These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.

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

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

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

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

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

Approval of any request for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

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

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 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.

At St Matthew's Primary School lunches are provided in the cafeteria. Parents should pre-book and pay for this online. Children not buying from the cafeteria, but remaining on school premises during lunch time, should bring a sensible packed lunch. Children are not permitted to bring glass bottles or cans of fizzy juice. These children may also eat in the cafeteria where supervision is provided by support staff and members of the SLT. After lunch is finished all children have the opportunity to play in the school grounds.

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 HEALTH CARE

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.

Information on Administration of Medicines

East Dunbartonshire Council has a policy on meeting the health care needs of pupils and the administration of medicines in its schools.

It states, "most pupils, at some time in their schooling, will have short term medical needs that may involve the completion of a course of medication e.g. antibiotics. **In general, schools should not become involved in the administration of this type of medication.** Wherever possible, parents should ensure that their child's medication is prescribed in dose frequencies which enable it to be taken out-with school time".

PLEASE NOTE:

Where medication must be taken during the school day the parents should complete Form M1: **request for medication to be administered on a short-term basis**. If the school agrees to the request, **PART 4 of Form M1** will be completed and returned to the parents.

Please ensure that the medicine container is clearly labelled with:

- The name of the child
- The name of the medicine
- Prescribed dosage and frequency
- Expiry date

Note that verbal information will not be acted on.

Request for Medication to be Administrated on a Long-Term Basis.

If your child suffers from asthma it is essential that you inform the school of any restrictions which need to be applied to his/her activities and the medication which has been prescribed for routine and emergency treatment.

If your child has an inhaler at school you must complete Form M2.

If your child suffers from epileptic attacks, diabetes or anaphylactic shock it is essential that you inform the head teacher of the appropriate emergency treatment which should be given.

If your child is acutely unwell we advise you to keep them at home.

It is the responsibility of the parent to collect medicines from school at the end of each term.

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.

<u>AGE OF CHILD</u>	<u>CHILD'S LEGAL RIGHTS</u>	<u>PARENT'S LEGAL RIGHTS</u>
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 outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.

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.