



Hillhead Primary School

School Handbook

2026-27





Hillhead Primary School

Newdyke Road

Kirkintilloch G662DQ

Telephone - 0141 9552316

E-Mail – office@hillhead.e-dunbarton.sch.uk

Welcome from the Head Teacher

It is my pleasure to welcome you to Hillhead Primary School. We are committed to providing a nurturing, inclusive and ambitious environment where every child feels valued, supported and encouraged to achieve their full potential.

Our school values of **Kindness, Respect, Resilience and Achievement** are at the heart of everything we do.

We believe that children thrive when school and home work together in partnership. Through strong relationships, high expectations and a shared commitment to every child, we aim to ensure that all our pupils enjoy their learning, develop confidence and become successful, responsible and happy young people.

This handbook is designed to give you information about the school and wider Council policies/ procedures.

Please do not hesitate to contact the school if you have any questions or wish to arrange a visit.

We look forward to working with you and your family as part of our school community.

Kind regards

Stephanie Wood

Head Teacher Hillhead Primary School and Early Years Centre

Please note: The use of the word 'parent' throughout this document refers to parents, carers and guardians, if not already stated.



About Our School

Hillhead Primary School is situated in the heart of the community of Hillhead within Kirkintilloch. The school was opened in 1956 and its traditional classrooms and corridors have recently been given a refresh. The building consists of 5 classrooms, a large Multi-Use Games Area (MUGA), central hall which hosts PE lessons, a newly developed garden, a Nurture space - affectionately named by pupils as the Calm Cocoon, a family room which consists of a fully functioning kitchen and a learning support room. The school grounds and surrounding greenspaces around the local community are used for outdoor learning experiences and wellbeing activities at all stages.

Our school is a non-denominational, coeducational school which caters for children from Primary 1 to Primary 7. Our current school roll is 84 with 5 classes. At the end of Primary 7, most children at Hillhead Primary transition to Kirkintilloch High School.

Our staffing complement consists of 9.36 full-time equivalent teachers and which includes the Head Teacher, Depute Head Teacher, Principal Teacher, 6 class teachers, a Nurture Teacher and an Educational Support Teacher. Our school contains a nurture space which is fondly known as 'The Calm Cocoon' which is the base for our Nurture Teacher and Family Learning Assistant. The school is well supported by a dedicated team of staff.

We promote the health and wellbeing of the whole child. We nurture and value close links with parents and partners within the community. We aim to provide a number of extra-curricular activities including afterschool clubs as well as daily lunchtime clubs and all pupils in Primary 4-7 are members of a committee.

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

Hillhead Primary School

Newdyke Road

Kirkintilloch, G662DQ

Telephone - 0141 9552316

E-Mail – office@hillhead.e-dunbarton.sch.uk



SECTION 1

Attendance Procedures

Exceptional Closures

Comments, Compliments and Complaints

Attendance at School

School Hours

Monday – Friday 9:00am – 3:00pm

Morning Break for P1-4 - 10:15am-10:30am

Morning Break for P5-7 - 10:30am-10:45am

Lunchtime – 12:15pm – 1:00pm

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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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.

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

Un-notified Absence

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

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

Missing in Education

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

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

Schools should ensure their Child Protection Co-ordinator is notified and seek central support from the ASN and Children's Services team if they have any concerns.

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 or e-mail. There will also be updates on the website www.eastdunbarton.gov.uk

Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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

Child Friendly Complaints

Child Friendly Complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensure accessibility, and provides appropriate support.

Child-friendly complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensures accessibility, and provides appropriate support.

Child-friendly complaints processes are structured to empower children and young people to express concerns about services, treatment, or decisions affecting them. These processes are guided by the United Nations Convention on the Rights of the Child (UNCRC), ensuring that children's rights are central to complaint handling and that their views are taken seriously

The benefits of ensuring our Child Friendly Complaints processes are fully embedded to ensure that:

- They can voice their concerns safely and confidently
- Receive responses that respect their rights and needs
- Contribute to improvements to the Council through meaningful feedback

In embedding these principles East Dunbartonshire are complying with our legal obligations under the UNCRC, and fostering a culture of respect, inclusion and accountability for children and young people.

Further information can be found using the following link - [Child Friendly Complaints | SPSO](#)

We will take account of our parent/carer needs and will respond with patience and understanding when parent/carers have specific requirements of us. We recognise that some of our parent/carers will encounter the Council at difficult times in their lives and/or when experiencing challenging circumstances, and that this may cause them to act in ways that are out of character, however, the Council has clear expectations around how we aspire to deliver excellence in parent/carer services. We would always suggest that contacting your child's school in the first instance to try and respond to any complaints quickly.

For further information around Council policy please see the link below:

[Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council](#)



SECTION 2

Parental Involvement

Engagement

Family Learning

Parents Welcome

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

As a school we are committed to building positive, respectful and meaningful relationships with our families. We value the contribution parents make to their child's learning and wellbeing and actively seek opportunities to engage and involve families in school life.

This includes:

- Parents' Evening (October and May)
- Pupil Report Cards (March)
- Sharing the Learning & setting homework via Seesaw Online
- Family Learning Sessions
- Special Event Assemblies
- E-Mails
- Flyers and Letters
- Termly Newsletters
- Phone calls
- Parent Groups
- School Facebook Posts

Reporting to Parents

During the months of October and May we provide our families with the opportunity to discuss their child's progress at Parents' Evening. This allows teachers to share strengths and discuss next steps. Equally, this provides parents with an opportunity to share their knowledge and insights about child, strengthening the partnership between home and school.

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

Throughout the year parents are invited into the school to take part in open events, celebrations and showcases.

Electronic communication with parents/carers

We aim to be a paperless school and to share information electronically wherever possible. If you change your email address, please inform the school office so that records can be updated. You will receive the following information electronically:

- All letters will be sent by email, unless written consent is required
- Groupcall text messages
- Seesaw updates from your child's class
- Electronic surveys to hear your views
- Updates and notifications from the Council

- Policy and procedure updates
- Diary dates about school events
- Updates/notification of diary changes
- • Notifications to book parents' evening appointments/performance tickets
- Flyers from the Council's leisure and culture services

Groupcall Text Messaging Service

This enables us to send reminders, updates and information quickly. We can send Groupcall text messages to the whole school, groups and individuals. Please note that texts are sent to one nominated adult. If you change your mobile phone number, please inform the office so that records can be updated.

Members of staff may also contact you directly by telephone or email. We will also consult with you to hear your views about the life and work of the school through surveys and questionnaires.

Parent Portal – parentportal.scot

All schools in the Council use this online portal as a one-stop shop for sharing information between home and school. Primary 1 parents will receive information about registering for the portal.

Registered parents will receive a prompt to update your child's Annual Data Check. Parents who are not registered for the portal will receive a paper copy for completion. Please ensure that this is completed. The information you share at the beginning of the school year is recorded in the school's information management system. We use this system to contact you and emergency contacts. We also use this to know the name of the first adult contact for children. This person receives all communication from the school.

Parent Councils

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

Parents are welcomed to be:

- involved and engaged with their child's education and learning
- be active participants in the life of the school
- express their views on school education generally and work in partnership with their child'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
- enjoy taking part in the life of the school in whatever way possible

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (*if applicable*) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

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

<https://education.gov.scot/parentzone>

Parent Teacher Association (PTA)

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA via a call or e-mail to the school office if you want to join in.

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

Pupil Participation

At Hillhead Primary School children are members of various pupil participation committees including; Junior Management Team, Health & Wellbeing, UNCRC, Inclusion, Reading, Eco and Junior Road Safety Committees where pupils also have opportunities for leadership.



SECTION 3

School Ethos

Our School Vision

In our nurturing, inclusive school, every child feels they belong, is respected for who they are, and is supported to grow, learn and thrive – together, as one community.

Our School Aims

Through a nurturing, consistent approach, and a focus on positive relationships, we aim:

- To ensure every child feels included, supported and able to thrive emotionally and socially living out our values of kindness and respect in all interactions.
- To provide motivating high-quality learning and teaching that develops skills for learning, life and work, enabling every child to experience achievement, build reliance in the face of setbacks, and develop a growth mindset.

Our School Values



We value the strong partnerships we have developed within our local community. These provide opportunities for our children to have experiences that support our school values and encourage a strong sense of belonging. All members of our school community are valued equally and are encouraged to excel in different ways. All, regardless of gender, race and creed are offered the same opportunities to participate in the life of the school.

Community Links

Hillhead Primary is loved in the local community! We welcome opportunities to connect with local people and places. Examples include visits to our local care home, church and links with community groups.

We work alongside Active Schools to provide sporting events and extra-curricular activities. We link with other local primary schools to provide our children with the opportunity to participate in competitive sports. We have close links with our associated secondary, Kirkintilloch High School through partnership working.

Pupil Voice

We provide pupils with the opportunity to join and contribute to a range of school committees. This is an important part of our ethos as it gives pupils a genuine voice in decisions that affect their school and encourages them to take responsibility, share ideas and work collaboratively with others.

These opportunities support our commitment to inclusion and the Rights of the Child (UNCRC) particularly children's right to have their views heard and taken seriously. By empowering our pupils to make a positive contribution to school life, we nurture confident, responsible young people who understand the value of teamwork, respect and active citizenship.

Cost of the School Day

At Hillhead Primary we are committed to ensuring equity for all families and removing barriers created by the cost of the school day. We are aware of hidden poverty, including in-work poverty and the impact of the current cost of living crisis for all families. We are mindful of the cost of the school day for everyone and of the additional cost pressures that come from activities linked to the ethos and wider life of the school, including trips, school clubs, social events and fundraising. Please contact the school if you require support with meeting the cost of the school day.

East Dunbartonshire Council Vision Values and Aims



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

*"Our children and young people are safe,
healthy and ready to learn"*

EDC Local Outcome Improvement Plan 2017-2027 (Outcome 3)

EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE



EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

The Vision for the Education Service is '**Excellence for All** - A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life'.

This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and young people.

Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.

These are as follows:

Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning and Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred and Future Focussed

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion and Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.



The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as a symbol of care, compassion and emotional intelligence; the open book as the traditional symbol of knowledge and learning and finally the laurel symbolising growth, harmony and aspiration.

Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.

"The culture of high levels of trust, high aspirations and high expectations permeates all levels of the system. The relationship-based approach leads to highly effective collaboration at all levels with a strong focus on improving experiences for children and young people."

Equal Opportunities For All

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

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

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

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

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

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

[Technical guidance for schools in Scotland | EHRC \(equalityhumanrights.com\)](http://equalityhumanrights.com)

Please also see the schools' Anti-Bullying Policy.

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

[Child Poverty Report and Action Plan - East Dunbartonshire Council](#)

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current

plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

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

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

We aim to:

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

Promoting Positive Relationships, Behaviour and Learning in Education

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

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

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

We aim to:

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

School Expectations

At Hillhead Primary we have high expectations for the conduct and behaviour of every pupil. We believe that all children have the right to feel safe, respected, included and ready to learn. Our expectations are rooted in our school values of kindness, respect, resilience and achievement, which guide how we treat others, respond to challenges and contribute positively to our school community.

Our approach to behaviour is underpinned by nurturing principles. We recognise that behaviour is a form of communication and that children may need support to regulate their emotions, develop positive relationships and make appropriate choices.

The expected good behaviour of our pupils is rewarded in a variety of ways by the class teacher and the senior leaders. Each classroom has its own class charter and they have been agreed by teacher and pupils after class discussion.

We promote consistent restorative and supportive approaches that help children understand the impact of their actions and learn from mistakes.

Through high expectations, positive relationships and appropriate support, we aim to ensure that every child can flourish, achieve their potential and feel a valued member of our school.

Anti-Bullying Policy

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



SECTION 4

Curriculum

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.

In line with Education Scotland, our school is committed to providing high-quality learning experiences through Scotland's Curriculum Improvement Cycle. This national approach supports continuous improvement by ensuring that the curriculum remains relevant, inclusive and responsive to the needs of children and young people in a changing world. It enables schools to review evidence, reflect on practice, implement improvements and evaluate their impact, ensuring that learning continues to meet the aspirations of Curriculum for Excellence.

Through this process, we ensure our curriculum continues to develop the four capacities of Curriculum for Excellence, promotes equity and inclusion, reflects the principles of 'Getting it Right for Every Child' (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC), and supports every learner to achieve their full potential. Curriculum improvement is closely aligned with our School Improvement Plan and our self-evaluation using *How Good Is Our School? (4th Edition)*, ensuring that our learners are equipped with the knowledge, skills, attributes and values they need for learning, life and work.

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 Hillhead Primary, nurturing relationships, inclusive practice and high-quality learning and teaching create meaningful experiences and opportunities for all. Our curriculum aims to develop children who are successful learners, confident individuals, responsible citizens and effective contributors.

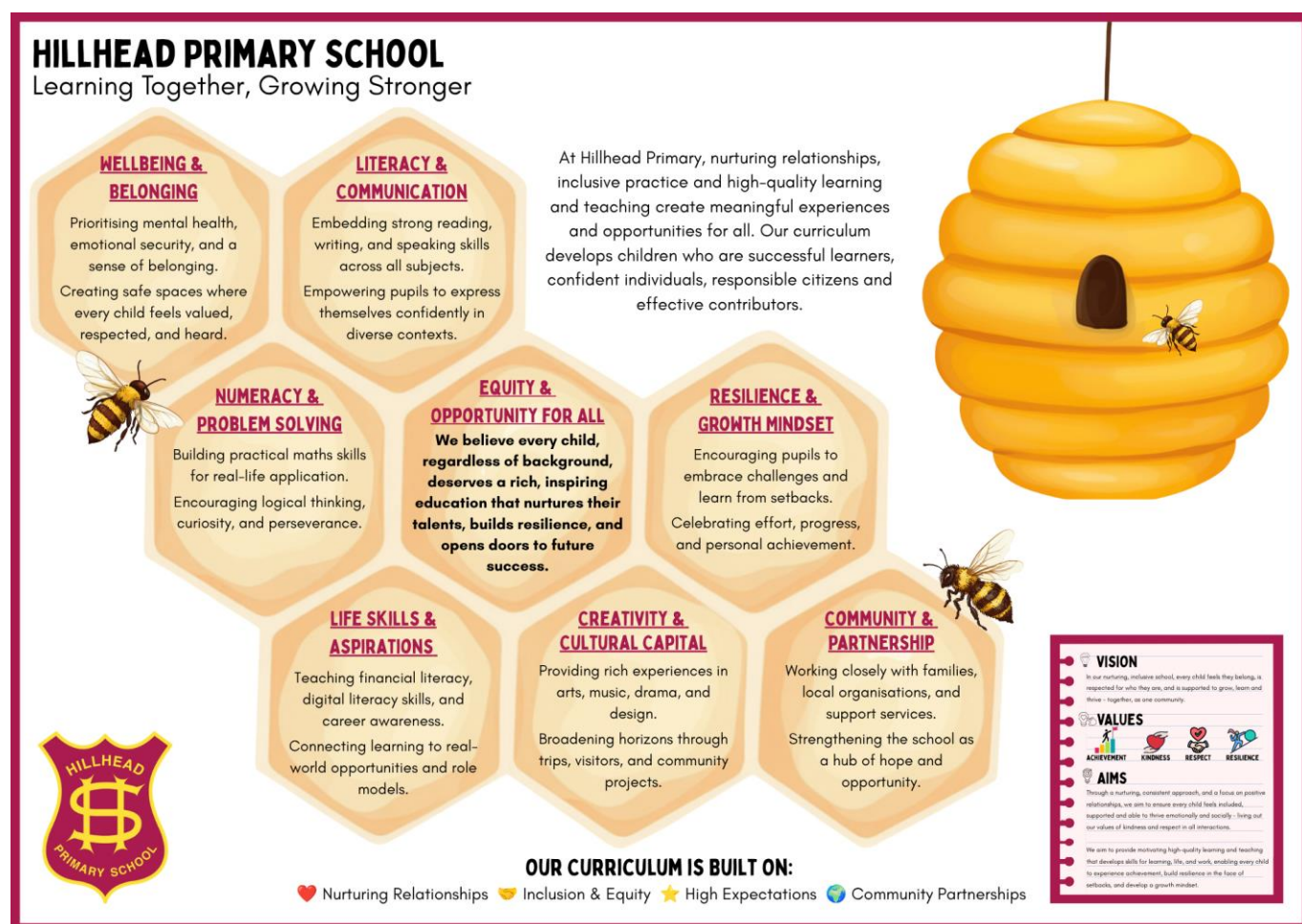
Curriculum for Excellence develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It

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.

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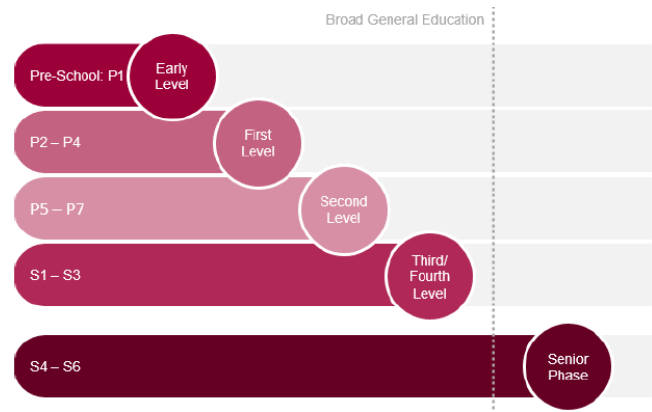
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Curriculum Areas

The curriculum is broken into two broad stages:

1. a broad general education, providing a rounded education from the early years until the end of S3
2. a senior phase, which will include studying for qualifications (from S4-S6). The broad general education is divided into five curriculum levels (early to fourth) across eight curriculum areas.



Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life. There are two aspects of the languages area of the curriculum – literacy & English and additional languages. Literacy is the key that unlocks learning across the curriculum. There are three aspects of literacy – reading, writing and listening and talking.

Through a progressive curriculum, children are supported to:

- *engage in rich play-based learning experiences to support literacy development in P1 and P2*
- *develop strong foundations in literacy skills – word reading and language comprehension*
- *communicate their thoughts and feelings and respond to those of other people*
- *develop skills in listening, talking, reading and writing which are essential for learning, work and life*
- *use different media and digital technologies effectively for learning and communication*
- *develop higher order thinking skills*
- *access high quality texts and resources to support learning*
- *write for a variety of purposes and audiences*

Numeracy & Mathematics

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

Through a progressive curriculum, children are supported to develop knowledge and skills across number, money and measure, shape, position and movement and Information handling, enabling children to:

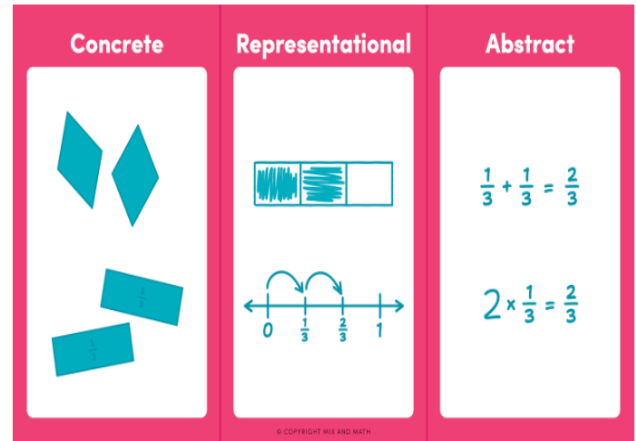
- *engage in rich play based learning experiences to support numeracy development in P1 and P2*
- *develop essential numeracy skills, including early arithmetical skills and problem solving skills*
- *develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work*
- *have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future*

CPA Approach in Numeracy and Mathematics

Concrete: Children use physical objects to model problems. For example, they might use counters to represent fruit in an addition problem.

Pictorial: After becoming comfortable with the concrete stage, Children move to a "seeing" stage by drawing pictures or using diagrams (like bar models) to represent the objects and concepts they have handled.

Abstract: Finally, Children use numbers and symbols to solve the problem on their own, having made the connection between the physical objects and the abstract concepts.



Health and Wellbeing

Learning through health and wellbeing supports children to:

- *experience positive aspects of healthy living and an active lifestyle*
- *develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives*
- *make informed decisions in order to improve their physical, emotional and social wellbeing*
- *apply their physical, emotional and social skills to pursue a healthy lifestyle*

In Hillhead Primary, children participate in a progressive health and wellbeing curriculum which is underpinned by Children's Rights. This includes a broad, balanced experience of:

- *health – mental, social, emotional and physical*
- *physical education and physical activity including sport*
- *eating for health, including opportunities to learn in the teaching kitchen*
- *keeping safe at home, school and the community*
- *drugs, alcohol and tobacco*
- *sexual health, relationships and parenthood (SHRP)*
- *planning choices for school and beyond*

Sensitive aspects of the Health & Wellbeing curriculum include learning about substance misuse and sexual health, relationships and parenthood. These aspects are delivered in an age and stage appropriate way, ensuring that parents are aware of outcomes being covered. Parents have the right to withdraw their child from SHRP and can do so by writing to the Head Teacher.

Religious and Moral Education (RME)

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry.

Learning through religious and moral education enables children to:

- *develop knowledge and understanding of Christianity and other world religions*
- *celebrate diversity across Christianity and other world religions*

- *develop curiosity, tolerance and understanding of similarities and differences*
- *explore beliefs, attitudes, moral values and practices through personal search, discovery and critical thinking*

In Scotland, schools are legally required to provide religious observance (RO), which parents can withdraw their child/ren from. Our approach to religious observance is to ensure that it reflects and celebrates the diversity in our community and is inclusive of all children and families.

Sciences

The Sciences curriculum includes the study of planet Earth, forces, electricity and waves. Biological systems, materials and topical science.

Children experience a progressive curriculum in Sciences which supports them to:

- *develop their interest in, and understanding of, the living, material and physical world*
- *engage in collaborative, investigative learning*
- *develop skills to become creative, inventive and enterprising*

Social Studies

Social Studies impact on learners includes developing an understanding of the world, their community, and their place in it, which helps them become responsible citizens and confident individuals. It fosters critical thinking, empathy, and curiosity through exploring diverse perspectives, using evidence to form conclusions, and understanding how different people and societies function in various times and places.

Technologies

Learning through technologies enables children to:

- *develop an understanding of technologies and their impact on society – in the past, present and future*
- *apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life*
- *gain the confidence and skills to embrace and use technologies now and in the future*
- *evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors.*

Expressive Arts - Art & Design, Drama, Dance and Music

Through the expressive arts, children are supported to:

- *express themselves in different ways and be creative*
- *experience enjoyment through creative and expressive performances and presentations*
- *develop skills specific to the expressive arts and also transferable skills*
- *develop an appreciation of cultural values, identities and ideas*

At Hillhead Primary, our children participate in a progressive expressive arts curriculum. This is enhanced through opportunities to:

- *experience art and design, drama, dance and music in the curriculum*
- *present/perform in front of an audience at class assemblies, school shows and events*
- *tuition from the instrumental music service*

Home Learning

Hillhead Primary has a clear Home Learning Policy. Home learning will be given by all class teachers on a weekly basis via Seesaw.

A variety of home learning tasks are set and all of the following activities are through to be of value:

- Spelling
- Reading Practice and Comprehension Tasks & Reading for Enjoyment
- Revision and consolidation of literacy work completed in class
- Revision and consolidation of numeracy work completed in class
- Research for class topics
- Redrafting work
- Preparing for talks and presentations
- Local Studies
- Personal Projects

It should be noted that some tasks are more appropriate for some stages than others, i.e. reading practice will be more heavily weighted in the infants while research work may be assigned more readily as a child progresses through the school.

Homework tasks will be assigned by the class teacher as appropriate.

The amount of home learning given varies according to the pupil's ability and stage. Your child should be able to complete home learning within the following approximate time scales:

P1-3 10-15mins per evening

P4-5 20mins per evening

P6-7 30mins per evening

How Parents Can Support Home Learning

Below are some practical ways that parents can support their child in completing learning at home.

- Create a conducive environment - Good lighting and minimal clutter create a calm mindset for learning
- Establishing a routine – Set aside regular times for homework to develop good habits and routines
- Encourage Storytelling – Read with your child, have them read to you and discuss what you read together. This will foster a love of reading
- Foster a Positive Attitude – Encourage a positive attitude towards school and learning. Provide praise and emphasise the importance of effort and perseverance

- Set Healthy Screen Boundaries - Screens have their place, but structure keeps them helpful. So create clear time limits to encourage balance and better rest
- Seek support from School – If you are not sure how to support your child contact the class teacher and arrange a meeting

Extra-Curricular Activities

At Hillhead Primary we recognise the important contribution that extra-curricular activities make to a child's wider development, wellbeing and sense of belonging.

We aim to provide a varied programme of opportunities both after school and at lunchtime to give our children opportunities to develop new interests and build confidence beyond the classroom. This will include sporting, creative, cultural and skills-based activities.

In Primary 7, our pupils visit a residential centre. Through this experience pupils develop teamwork, confidence and problem-solving skills, while learning to support and encourage one another. It is an opportunity to make lasting memories with their friends and to experience a sense of achievement from trying new things, managing challenges and being away from home in a safe and supportive environment.

All residential trips are planned for using the guidance and processes of East Dunbartonshire Council.



SECTION 5

Assessment
Reporting

Assessment

Assessment is an integral part of the learning and teaching process at Hillhead Primary School. It takes place regularly through daily classroom practice, as well as at weekly, periodic and termly points throughout the school year.

Assessment information enables teachers to identify what children know, understand and can do, and to use this information to plan appropriate next steps in learning.

Teachers use a range of informal and formal assessment approaches to monitor individual and group progress. Assessment evidence is gathered through children's everyday learning and includes what children say, write, make and do. This information helps teachers evaluate the effectiveness of learning and teaching and ensure that learning experiences provide an appropriate level of pace, challenge and support for every child.

Our approach is informed by the principles of Assessment is for Learning (AifL). Learning intentions, success criteria, effective questioning, thinking time, self- and peer-assessment, and high-quality feedback are embedded within classroom practice. These approaches help children to understand what they are learning, recognise their progress and identify the steps they need to take to improve. Wherever possible, assessment approaches are adapted to meet individual needs and encourage children to become increasingly independent and active participants in their learning.

Where a child experiences barriers to learning, we work in partnership with parents and carers to identify appropriate supports and next steps. Additional assessment or diagnostic approaches may be used to develop a clearer understanding of the child's strengths and areas for development. This information is then used to inform and, where appropriate, adapt learning and teaching. Supports and interventions are reviewed regularly to ensure they continue to meet the child's needs, with progress and next steps shared with parents.

Information received through our Early Years Centre transition processes also contributes to our understanding of each child's strengths, experiences and learning needs as they begin their primary education.

Assessment information is used to ensure that learning is continuous, progressive and appropriately challenging, enabling every child to achieve their potential.

Reporting to Parents and Carers

We value strong partnerships with parents and carers and recognise the important role they play in supporting their child's learning and development.

Parents and carers have regular opportunities throughout the school year to discuss their child's progress, including Parents' Evenings in October and May.

A written report covering curricular areas is issued in March, outlining progress, strengths and identified next steps in learning. Parents and pupils are invited to provide written feedback in response to the report.

The May Parents' Evening provides an opportunity to discuss the written report in greater detail and to consider how we can work together to support each child's continued progress.

Further opportunities to engage with the school are provided throughout the year, including an Meet the Teacher event at the beginning of the school year and regular school communications and updates shared with families through Groupcall.

At Hillhead Primary School, we encourage children to take an active role in reflecting on their learning and identifying both academic and personal targets. Through working in partnership with children, parents and teachers, we aim to develop a clear and holistic picture of each child's learning and development, celebrating their achievements while identifying meaningful and achievable next steps.

Our approach ensures that assessment and reporting are not simply about measuring attainment, but are central to supporting high-quality learning, continuous progress, equity and achievement for every child.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

East Dunbartonshire Council
Southbank House
Strathkelvin Place
Kirkintilloch
G66 1XQ
Tel: 0300 123 4510
Email greg.bremner@eastdunbarton.gov.uk



SECTION 6

Transitions

Enrolments

Early Learning and Childcare

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

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

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

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

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

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

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

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

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

A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. Full information can be found on the council's website, [Deferred entry to primary school - East Dunbartonshire Council](#)

It is important to note that parents/carers who are applying for deferred entry for their child must also [register their child for Primary 1](#). The [Early years admissions policy - East Dunbartonshire Council](#) 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 to primary

Registration and enrolment

Information on new school entrants can be found on the council's website, [Primary, Secondary, and Early Years Education - East Dunbartonshire Council](#). Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school should contact sharedservices.education@eastdunbarton.gov.uk

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

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be checked using the following webpage [School catchment areas - East Dunbartonshire Council](#) If parents have any queries on catchment areas they can email sharedservices.education@eastdunbarton.gov.uk for assistance.

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

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

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

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

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

Secondary School Admissions

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

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

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

Our primary to secondary school transition involves a breadth of visits to Kirkintilloch High School to prepare our primary 7 children. This includes the Kirkintilloch High School team coming to Hillhead Primary to work with our children in an environment that is familiar to them. Children are involved in the transition programme where subject specialists support the children in lessons across literacy, maths, science, health and wellbeing, and art. Where children have specific needs, an enhanced transition is planned with our pupils, their parents and colleagues at Kirkintilloch High School.

The contact details for our linked secondary school are:



Kirkintilloch High School
Waterside Road
Kirkintilloch, G66 3PA
Tel: 0141 9552372

E-Mail: office@kirkintilloch.e-dunbarton.sch.uk

Placing Requests

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

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

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

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

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

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

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

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

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

Mid-Session Transfers

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

Transport for Placing Requests

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



SECTION 7

Support for Pupils

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

Guiding Principles

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

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

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

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

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

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

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

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

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

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

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

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

School Counselling

Lifelink is the School Counselling provider for East Dunbartonshire Council. Having delivered counselling and group work services since 2022, Lifelink will continue with a similar suite of services from 1st August 2026 for two years, with the option of a further two-year extension thereafter. Services include universal 1:1 school-based counselling, group work and Holiday Support for pupils from 10 years of age. Schools have designated therapists assigned within a cluster-based model.

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.

Getting It Right for Every Child at Hillhead Primary

Getting it Right for Every Child Getting it right for every child (GIRFEC) is the national approach in Scotland designed to improving outcomes for children and young people by offering the right help at the right time from the right people. Most children get all the support and help they need from their parent(s), wider family and local community. There may be times, however, when a child or family need additional advice or support. The GIRFEC approach helps children, young people and their families work in partnership with the services that can help them. It puts the rights and wellbeing of children and young people at the heart of the services that support them - such as early years services, schools, and the NHS - to ensure that everyone works together to improve outcomes for a child or young person.

GIRFEC is a way of working which focuses on improving outcomes for all children by placing the child at the centre of thinking, planning and action.

The GIRFEC approach is relevant for every service that impacts on children, including staff in adult services who are working with parents and carers.

GIRFEC starts in the universal services of health and education, focusing on early intervention to provide the right help at the right time.



GIRFEC Roles and Responsibilities

Head Teacher – Stephanie Wood

Named Support for Learning Co-ordinators – Jennifer Murray

Child Protection Co-ordinators – Stephanie Wood and Jennifer Murray

Link Educational Psychologist – Adrienne Wright

Link QIO for ASN and Child Services – Carolan Burnet

Named Inclusion Officer – Lyndsay Dawson

Prioritising Wellbeing at Hillhead Primary

Wellbeing is at the heart of the GIRFEC approach. It is recognised that a child's wellbeing is influenced by everything around them and their different experiences and needs they have at different times in their lives. GIRFEC sets out eight indicators of wellbeing: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. It is everyone's responsibility to work together to promote, support and safeguard the wellbeing of all children.

GIRFEC ensures that children receive consistent and effective support for their wellbeing. If you need to talk to someone about your child's wellbeing, or require information or advice, please contact one of the Depute Head Teacher in the first instance.

Inclusive Learning

Inclusive learning has been a priority in the Hillhead Primary School Improvement Plan for the past two years. We are committed to implementing the CIRCLE Framework as part of our approach to nurturing relationships and wellbeing.

The framework supports us to create a safe, inclusive and emotionally supportive environment where every child feels valued, respected and listened to.



C CHILD
I INCLUSION
R RESEARCH INTO
C CURRICULUM
L LEARNING
E EDUCATION

Levels of Support

Universal Support

This level of support is for children who require individualised approaches, resources or interventions to address barriers to wellbeing and/or learning. It is informed by observations, assessment evidence, teacher evaluations, child's work, views of the child and family.

Targeted Support (Action Plan)

This level of support is for children who require targeted support and/or multiagency involvement to address barriers to wellbeing and/or learning.

It will include Health & Wellbeing Assessments and Termly Team Around the Child (TAC) Meetings. The child will have a targeted action plan informed by observations, assessment evidence, teacher evaluations, child's work, views of the child and family, feedback from Pupil Support Group and Team around the Child meetings.

Multiagency Support

This type of plan is for children who require support from agencies out with education. It is informed by observations, assessment evidence, teacher evaluations, child's work, views of the child and family, multiagency assessments/reports, feedback from Pupil Support Group and Team around the Child. Examples include Speech & Language, Social Work and Occupational Therapy.

Co-ordinated Support Plan (CSP)

This type of plan is a statutory legal document for children with complex or multiple additional support needs that negatively affect their education and are likely to continue for more than a year. It outlines the support needed from the education authority and at least one other agency (like social work or health) to meet the child's long-term learning goals.

The CSP is the only statutory education support plan in Scotland, ensuring the support written into it is provided and is reviewed at least annually.

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

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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 holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services, please contact the team by emailing:

parenting@eastdunbarton.gov.uk. A member of the team will be in touch. Further information can be found on website [Parent and family learning - East Dunbartonshire Council](#)

Protecting Children and Young People

2026 National Guidance and the East Dunbartonshire Child Protection Procedures (PM 3/21) adopted a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

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

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use". (National Child Protection Guidance, 2021, p.12)

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

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

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

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

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

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

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

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

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 is displayed at the office within Hillhead Primary School.

The Child Protection Coordinator for Hillhead Primary is Stephanie Wood, Head Teacher, supported by Jennifer Murray, Depute Head.

PREVENT Scotland Strategy

Police Scotland is committed to working in partnership to deliver the aims of the Prevent Strategy. There is a requirement for all schools to have a PREVENT Co-ordinator. In Hillhead Primary this role is held by Stephanie Wood, Head Teacher. The PREVENT strategy is a UK wide counter-terrorism and safeguarding programme. In Scotland, this aligns to the GIRFEC model of safeguarding children and young people from being drawn into terrorism or supporting extremist views through early intervention and appropriate support.

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 EDC Including Every Learner Policy 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. This is in line with *GIRFEC* National Practice Model.

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 following a model of staged intervention.

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

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

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

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



SECTION 8

School Improvement

Raising Attainment

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

At Hillhead Primary School, the Senior Leadership Team works in partnership with staff, pupils and parents to promote high standards of attainment and ensure that every learner makes strong progress from their individual starting point. Through rigorous and systematic monitoring, assessment and self-evaluation, class teachers and the Senior Leadership Team track progress carefully and identify appropriate next steps for learning.

Our School Improvement Plan sets out clear priorities for raising attainment and improving outcomes for learners. We regularly evaluate the impact of these priorities through our self-evaluation processes and analysis of attainment data. This enables us to celebrate progress, identify areas for further improvement and ensure that our actions continue to have a positive impact on learner outcomes.

We are committed to providing a broad, progressive and engaging curriculum that meets the needs and interests of our learners. Staff regularly reflect on the quality and range of learning experiences provided and work collaboratively to develop and refresh our curriculum. The views of pupils and parents are valued and contribute to the ongoing development of stimulating, relevant, challenging and enjoyable learning opportunities.

Across the school, we aim to provide high-quality learning experiences, resources and activities that are appropriately differentiated to meet individual needs. Through effective support, challenge and targeted interventions, we strive to ensure that every learner is enabled to achieve their potential and make sustained progress.

Standards and Quality Report

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

School Improvement Plan

Every year the school publishes a School Improvement Plan (SIP). At Hillhead Primary School the improvement plan is developed as a result of rigorous self-evaluation. The improvement plan is shared with our pupils and our families can monitor our progress through our SIP display at the school entrance.

Our Standards and Quality Report and School Improvement Plan can be found on our website.

[Hillhead Primary - Hillhead Primary](#)

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.



SECTION 9

School Policies
Practical Information

School Uniform

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

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

The uniform was agreed in consultation with parents, pupils and staff.

- Grey or Black trousers/skirts/shorts
- Maroon jumpers/cardigans and sweatshirts
- Yellow Polo Top or White shirt with Hillhead School Tie
- Hillhead PS Blazer / fleece / coat
- Yellow or Maroon summer dress (Summer Term)

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Clothing Grants are available for families to help with the cost of uniforms. The use of recycled uniforms is highly supported.

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

The appropriate clothing and footwear for indoor PE is a yellow T-shirt, black shorts and gym shoes with non-marking soles. Outdoor PE is a yellow t-shirt, school sweatshirt and jogging trousers. 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 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.

Free School Meals

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

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

At Hillhead Primary School lunches are provided in the cafeteria. Parents should pre-book and pay for this online using iPayimpact. Children not buying from the cafeteria, but remaining on school premises during lunch time, should bring a healthy packed lunch. Children are not permitted to bring bottles or cans of fizzy juice. Those children with a packed lunch also eat in the cafeteria where supervision is provided by support staff and a member of the SLT. After lunch is finished all children have the opportunity to play in the school grounds.

Transport

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

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.

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.

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 Care and Help

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-notices

Accessing Your Child's Records

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

A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged

11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

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

Freedom of Information (Scotland) Act 2002

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

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

Use of Photographs and Video Film Involving Pupils

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

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

School Campus No Smoking Policy

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

Use of Mobile Devices in Schools

This policy sets out the East Dunbartonshire Council framework on the use of mobile devices (*e.g.* phones, tablets and smartwatches) in schools. It aims to support learning and teaching, safeguard young people, promote consistency, and ensure equity of access across schools. The policy aligns with Scottish Government guidance (2024) and reflects the outcomes of extensive stakeholder engagement. Mobile device use should be guided by clear educational purposes that reflect teacher professionalism and context specific judgement.

Operational Guidance

Primary Schools

- Pupils are strongly encouraged to leave personal mobile devices at home.
- Where mobile phones are brought solely for use during travel to and from school (*e.g.* for safety, communication during pickups, or family transition arrangements), they must remain switched off and stored securely in school bags throughout the school day.
- Smartwatches must be set to airplane mode, to disable messaging, notifications, and camera functions.
- Personal mobile phones and smartwatches must not be used during lessons and not used during lunch or interval. Local arrangements are subject to Head Teacher discretion in consultation with stakeholders.
- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- All parent/carers communication should be directed through the school office.

Secondary Schools

- Mobile devices are not permitted in lessons unless expressly authorised by the class teacher for a specific planned educational task. If approved use has not been given, mobile devices should be switched off and remain out of sight.
- Use of mobile devices during interval and lunch times may be permitted and should be considered in consultation with pupils and staff. Where allowed, clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use such as listening to music with earphones.
- Exceptions may be granted for medical, communication, or additional support needs, with parental agreement and Head Teacher approval. If use of mobile devices is permitted clear expectations and boundaries must be established to promote wellbeing, inclusion, and responsible use.
- The use of mobile devices is strictly prohibited during assessments or examinations.

Safeguarding and Prohibited Uses

All schools must ensure rigorous measures are in place to ensure that mobile technologies are not misused. Staff are required to be vigilant and report breaches to their line manager. The following are strictly prohibited:

- *Recording or photographing staff, pupils, or premises without explicit consent.*

- *Audio recording of lessons or individuals.*
- *Sharing school-related content on social media without approval.*
- *Engaging in any form of online cyberbullying.*
- *Accessing, viewing or sharing content which is of a violent or adult nature.*

Policy Exceptions

Exceptions may be granted where justified and supported by appropriate documentation. This may include:

- *A medical requirement (e.g. continuous glucose monitoring).*
- *A communication need (e.g. augmentative technology).*
- *A documented additional support need (e.g. ASN Action Plan).*
- *Young carers who require ongoing contact with family members.*

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.