



East Dunbartonshire Council
www.eastdunbarton.gov.uk

2025

Torrance Primary School Handbook



Torrance Primary School

West Road, Torrance, G64 4DE

Tel: 0141 955 2229

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

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

X: @TorrancePS

2025

Dear Parent/Carer

On behalf of our school community, welcome to Torrance Primary School! The information contained within this handbook is designed to give you an overview of our school; I hope you will find it beneficial.

Torrance Primary is at the heart of the local community. Above all, we value our relationships with our families and the wider community and strongly believe in working together to ensure all our children achieve their full potential. We encourage our children to develop positive attitudes to learning and foster values such as perseverance, respect, kindness and achievement. We provide a safe, nurturing environment to ensure children are happy and ready to learn.

At Torrance Primary we provide a range of experiences through our diverse curriculum and celebrate our children's achievements both within and out with school.

I hope you enjoy getting to know our school community. If you require any further information about Torrance Primary School or Early Years Centre, please have a look at our school website <http://www.torrance.e-dunbarton.sch.uk> or do not hesitate to contact the school. If you have not already visited the school, we would be delighted to welcome you and show you around.

We look forward to working with you and your family.

Kind Regards,

G. Bonar

Gillian Bonar
Acting Head Teacher

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;
- Our Employees

PROVIDING THE HIGHEST QUALITY OF EDUCATION FOR ALL

VISION, VALUES AND AIMS

At Torrance Primary our vision is to provide excellence and equity for all by:
Working together to be all we can be

Torrance Primary is committed to our values:

Respect, Kindness, Achievement, Perseverance

We aim to SHINE! We are:

STRIVING: for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)

HAPPY AND HEALTHY: Promoting positive health and wellbeing of the whole school community through a caring, respectful ethos. (Article 24, 31)

INSPIRING: Fostering a love of learning and curiosity about the world around us. (Article 29)

NURTURING: Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)

ENGAGING: Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)

SECTION 1: SCHOOL INFORMATION

Torrance Primary is an open plan school consisting of three separate octagonal buildings with adjoining corridors. In each building, the classrooms are open to a central activity area with sinks and surfaces where children can work, while remaining easily seen and supervised by the class teacher.

In addition, we have a school library which the children visit twice per week. The school benefits from a large sports/assembly hall and separate dining area. The school has a 'Bistro' located within the senior area of the building. Children of all classes have the opportunity to visit the cooking kitchen to develop their food technology skills. In addition, we have infant and upper school wellbeing rooms; "The Rainbow Room" and "The Willow Room."

The school celebrated its centenary year in March 2000, although the present school building was opened in 1978 and was then extended in 1984 due to the growing population of the village. In August 1997, a separate building was erected in the school ground to accommodate our Early Years Centre. Our outdoor facilities include a football pitch and grassy play areas, in addition to two concrete playgrounds for P1-3 and P4-P7. Local groups and organisations use the school some evenings during the week.

SCHOOL DETAILS

Official Address:

Torrance Primary School
West Road
Torrance
G64 4DE

Telephone Number:

0141 955 2228

E-mail:

torrance.e-dunbarton.sch.uk

School Website:

www.torrance.e-dunbarton.sch.uk

X:

@TorrancePS

@TorranceEYC

Present School Roll:

178 + 40 Early Years Children

Stages of Education provided for:

Nursery – Primary 7

Class Sizes:

P1 – 25

P2-3 - 30

P4-7 - 33

Denominational Status:

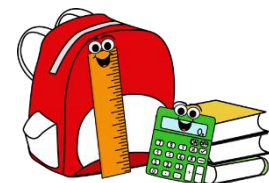
Non-Denominational

Single Sex or Co-Educational:

Co-Educational

The school Day:

8.55am:	Children can enter school
9am:	School day starts
10.30-10.45am	Break
12.15 – 1.00pm	Lunch
3.00pm	Home



Primary 1 children attend school for full days from the first day of term.

Applebays Afterschool Care:

Applebays provide a breakfast club from 7.30-9.00am and an afterschool club from 3.00-6.00pm, Monday - Friday. For more information, please email applebaystorrance@yahoo.com

Community Facilities:

Those wishing to let the premises should contact:
East Dunbartonshire Council Business Support
Southbank House, Strathkelvin Place, Kirkintilloch, G66 1TJ
Tel no: 0300 1234510
Email: letting@eastdunbarton.gov.uk

SCHOOL STAFF

Acting Head Teacher: Mrs Gillian Bonar

Depute Head Teacher: Mrs Charlotte Copeland

Teaching staff:

Primary 1	Miss Charlotte Meldrum
Primary 2	Miss Laura Marshall
Primary 3	Miss Chantelle Bulloch
Primary 4	Mrs Pamela Eadie
Primary 5	Mrs Nicola Keith
Primary 6	Miss Amy Paterson
Primary 7	Mr Chris Tolmie

Wellbeing Teacher	Miss Shona Stadele
Non-class contact Teachers	Mrs Linda Levy Sheehan/Miss Jenny Mullin/Miss Olivia Fotheringham

Classroom Assistants: Mrs Jac Miles
Mrs Asmah Mahmood

Support for Learning Assistants: Mrs Rachel McKinlay
Mrs Amanda McKenzie
Mrs Karen Melvin

Early Years Staff:

Acting Depute Head of Centre	Mrs Jennifer Henderson
Nursery Teacher	Mrs Karen MacDonald/Mrs Loriann Matheson
Senior Early Years Worker	Miss Lauren Barrie/Mrs Karen MacLellan
Early Years Workers	Miss Monica Lyons Miss Heather Woollon Miss Cheryl Hughes Mrs Fiona Carrick Mrs Rachel Dupree Miss Claire Tomlinson Miss Carla Lilo Miss Ellie Forrester

Early Years Support Worker	Ms Nicola Grant/Ms Laura Stewart
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Clerical Staff: Mrs Angela Murdoch (Administration Assistant)
Mrs Gillian Cunningham/Mrs Susan Nicholson (Clerical)
Miss Louise Nelson (Clerical Assistant Nursery)

Site Co-ordinator: Mrs Julie McLean

Catering Staff: Mrs Fiona Daley
Mrs Jacqueline Rodden
Mrs Geraldine McIvor

SCHOOL HOLIDAY ARRANGEMENTS 2026/2025

Holiday	Dates
August 2025	
Teachers return (In-service day)	Tuesday 12 August
In-service day (teachers)	Wednesday 13 August
Pupils return	Thursday 14 August
September 2025	
September weekend	Friday 26 September to Monday 29 September
Pupils and Teachers return	Tuesday 30 September
October 2025	
In-service day (Teachers)	Friday 10 October
October break	Monday 13 October to Friday 17 October
Pupils and Teachers return	Monday 20 October
December 2025 and January 2026	
Last day of term	Friday 19 December
Christmas and New Year	Monday 22 December to Friday 2 January
Pupils and teachers return	Monday 5 January
February 2026	
February break	Monday 16 February to Tuesday 17 February
In-service day (Teachers)	Wednesday 18 February
Pupils return	Thursday 19 February
April 2026	
Last day of term	Thursday 2 April
Easter Break	Friday 3 April to Friday 17 April
Pupil and Teachers Return	Monday 20 April
May 2026	
May Day (closed)	Monday 4 May
Pupils and teachers return	Tuesday 5 May
Inservice Day (teachers only)	Thursday 7 May
Pupils return	Friday 8 May
May weekend	Friday 22 May to Monday 25 May
Pupils and teachers return	Tuesday 26 May
June 2026	
Last day of school	Thursday 25 June

* In-service Day – no pupils attend, school staff only.

SCHOOL ATTENDANCE AND ABSENCE

Attendance at School

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

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

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

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

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

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.

- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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

[Un-notified Absence Policy](#)

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

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

[Missing in Education](#)

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

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

[Family Holidays](#)

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

has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

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

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

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, 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

(a) 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 AND ENGAGEMENT

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school. At Torrance Primary, we strive to provide many opportunities for parents to become involved in school life through supporting learning at home, volunteering in school, participating on the Parent Council/PTA/School committees/Masterclasses, attending assemblies or helping out at school trips and events. For further information on East Dunbartonshire Council's Parental Engagement Strategy please visit East Dunbartonshire Council's website.

We want to work in partnership with you to provide an effective and inclusive educational experience for your child. At Torrance Primary we operate an open-door policy and parents are welcome to contact the school office to make an appointment to discuss any aspect of their child's school experience with a member of the senior management team or a member of staff.

We strive to keep you informed of your child's progress in their learning and about all aspects of school life. Pupil reports are usually issued towards the end of each session, providing information on pupil's progress across the curriculum. Parent Meetings are held twice a year, November and March, which provides parents the opportunity to meet with their child's teacher to discuss progress made by pupils and exchange information. Ongoing feedback and next steps in learning have been communicated through an online learning platform for sharing learning and experiences.

A monthly newsletter will keep you informed of everything that is happening within the school and will provide you with up to date information and noteworthy dates. The school website aims to provide helpful advice, information and links to support parents and children. We are also on 'X' (formally Twitter), please do choose to follow us for up to date information @TorrancePS and @TorranceEYC. We use email and text messaging as our primary methods of contacting parents and we ask that you keep us informed of any changes to your contact details.

We continue to develop and refresh our parental involvement programme to provide a range of opportunities to engage with parents and to strengthen home and school links. Many parents have been involved in working with groups of children - particularly our younger pupils during infant play activities. Some parents have given talks to classes on their occupations or particular interests they have. We have a Masterclass programme and look forward to welcoming any parents who are willing to share their expertise! We also appreciate any help parents can offer in accompanying

classes on excursions or Woodland Play sessions. Throughout the school session we often host curricular workshops for parents to provide them with an overview of how learning can be supported at home. Additionally, parents are invited to attend sharing the learning events to provide pupils with an opportunity to showcase their learning to parents. We have drop-in sessions throughout the year including Read, Write, Count events, online safety workshops and other curricular or School Improvement related workshops.

We seek to consult parents about key decisions in the life of the school and always welcome parental feedback. Forms and surveys allow us to continue this collaboration, as well as in-person feedback.

PARENT COUNCIL

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

Parents are welcomed to be:

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

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 and the community;
- To report to the Parent Forum;
- To be involved in the appointment of senior promoted staff;
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

The Current Chair of the Parent Council at Torrance Primary is Mr Euan MacMillan. He can be contacted through the school office or via their email address torranceparentcouncil@gmail.com

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

PARENT TEACHER ASSOCIATION (PTA)

At Torrance Primary we are also fortunate to have a very active PTA. The PTA is mainly responsible for arranging events for parents and children and raising funds for the school. Volunteers are welcome to contact the PTA if you would like to join. Further details are available from the school office. The chair of Parent Teacher Association is Mrs Laura Juttla. She can be contacted through the school office or via their email address ptatorrance@outlook.com

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, or email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

PUPIL INVOLVEMENT

To ensure all pupils at Torrance Primary have the opportunity to have their voice heard and exercise their responsibilities as members of a community, we re-launched our pupil House system, widened our pupil committee offer and reinstated our Masterclass programme in session 2022-23. The cycle of Houses, Committees and Masterclasses is repeated each term giving children the opportunity to develop a range of skills and be involved in the wider ethos and life of the school. The committees on offer to children are as follows:

Pupil Council

At Torrance Primary we have a very active Pupil Council. The Pupil Council discuss various issues relevant to school life and they help take forward improvements identified by pupils. They often take the lead in organising charity fundraising events in the school.

Eco Committee

The ECO committee work hard to ensure we are ECO friendly through environmental projects, recycling and energy saving schemes. We have recently been awarded our fourth Green Flag in recognition of our commitment to ensuring Torrance Primary is an Eco friendly school. The ECO

committee have been helping design a new allotment area at the back of our school to expand our planting and growing sustainability programme.

Digital and STEM Leaders

At Torrance Primary we continually review and develop our curriculum to ensure it is progressive, relevant and engaging. We continue to integrate ICT and technology into the curriculum and the Digital Leaders support this work across the school. Pupils work alongside staff to develop their skills in using innovative apps and technology to enhance their learning.

Rights Respecting Ambassadors

Children's Rights is at the heart of all we do at Torrance Primary and Early Years Centre. Our ambassadors are fully involved in our journey to enhancing our Rights Respecting School ethos. In session 2024-25 we achieved Silver Rights Respecting Schools status and are currently working towards Gold accreditation.

Sports and Health Committee

Sports and Health Committee members are able to voice their opinions on our Health and Wellbeing programme, suggesting improvements in PE provision, extra-curricular clubs and play a key role in planning sports day.

Library Committee

Our Library Committee aim to increase reading engagement and reading for enjoyment across the school. They have opportunities to design the school and class libraries ensuring a welcoming environment whilst maintaining a current and interesting range for books for all ages. They help plan our Read, Write, Count event for infant children and parents.

SCHOOL ETHOS

VISION, VALUES AND AIMS

At Torrance Primary our vision is to provide excellence and equity for all by:
Working together to be all we can be

Torrance Primary is committed to our values:

Perseverance, Kindness, Respect, Achievement

We aim to SHINE! We are:

STRIVING: for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)

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NURTURING: Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)

ENGAGING: Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)



We celebrate our pupils' achievements both within the school and out of school activities through our weekly assemblies. Our pupils' achievements are also displayed on wall displays throughout the school. Termly Wider Achievements Assemblies celebrate pupils' achievements on a whole-school level.

THE SCHOOL AND THE COMMUNITY

The school plays an important part in the local community. We are involved annually in the local gala day and encourage our pupils to take part in and make a contribution to the community life of the village. We have participated in the Junior Wardens Programme, encouraging our pupils to be responsible citizens within the community. Our children regularly provide entertainment at Friendship Clubs in the church and we are pleased to have as our school chaplain, Rev. Stuart Irvin – minister of Torrance Parish Church. Mr Irvin contributes to our end of term assemblies and helps us in our religious education programme. In addition, we regularly use the museum service and any other resources available locally to enrich our environmental studies and Interdisciplinary Learning. We have worked with Torrance Greenspaces to plant several trees within the school grounds and local community to promote local and global citizenship.

EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

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

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

The Equality Act (2010)

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

[Technical guidance for schools in Scotland / EHRC \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/technical-legal-guidance/technical-guidance-schools-scotland)

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

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.

- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty

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

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

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

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

For example: School uniform recycle, Assistance with trips/outings, Festivals and fundraising events

The Promise

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

UNCRC

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

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

We aim to:

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

Promoting Positive Relationships, Behaviour and Learning in Education

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

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.

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

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.

- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

Relationships, behaviour and learning

In Torrance Primary we believe that it is fundamentally important to promote a positive, nurturing environment, in which our pupils will develop their self-esteem, sense of worth and have respect and consideration for others. Our school community promote “The Torrance Way” and encourage all our pupils to be Ready, Respectful and Safe. We recognise children who consistently go ‘over and above’ by use of praise, issuing postcards home, and use of a recognition board within classes. Children who consistently uphold our school values are invited to “Tea with SLT” to ensure their efforts are recognised by our Senior Leadership Team. Our staff agree to visible consistencies such as meet and greet with a smile, promoting calm, consistent behaviour, giving first attention to positive behaviour and recognising those who go over and above. We expect relentless routines within Torrance Primary including smart, respectful walking, hands up to signal attention and polite manners.

We use a variety of strategies to promote good attitudes to school work and behaviour. Where there is persistent disregard for school rules, parents will be informed so that their help and co-operation can be enlisted and we can work in partnership to provide positive outcomes. Restorative, solution focussed approaches will be employed at all times.

ANTI-BULLYING PROCEDURES

Torrance Primary promotes positive behaviour and operates a strict anti-bullying policy. Any incidents are thoroughly investigated by a member of the Senior Management Team. A copy of our anti-bullying policy is available on request and can be found on the school website.

ANTI-WEAPONS/KNIFE CRIME GUIDANCE

East Dunbartonshire Council has issued anti-weapon/knife crime guidance to schools. Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include education them about the dangers of weapons. As well as stressing to young people that they should never carry a weapon, parents should encourage their children to share information when they know someone else is carrying a weapon.

CURRICULUM FOR EXCELLENCE

BRINGING LEARNING TO LIFE AND LIFE TO LEARNING

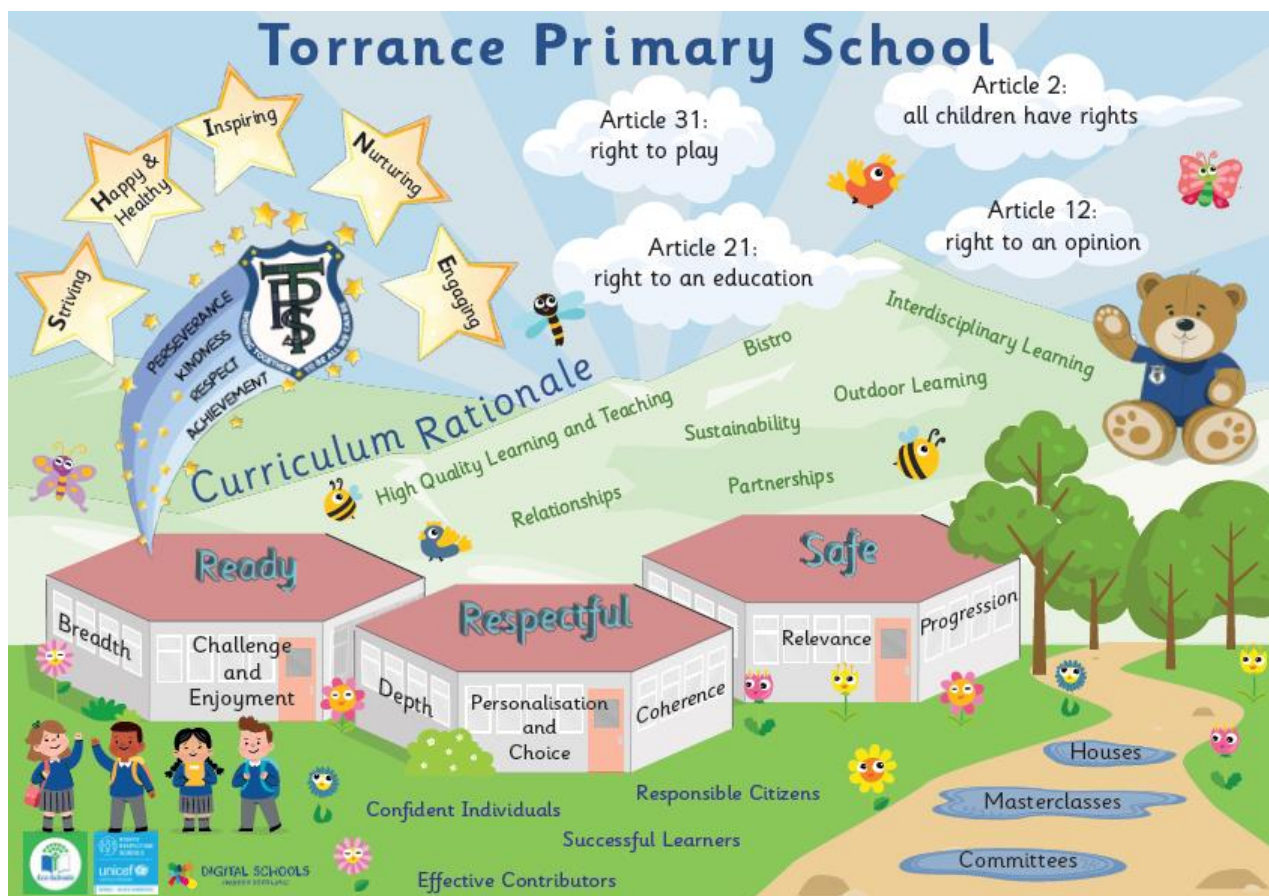
The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and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

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

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

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

Our Curriculum Rationale at Torrance Primary highlights what makes our school unique:



ATTAINMENT LEVELS

Torrance Primary School follows Curriculum for Excellence Experiences and Outcomes in the implementation of the curricular areas. Children will be taught according to their ability level and needs, and will be encouraged to achieve their maximum potential by following carefully planned programmes of study presented in progressive levels of attainment. We aim that the majority of children should progress, broadly speaking, at the following pace of development:

Early Level:	Nursery and P1
First Level:	P2, P3 and P4
Second Level:	P5, P6 and P7

Some children will achieve these attainment levels sooner than others and some may require a little longer achieving each level.

CURRICULAR AREAS

ENGLISH LANGUAGE AND LITERACY

Language is at the heart of children's learning. Our aim is to provide a range of stimulating opportunities for pupils to develop their literacy skills within meaningful contexts.

Listening & Talking

Our pupils learn to listen attentively and are encouraged to speak with confidence and fluency in individual, group and class lessons. They are given the opportunity to develop skills through activities such as role play, discussions, reports and presentations.



Reading

The reading programme of study takes the children from the pre-reading stage through the mechanics of learning to read and toward increasing the level of understanding and appreciation which the individual child can attain. We have a variety of reading material to engage all children and support learning including Big Cats and phonics-based readers. Children are encouraged to read for enjoyment at all stages. We hope that our children will love reading and that it will be an endless source of pleasure for them.

Writing

In writing, we encourage and support children to write down their thoughts, feelings and experiences clearly and with imagination. A range of excellent resources and strategies, including the Talk for Writing approach, support our writing programmes of study and helps pupils develop fluency and clarity in their writing. We also believe that correctness and neatness are important and emphasise this through our spelling and handwriting programmes.

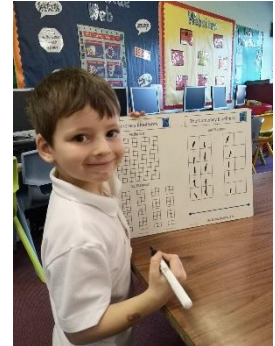
MODERN LANGUAGES

French is taught in all classes across the school. The approach encourages spoken language and is designed to foster confidence in speaking French among the pupils. Children in the upper stages learn about Spanish culture and learn some basic Spanish phrases. This is part of the Scottish

Government's vision to have all children learning 2 languages other than English by the time they leave Primary Education. (Language Learning in Scotland, A 1+2 Approach).

MATHEMATICS AND NUMERACY

Primary Mathematics involves understanding ideas and developing skills in number, measure, shape and information handling. There is a strong focus on developing numeracy across all stages. We develop a problem solving and investigative approach in mathematics to help our pupils apply their skills and understanding to real situations. Practice with apparatus and concrete materials is given to help understanding and competence. The appropriate use of calculators is established. The core maths schemes used to implement the programmes of study are Heinemann Mathematics and Heinemann Active Maths. Maths Recovery approaches are used throughout the school to aid understanding of numerical concepts.



Developing skills in mental maths is an important aspect of our maths curriculum and all children are regularly involved in Number Talks sessions allowing children to discuss and explore strategies in varying learning contexts. Resources have been purchased for each stage to support a variety of teaching strategies to develop mental maths.

HEALTH & WELLBEING



Our Health and Wellbeing programme is aligned with Curriculum for Excellence experiences and outcomes. Areas covered within this programme include mental, emotional, social and physical wellbeing. Emotion Works helps frame our thinking around 'cogs' of emotion and help our children develop strategies to recognise and support their wellbeing. Weekly Outdoor Learning sessions and termly blocks of Woodland Play sessions encourage a sense of wellbeing for pupils and staff and allow children to develop their skills in a natural environment.

We are fortunate to have ample grounds and local community spaces to explore and encourage a love of nature.

We utilise our bistro to explore Food and Health and children have a block of cooking each year, developing knowledge and practical skills.

Other important aspects of our programme include drug and alcohol awareness as well as sexual health and parenthood. A letter is issued to parents prior to the delivery of sexual health and parenthood programme. Parents can contact the school if they would like any further information about the content of our health and wellbeing curriculum and the content of lessons is available online.

SOCIAL STUDIES, SCIENCE AND TECHNOLOGIES (INTER-DISCIPLINARY THEMES)

Inter-disciplinary learning allows children to use skills from a variety of curricular areas, while engaging with key themes and topics. In Social Studies, Science and Technologies, our pupils experience a range of topics to explore and discover the world about them. The importance of children learning about their local area is also reflected in our programme. Class teachers provide a newsletter at the start of each term outlining the topic studies to be undertaken. A programme of class visits linked to topics is also carried out. Through a variety of interdisciplinary approaches, we develop skills for lifelong learning and work. Our Masterclass Programme allows children to develop a range of skills of their choice and make links to learning and work.

INFORMATION & COMMUNICATION TECHNOLOGY

All classes have access to computers in each of the teaching areas and good use is made of our laptops and iPads at all stages. iPads are available to support the curriculum in every class. Programmes of study are in place to develop the necessary computing skills within each year group.



EXPRESSIVE ARTS

In expressive arts (music, art & design, drama and dance), our pupils are given a wide variety of experiences and activities. We hope that their participation will provide enjoyment and that they will learn skills which then can develop more fully. Instrumentalist teachers provide instruction to children from Primary 5 for violin and woodwind.

RELIGIOUS AND MORAL EDUCATION

The programme of work includes the study of four main religions – Christianity, Judaism, Islam and Hinduism. The school has purchased a range of material to support the programmes of study and class visits take place to places of interest connected with the topics, such as the local churches and the mosque.

RELIGIOUS INSTRUCTION AND OBSERVANCE

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

EXTRA CURRICULAR ACTIVITIES

Our P7 pupils have the opportunity of taking part in a residential or outdoor activity week experience. We are also very fortunate that teachers and parents volunteer to take a variety of excellent after-school clubs at varying times throughout the year including football, netball, hockey, Scripture Union, dance, choir, family fitness and art. We value parental participation and would welcome parental support in delivering extra-curricular clubs.

When children are going on school trips parents will be required to give their permission and also provide relevant medical information. Parents will be given full details of outings including links to the curriculum, costs, insurance details, behaviour expectations, supervision levels and accommodation where appropriate. Parents should note that pupils will not be allowed to use mobile phones on any school excursions.

Parents should contact the school with any queries well before any excursion occurs and attend any parents evening regarding the P7 residential week.

SENSITIVE ASPECTS OF LEARNING

Parents can be provided with any information regarding sensitive aspects of education such as our health and wellbeing programme e.g. sexual health, LGBT, relationships, drug awareness and online safety by making an appointment to visit the school.

HOMEWORK

East Dunbartonshire Council Education Service's Parental Engagement Strategy recommends that *"in the primary stages, homework has a family learning approach rather than routine, rote tasks"* stating that *"maximising children's learning is best facilitated by parents engaging in learning activities in the home, in tandem with similar critical instructions being received at school."* (Crosnoe 2012).

Homework and Family Learning activities vary from stage to stage. Homework in P1-3 may include reading, number work, spelling work or topic work. It is important that the children have time to play, read books of their choice and enjoy relaxing leisure activities. At P4-7, a project-based approach is employed to encourage the development of skills such as creativity, enquiry, planning, organising, time management, presentation and communication skills.

ASSESSMENT

Assessment is an important part of the education process. Our class teachers ensure that all our pupils make progress at their own rate of learning, and will provide appropriate teaching for each child across all areas of the primary curriculum. In order to assess this progress, class teachers carry out a programme of continuous assessment which may involve informal/formal testing included in regular class routines and programmes of work.

Every child in P1, P4 and P7 will undertake national standardised assessments (SNSA) covering some aspects of reading, writing and working with numbers. For further information, please refer to 'Assessment within East Dunbartonshire Schools' which can be obtained upon request.

Records of pupils' progress are ongoing and we welcome parents to discuss progress with the class teacher at our parents' evenings or, where there is any concern, at any time during the school session. Written reports on pupil progress are issued in June.

The school offers high-quality universal and targeted support to enable all children to achieve success.

LIASING 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

TRANSITIONS & ENROLMENTS

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

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

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

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

Funded places can be accessed either in a local authority early years centre or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary and independent sector, as well as childminders who have been accepted into East Dunbartonshire Councils early years procurement framework to provide early learning and childcare.

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

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

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

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

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

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

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

Transfer from Early Learning and Childcare Centre to primary

Registration and enrolment

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

Before leaving an Early Learning & Childcare Centre, a transfer of information record for each child will be prepared by Early Year's staff to ensure a smooth transition and continuity of 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 November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and Early Learning & Childcare Centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

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

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

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

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

Secondary School Admissions

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

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

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

CATCHMENT SECONDARY SCHOOL

The catchment secondary school for Torrance Primary is Boclair Academy:

Inveroran Drive

Bearsden

Tel. 0141-955-2358

Head Teacher: Douglas Brown

There is a robust system of liaison in place with our secondary school so ensuring a smooth transfer for our pupils from P7 to S1. Levels, progress and strengths in curricular areas are passed to the secondary school. During transition arrangements, parents are also invited to view the school and are given information relating to their new school.

The liaison for children with additional support needs will start early in the year to ensure a successful transition.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

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

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

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

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

SUPPORT FOR LEARNERS

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

Guiding Principles

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

Universal and Targeted Levels of Support:

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

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

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

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

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the

Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

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

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

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

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

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

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

Targeted Intervention Tier 2 provision:

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

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

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

Learners who may require to additional resources could be experiencing:

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

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

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

Targeted Intervention Tier 3 provision:

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

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

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

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

Advocacy

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

My Rights My Say

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

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

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

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

PROTECTING CHILDREN AND YOUNG PEOPLE

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

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

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment.

Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use”.

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

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

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

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

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

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on 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 or young person.

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

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

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

CHILD PROTECTION AND SAFEGUARDING

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means protecting a child from child abuse or neglect. If a child’s wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council

Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

SPECIALIST SUPPORT SERVICE

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

The teams support the additional needs of:

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

Promoting Wellbeing, Protecting and Safeguarding

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADDITIONAL SUPPORT NEEDS

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

Working with other agencies and professionals, e.g. Social Work Services, Educational Psychology Service, NHS 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 the following:

- Enquire: Tel: 0845 123 2303 or www.enquire.org.uk
- Scottish Independent Advocacy Alliance: Tel: 0131 260 5380 or www.siaa.org.uk
- Take Note: National Advocacy Service for Additional Support Needs (Barnardos in association with the Scottish Child Law Centre): Tel: 0131 667 6633 or www.sclc.org.uk

Autism Adviser

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and 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).

Pupil Support Group

At Torrance Primary we have a Pupil Support Group (PSG) led and co-ordinated by Mrs Bonar and Mrs Copeland. At these meetings the needs of our children and young people are continually reviewed and monitored. Teachers, network support staff, health, educational psychologists, Senior Management Team 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 we work collaboratively with parents and pupils to plan appropriate interventions.

Action Planning

When required, 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.

SCHOOL IMPROVEMENT

RAISING ATTAINMENT

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

STANDARDS AND QUALITY REPORT

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

The school has recently achieved the following awards:

- Rights Respecting Schools: Silver Award
- Sport Scotland: Gold Award
- Eco Flag: 5th time awarded
- Digital Schools Award

SCHOOL IMPROVEMENT PLAN

Every school has a school improvement plan which outlines the main areas of improvement to be undertaken. These areas are identified through our internal evaluation, parents' evaluations and pupils' evaluations. The school's current improvement plan can be accessed from our website or a hard copy can be provided on request. This school session, the School Improvement Plan priorities have directed the spending of the allocated funding to Torrance Primary through the Pupil Equity Fund in order to raise attainment, achievement and promote equity for all.

The main priorities for the coming session will continue to focus upon key national and local agendas, focussing particularly on teaching approaches and health and wellbeing.

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

CONCERNS

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

SCHOOL POLICIES AND PRACTICAL INFORMATION

School Uniform

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

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

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

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

The following is a description of our school uniform:

Navy trousers/skirt

Royal blue school sweatshirt

White shirt/school tie

White polo shirt

Black shoes

Blazer

Blue summer dress

For PE: Trainers and school PE kit (white t-shirt and navy shorts).

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

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. – please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.

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

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

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

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

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

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

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

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.

At Torrance Primary, lunch break is 12.15 – 1pm. Within this time, we have 2 lunch sittings for P1-3 and P4-7. Cashless Catering is used throughout the school and meals can be pre-ordered for children. All children eat in the dining hall whether they are packed lunch or school lunch and have the opportunity to play outside before or after their lunch sitting.

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

TRANSPORT

(a) General

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

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

Children not collected by parents are supervised until the end of the normal school day. Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from 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.

DATA PROTECTION ACT 2018

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

ACCESSING YOUR CHILD'S PUPIL RECORDS

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

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

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

FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

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

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

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.

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in this document, before the commencement or during the course of the school year in question or in relation to subsequent years.



Torrance Primary & Early Years Centre

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Nursery Tel: 0141 955 2229

www.torrance.e-dunbarton.sch.uk



East Dunbartonshire Council

www.eastdunbarton.gov.uk