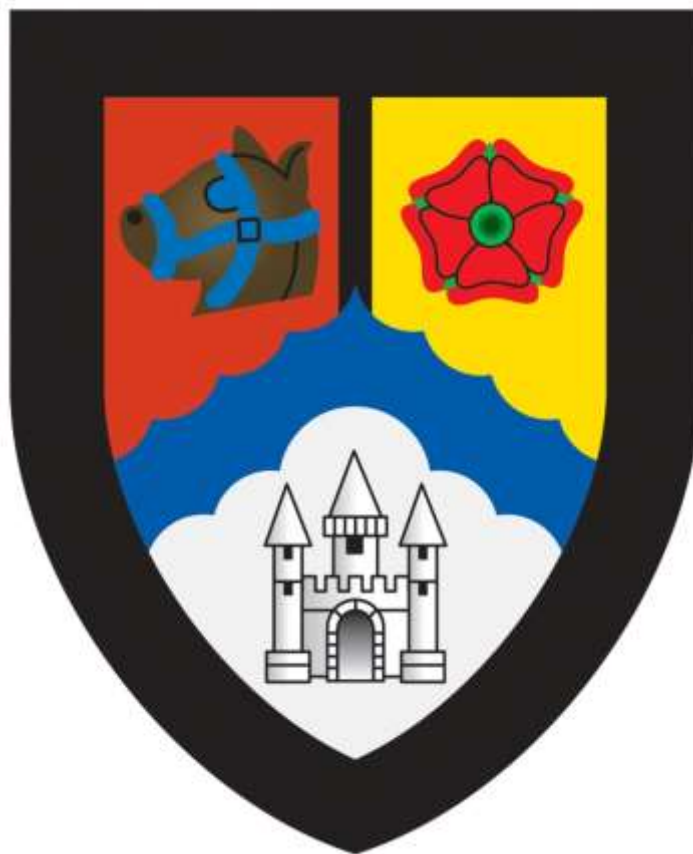


# Castlehill Primary School, ELR and EYC



## Handbook 2023-24



Castlehill—a community of learners

Castlehill Primary School  
Rosslyn Road  
Bearsden G61 4DL  
office@castlehill.e-dunbarton.sch.uk

Tel: 0141 955 2215

Dear Mum, Dad and/or Carer

Welcome to Castlehill Primary School.

Some of you are already familiar with our school; others are joining us for the first time. Legislation requires the inclusion of a considerable amount of information in this handbook, but I hope that you will find it an interesting and informative introduction to the school.

Here at Castlehill we aim to provide a safe, happy and caring environment where children learn respect for themselves and others. We offer a broad and balanced curriculum, working hard to ensure that our pupils fulfil their potential. We want to work with you to support our pupils in becoming independent learners who are creative, healthy and have a positive attitude to life.

If you require further information or details, you may find what you are looking for on our school website [www.castlehill.e-dunbarton.sch.uk](http://www.castlehill.e-dunbarton.sch.uk). Alternatively, please telephone the school to speak to a member of staff.

If you would like your child to enrol in Castlehill, please contact the school office to make an appointment to discuss this with me.

We hope that your child will be happy with us at Castlehill Primary and we look forward to working in partnership with you.

Kindest regards

*Mandy Thompson*

Mandy Thompson  
Head Teacher

## Vision, Values & Aims

### Castlehill vision:

An inclusive community, collaborating to promote learning for life.

### Castlehill values:

Integrity, self-worth, respect

### We aim to create a safe, welcoming and happy school & nursery by:

- providing a range of effective care, nurturing, learning and teaching approaches which meet the needs of all our learners;
- pursuing partnerships with pupils, parents, partner agencies and the community;
- enabling our children to achieve the four capacities of Curriculum for Excellence - successful learners, confident individuals, responsible citizens and effective contributors and promoting best practice for younger children;
- leading effectively and being committed to quality and children's rights.



P1 and P7 paired reading



Santa visit Dec 2022



P5 PE on the pitch

## **CONTENTS**

### **Section 1**

School Information

### **Section 2**

Parental Involvement in the School

### **Section 3**

School Ethos

### **Section 4**

Curriculum

### **Section 5**

Assessment

### **Section 6**

Transitions

### **Section 7**

Support for Pupils

### **Section 8**

School Improvement

### **Section 9**

School Policies and Practical Information

### **Appendices**

## Section 1 - School Information

### CONTACT DETAILS

<b>Name of Head Teacher</b>	Mandy Thompson
<b>Name of School</b>	Castlehill Primary School Rosslyn Road Bearsden Glasgow G61 4DL
<b>Telephone Number</b>	0141 955 2215
<b>Website</b>	<a href="http://www.castlehill.e-dunbarton.sch.uk/">http://www.castlehill.e-dunbarton.sch.uk/</a>
<b>Email Address</b>	<a href="mailto:office@castlehill.e-dunbarton.sch.uk">office@castlehill.e-dunbarton.sch.uk</a>
<b>Twitter</b>	@CastlehillPri

### ABOUT THE SCHOOL

The school, a two storey building completed in 1965, takes its name from the nearby site of the last Roman Fort on the Antonine Wall and is situated close to Bearsden Golf Course away from the main Bearsden thoroughfares. The playground is partly under grass and partly tarmac. The provision of school shelters is an added advantage during inclement weather. Adjacent to the school is an all-weather sports pitch. We are also lucky to have a sensory garden and an outdoor classroom within our school grounds.

Castlehill is a non-denominational, co-educational school. Our present roll is 179 pupils in mainstream classes and 22 pupils in the Enhanced Learning Resource (ELR). The mainstream school can accommodate 225 pupils, both boys and girls from Primary 1 to Primary 7. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised.

Session 2022-23, a 7 class structure is in operation in the mainstream school and a four class structure in the ELR. Our current mainstream class structure is for one class at each stage. Class structures change every year and in accordance with the Authority guidelines to maximise learning in each class. The structure each year is determined by pupil numbers and matched to the number of class teachers allocated to the school.

Castlehill has an Enhanced Learning Resource (ELR), which was established in 1998. The ELR supports children with a variety of needs from Bearsden and Milngavie as well as across East Dunbartonshire Council. Places in the ELR are allocated based on assessment by the Team Around the Child and in line with EDC processes. If you would like more information, please contact the school office who will direct your enquiry to the appropriate member of staff.

There is an Early Years Centre (EYC) based within the school which opened in August 2002. It is very much part of the school, with opportunities for liaison between the EYC and school. The EYC is managed by the Head Teacher. Strong links have been established between the EYC and school to ensure a smooth transition for children starting school. The EYC caters for up to 100 children from age 2-5 years, from 8am- 6pm, 50 weeks per year.

### **Additional Information**

There is 1 classroom Assistants, 3 Support for Learning Assistants (SLAs) in mainstream and 6 SLAs within the ELR who are invaluable in supporting children with additional support needs in both the ELR and in mainstream classes. The school has general purpose room, currently being used as a library. There is a large, well equipped gymnasium with facilities for badminton, netball and volleyball. The school has a separate dining hall. A stage area provides a setting for the annual school show, services and assemblies throughout the year.



The school aims to foster care and concern for not only the local community but also for the wider community at large. The school regularly collects funds to donate to various charities e.g. UNICEF, The Trussel Trust and Poppy Scotland.

Castlehill has been a UNICEF Gold Rights Respecting School since 2018.

### **Before & After School Care**

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings, e.g. out of school care groups, childminders, nurseries, playgroups, holiday play schemes and parent & toddler groups. It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

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

To use this service, please call the helpline number on 0300 123 4510, email [chis@eastdunbarton.gov.uk](mailto:chis@eastdunbarton.gov.uk) or log on to the service's website at [www.scottishchildcare.gov.uk](http://www.scottishchildcare.gov.uk)

### **Community Use**

During the evenings and weekends a range of organisations and activities operate within the school. These include Castlehill Baptist Church and various sports clubs. Details of the letting of the school for community use are available from Shared Services, Suite SF4, 6 Strathkelvin Place, Kirkintilloch, G66 1XT.

Tel 0141 578 8695, Fax 0141 563 9800, email: [letting@eastdunbarton.gov.uk](mailto:letting@eastdunbarton.gov.uk)



**P6 cooking in our Teaching Kitchen**



**Face Painting Fun 31 club**

### **Teaching Staff**

The number of teachers allocated to the school is based on the school roll.



Head Teacher	Miss Mandy Thompson	
Depute Head Teacher	Mrs Lesley McLean	
Principal Teacher ELR	Mrs Shauna Cuthbertson	
Acting Depute Head of Centre	Hazel Muir	
<b>Teaching staff</b>		
P1	Mrs Cuthbert and Mrs McLaughlin	
P2	Miss Macdonald	
P3	Miss Asif and Miss Kingham	
P4	Miss Kingham and Mrs Cleland	
P5	Mrs Calderwood and Miss Dignon	
P6	Miss Brownlie	
P7	Mrs McCauley and Mrs L Robertson	
ELR 1	Mrs Kerr and Ms Mackay	
ELR 2	Mrs Murray	
ELR 3	Miss McNeill	
ELR 4	Mrs Southworth	
NCCT and support for learning	Ms Duffy, Mrs R Robertson and Miss Davies	
Early Years Teacher	Mrs Mitova	
<b>Support Staff</b>		
Admin Assistant	Mrs Corish	
Clerical Assistant	Mrs Shergil	
Classroom Assistant	Mrs Boyle	
Classroom Assistant	Vacancy	
SLA mainstream	Miss Sherry	
SLA mainstream	Mrs McInnes	
SLA mainstream	Miss Barton	
SLA ELR	Mrs McIntosh	
SLA ELR	Mrs McColl	
SLA ELR	Mrs McFarlan	
SLA ELR	Mrs Travers	
SLA ELR	Mrs Sutherland	
SLA ELR	Miss Walker	
EYW ELR	Ms McLean	
EYW ELR	Miss Cranie	
<b>FM Staff</b>		
Building Manager	John Forbes	
Cleaner	Geraldine Getty	
Day Cleaner	Lynne Connelly	
Day Cleaner	Roseanne	
<b>Visiting staff</b>		
Brass	Mr Alistair Douglas	
Woodwind	Mrs Stuart Carson	



Strings	Mrs Elaine Leitch	
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## Senior Management Team Remits

### Duties of Head Teacher - Miss Mandy Thompson

The Head Teacher has overall responsibility for the leadership, management and organisation of the school, EYC and ELR, the safety and welfare of all staff and pupils and the quality of teaching and learning throughout.

### Duties of The Depute Head Teacher - Mrs Lesley Mclean

The DHT takes over responsibility for the school in the absence of the Head Teacher. She has management responsibilities for pupil support, timetabling, professional development, leading curriculum for excellence (CfE), personal and social development/ Health and Wellbeing, risk assessment, management and organisation of events.

### Duties of The Principal Teacher - Mrs Shauna Cuthbertson

Mrs Cuthbertson has management responsibilities in deputising for the DHT, ELR coordinator, pupil support in the ELR, inclusion, implementation of CfE curricular frameworks in the ELR, personal and social development and links with external pupil support agencies for ELR pupils.



Fun 31 Dance Club



Fun 31 Construction Club

## School Hours

Current school hours are:

Start of day: 09:00am

Break time: 10:30am - 10:45am

Lunch time: 12:15pm - 1:00pm

End of day: 3:00pm

Primary 1 pupils attend school on a full-time basis from the first day back after the Summer holidays.

### **Assemblies**

Whole school assemblies take place on Mondays at 2:00pm. Each class will lead their own assembly once a year, which parents are invited to.

### **After School Care**

Please see page 8 for full details.

**School Year:** Holiday dates for 2022-23 are as follows:

#### **August 2022**

Teachers return (In-service day)	Monday 15 August
In-service day	Tuesday 16 August
Pupils return	Wednesday 17 August

#### **September 2022**

September weekend	Friday 23 September to Monday 26 September (Inclusive)
Pupils return	Tuesday 27 September

#### **October 2022**

In-service day	Friday 14 October
October break	Monday 17 October to Friday 21 October (Inclusive)
Pupils return	Monday 24 October

#### **December 2022 and January 2023**

Last day of term	Thursday 22 December
Christmas and New Year	Friday 23 December to Friday 6 January (Inclusive)

### August 2022

Pupils return Monday 9 January

### February 2023

February break Monday 13 February to Tuesday 14 February (Inclusive)

In-service day Wednesday 15 February

Pupils return Thursday 16 February

### April 2023

Easter break Monday 3 April to Friday 14 April (Inclusive)

Pupils return Monday 17 April

### May 2023

May Day (closed) Monday 1 May

In-service day Tuesday 2 May

Pupils return Wednesday 3 May

May weekend Friday 26 May to Monday 29 May (Inclusive)

Pupils return Tuesday 30 May

### June 2023

Last day of school Wednesday 28 June

School Closed Thursday 29 June to Friday 11 August

Holiday dates for 2023-24 are as follows:

#### August 2023

Teachers return (In-service day) Monday 14 August

In-service day Tuesday 15 August

Pupils return Wednesday 16 August

#### September 2023

September weekend Friday 22 September to Monday 25 September

Pupils return Tuesday 26 September

#### October 2023

In-service day (Teachers) Friday 13 October

October break Monday 16 October to Friday 20 October

Pupils return Monday 23 October

#### December 2023 and January 2024

Last day of term Friday 22 December

Christmas and New Year	Monday 25 December to Friday 5 January
Pupils and teachers return	Monday 8 January
<b>February and March 2024</b>	
February break	Monday 12 February to Tuesday 13 February
In-service day (Teachers)	Wednesday 14 February
Pupils and teachers return	Thursday 15 February
Last day of term	Thursday 28 March
School Closed (Easter break)	Friday 29 March to Friday 12 April
<b>April 2024</b>	
Pupils and teachers return	Monday 15 April
In-service day (Teachers)**	Thursday 2 May
<b>May 2024</b>	
May Day (closed)	Monday 6 May
Pupils and teachers return	Tuesday 7 May
May weekend	Friday 24 May to Monday 27 May
Pupils and teachers return	Tuesday 28 May
<b>June 2024</b>	
Last day of school	Wednesday 26 June

A school calendar is sent to parents at the beginning of the session and is also on the school website, detailing all holidays and in-service days. Thereafter, any additions or alterations are notified to parents via a monthly school newsletter.

### Attendance at School

Under Section 30 of the Education (Scotland) Act 1980 parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must take steps to ensure attendance, maintain an attendance register and record pupil absence. All schools must record pupil absences in respect of each morning and afternoon of every day the school is open to pupils.

Authorities are supported in this process by Children Missing from Education (Scotland), a national co-ordinating body, piloted by the Scottish Government, developed to track and trace children and young people missing from education.

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre **and** no explanation for absence is received from their 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.

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

Children missing from education will have well-being needs around inclusion and achievement. Consideration also needs to be given to other issues in their lives relation to non-attendance.

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

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

### **Un-Notified Absence Policy**

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

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

### **Family Holidays**

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not

only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, 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.



**Halloween Disco**



**Yoga with one of our mum's, Mrs McQueen**

### **Information Regarding Exceptional Closures**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, groupcall, twitter, facebook. There will also be updates on the website [www.eastdunbarton.gov.uk](http://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. Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.



### **Comments, Compliments and Complaints**

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

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

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

In relation to making a complaint:

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



## **Section 2 - Parental Engagement in the School**

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

Parents are always made very welcome in Castlehill Primary, Early Years Centre and ELR through parents' evenings, assemblies, invitations to come into the class, meet the staff, helping out and a variety of other events throughout the year. The school is in regular contact via Seesaw, newsletters and calls.

A school community consists of pupils, parents and staff. A high degree of co-operation between parents and staff ensures that the pupils gain maximum benefit from their school experience. Parents are therefore, always welcome to visit the school and to take an active part in the life of the school. Parents are welcome at class assemblies and at end of term services throughout the year. There is a seating area available for parents who are waiting for children etc. at any time.

In early September, parents are typically invited to visit the school one afternoon, for a 'Meet the Teacher' event. This is an opportunity for parents to meet their child(ren)'s teacher and hear an overview of learning for the year ahead.

Typically, the school is open to parents twice in a school session for parent consultations: one in October and the other in March. Parents are allocated a time when they can talk on a 1-2-1 with their child's class teacher about progress. Curriculum and transition session for parents of new entrants are arranged for key points during the year to provide parents with information and welcome them to the school. Each class will invite parents in, once a term, for a showcase of learning. Classes share their learning on Seesaw and on TWITTER on a regular basis.

We regularly seek parental views on aspects of the provision here in Castlehill and develop our practice responsively.

We encourage parents to contact us with any concerns - no matter how small, and pride ourselves in building strong parental partnerships for the benefit of our pupils. Appointments with the Head Teacher can be made by telephone, e-mail, letter or by visiting the school. Should the Head Teacher be unavailable, the Depute Head Teacher will provide consultation and advice. Our target is to respond to a parental query within 24 hours of receiving it.

Parents of children receiving targeted additional support will have an opportunity to discuss their wellbeing, targets and progress within the Team Around the Child meeting held in school or online. Our Pupil Support Group meets monthly to discuss the best ways to meet children's needs.

Parents can volunteer to assist in various ways in the day to day life of the school, in specific activities such as the administration of paired reading and story sacks in the school and EYC, Book Fairs, sessions in the teaching kitchen, school outings, charity events and providing refreshments at school concerts or in class.

### **Parent Council**

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

Parents are welcomed to:

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

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils;
- To represent the views of parents;
- To promote contact between the school, parents, pupils, providers of nursery education and the community;
- To report to the Parent Forum;
- To be involved in the appointment of senior promoted staff;
- To raise funds for the school for the benefit of pupils (the Castlehill Fundraising Team fulfils this role).

## **Elected Members**

### **Chairperson**

Katie Reid and Gemma Kemp (Joint Chairs)

### **Treasurer**

Catherin Currie

### **Members**

Rosy Marshall-McCrae, Caroline Milller, Lynsey Haggarty, Sara Richmond, Deborah McQuaid, Claire Chamberlain, Gail-Ann Hunter, Stephanie Baynam, Clare McCafferty, Mairi Eadie, Aimee Kelly,

### **Co-opted Member**

Alistair Muir

### **Clerk**

Alice Hall

### **Staff Members**

Lesley McLean

Castlehill Primary

Hazel Muir

Castlehill Early Years Centre

### **Contact**

aliceelenornorman@gmail.com

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

## **Castlehill Fundraising Team (CFT)**

The Parent Council has a subsidiary fundraising group. The CFT is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the school office if you want to join in. This group has its own office bearers and shared treasurer. The fundraising group is represented at Parent Council meetings. The allocation of funds is jointly agreed by the Parent Council and the fundraising group.

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

**Pupil Voice**

Pupil voice is very important in Castlehill and an area of strength, with each child sitting on a School Group which makes decisions on different aspects of school life, providing leadership roles for all. Children are involved in meetings to discuss matters in relation to the school representing their class/peers. There are also opportunities to share views through our School Groups. These groups meet monthly and children choose the group they prefer to join. Currently our school groups are:

- Climate Action,
- Eco Food Waste,
- Community,
- ICT Safety,
- Pupil Council,
- Plastic Pollution,
- Anti Bullying,
- School Grounds, Health,
- Reading Schools,
- Growth Mindset,
- Fairtrade, RRS,
- Anti Racism,
- Eco transport, S
- ports Leaders

## Section 3 - School Ethos

### Our Vision, Values & Aims

#### Castlehill Vision (Children's version is in red ink)

An inclusive community, collaborating to promote learning for life.

**Everyone is included: working together and learning all the time.**

#### Castlehill Values:

Integrity, self-worth, respect

**Doing what is right, feeling happy about yourself, treating everyone fairly**

#### Our School Values Superheroes



**Captain Integrity**



**Mirror Man**



**Superspec**

#### We aim to create a safe, welcoming and happy school & nursery by:

Providing a range of effective care, nurturing, learning and teaching approaches which meet the needs of all our learners;

**Knowing that everyone is different, being looked after and supported in their learning.**

Pursuing partnerships with pupils, parents, partner agencies and the community;

**Working with our parents and our community so that they know what is happening in school and how they can help us.**

Enabling our children to achieve the four capacities of Curriculum for Excellence - successful learners, confident individuals, responsible citizens and effective contributors and promoting best practice for younger children;

**Making our school a friendly place where everyone can play, learn and grow together.**

Leading effectively and being committed to quality and children's rights.

**Always doing our very best and making sure everyone can access their rights.**

### **Community Links**

Castlehill Primary has close links within the local community. Work within the Bearsden Academy cluster has improved networking across the local schools and develops consistency within practice as well as an opportunity to share best practice.

Our Active Schools Coordinator helps us to organise a range of sporting events at school and local community level.

Castlehill was successful in June 2021, in retaining its UNICEF Gold Rights Respecting Status. We also achieved our fifth Green flag in recognition of our eco friendly work in session 2020-21. We also have been awarded Digital Schools status alongside our Cluster partners in session 2019-20. We are also accredited as a Fairactive school. Castlehill's initiative of School Groups mean there is a strong pupil voice on a range of issues.

Many children, and some parents take part in community clubs held within the school. On a Sunday, the local Baptist Church holds services in the school. Positive links between the community and school are fostered and we hope to develop these over the next year by taking part in community events. The school has excellent links with the Toddler Group held each Tuesday and Thursday morning.

### **Supervision of Playgrounds**

An adult presence is provided in playgrounds at break times in line with the School (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. In Castlehill, our Building Manager, John Forbes alongside the leadership team, welcomes and supervises the playground. Primary 7 pupils are given the opportunity to 'buddy' Primary 1 children to play well during breaks, especially in term 1.

### **School Security**

The school doors are locked during school hours. Visitors calling at school during class time must report to the office where they will be asked to sign the visitors' book and be issued with a visitor's pass. While leadership staff will usually be available, it is helpful if parents make an appointment if they wish to speak to class teachers.

### **Equal Opportunities and Social Inclusion**

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

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

### **The Equality Act (2010)**

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

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

- Eliminate discrimination, harassment and victimization;
- 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 cognizance of the Equality and Human Rights Commission's 'Technical Guidance for Schools in Scotland' in the development of its policy and practice.

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

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

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

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

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



## Pupil Behaviour

A partnership between the school and parents is required in order to ensure the best possible standards of pupil behaviour. Pupils are expected to set themselves high standards in appearance and behaviour. School and class charters are created every August to encourage the self-worth and mutual respect. The charters themselves are relatively simple to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

The relationship between pupils and staff at Castlehill is similar to that between the child and his/her own parents, requiring mutual respect on both sides. Negative behaviour is rarely an issue within our school, but where an individual has additional support needs that result in distressed behaviours, the Team Around the Child, including parents work, closely to reduce anxiety and develop self-regulation.

The school operates a positive approach to discipline encouraging a high standard of work and behaviour. We use restorative approaches to resolve any difficulties which may arise. The children and staff at Castlehill follow a simple 'Castlehill Code':

- Ready
- Respectful
- Safe

Within Castlehill ELR there are a range of appropriate interventions which ensure consistent and coherent approaches to the promotion of positive behaviour as per the EDC document 'Including Every Learner'. These frameworks are consistent with, and embedded within, the principles of staged intervention, which may include the use of physical intervention in order to ensure the safety of the learner and / or their peers.

The procedures for exclusion may be put in motion if a child continues to behave in a disruptive manner or in a way likely to endanger the safety and/or wellbeing of any child in Castlehill. At Castlehill we work with parents to encourage all children to behave well.

Through assemblies, during Family Time and throughout Health and Wellbeing activities, children explore concepts such as respect and acceptance. They are encouraged to care for each other and their environment. Citizenship and Eco topics are delivered throughout the year.

Castlehill has an anti-bullying policy which was updated in March 2023. Any incident of bullying or discrimination is formally recorded and discussed with both sets of parents. We work with parents to help the child to behave in a more positive way in the future. Castlehill follows East Dunbartonshire guidance in the Anti-Weapon/Knife Crime policy (May 2017).

We asked parents how they rated the partnerships we build with learners and parents. They said:

- "Great opportunities to be involved."
- "Excellent range of opportunities to be involved in my child's learning."
- "Very good teacher feedback at parents' evening"
- "Excellent strengths with school communication and approachability."

## **Section 4 - School Curriculum**

### **Curriculum for Excellence**

#### **Bringing learning to life and life to learning.**

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

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

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

Castlehill offers children many opportunities to be actively involved in their learning, developing creativity, discovery and an inquiring mind. This supports children in understanding the relevance of learning certain things and also develops their understanding of how they learn best as individuals. Opportunities are taken to support lifelong skills such as co-operating with others through our approaches in a variety of curricular areas, including interdisciplinary learning.

Teachers plan termly and weekly for their class using progressive, developmental skills based planners. These start with the Experiences and Outcomes from Curriculum for Excellence, identify skills being taught and outline appropriate contexts for learning for the class, individuals, and groups. These plans are discussed with the school leadership team on a regular basis.

Education Scotland's website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) provides very useful information about Curriculum for Excellence. Skills development Scotland have recently revised the content of their website at [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)



### Literacy

Our programmes of work are planned to ensure that children have opportunities to develop the core skills of literacy and English progressively in a variety of contexts. Skills development in reading, writing, talking and listening are the basis of our work and we include the use of core resources at each stage for all levels of ability.

To stimulate further interest in books and reading there are two Book Fairs each year, allowing children and parents to purchase fiction and non-fiction. From the commission, staff and children can choose new books for the class and school libraries.



### French

The children are introduced to the French language from Primary 1. Their skills are developed through their Primary school career. This gives a good foundation for the work they will continue at Bearsden Academy.



### Mathematics

Our programmes of work for maths and numeracy are planned to ensure that children have opportunities to develop the core skills, as well as problem solving skills, progressively across a variety of contexts. We use core resources at each stage for all levels of ability. As with all curricular areas, children work on the level that suits their ability and,

at all stages of the Maths course, the following key skills are taught:

- Information Handling
- Number, Money and Measure
- Shape, Position and Movement

Assessment within this area of the curriculum aims to ensure that children are able to:

- Apply their mathematical skills in a variety of contexts
- Solve problems in a systematic and logical manner.

### Health and Wellbeing

Bounce Back, an approach to develop resilience which also promotes social, emotional and mental wellbeing, is delivered through our assembly programme and taken forward by class teachers and family groups. This gives the children skills to develop resilience in dealing with a variety of situations which they may experience in their lives. Our work in this area has been recognised as an example of good practice by East Dunbartonshire Council.

During the final term each year, all classes work to develop their understanding of sexual health and relationships. Information is sent home before this work takes place, in order that families know what aspects their children will be covering. This allows parents to support their children's learning in this area at home.

Each child will have a minimum of 2 hours of PE each week. Children come to school wearing their outdoor PE kits on their gym days.



Work on citizenship and environmental education (Eco-school initiatives) is embedded within the curriculum. The school operates a Family Grouping system. Each Primary 7 pupil is the leader of a 'family' which is made up of pupils from each of the other stages in the school. The 'families' meet every alternate Friday and the Primary 7 pupil leads the discussion and encourages all children in the family to take part. Primary 7 pupils have input from the Depute Head as to the main points to cover. Subjects covered include ECO schools' projects, competitions, bullying etc. Family Time has not been able to take place during the pandemic due to the cross class working.

Each Primary 1 child has a Primary 7 buddy to support them. This gives older children the opportunity to take responsibility for the settling of Primary 1 pupils and also the chance to get to know them throughout the year.

### Expressive Arts



Expressive Arts includes Music, Drama, Dance and Art & Design.

It has always been a priority at Castlehill to develop in children an enthusiasm for Expressive Arts and to give each child the opportunity to progress as far as his/her ability will allow, in the acquisition of their skills. Children are given the opportunity to apply for tuition in violin, woodwind and brass from Primary 4 upwards. Primaries 4 and 5 also receive a series of percussion lessons.

A Drama programme is in place which incorporates a number of resources which develop drama skills but which also help personal and social development. Each year the children are involved in various performances which are of a very high standard and enjoyed by all.

Art and Design is often linked to other areas of the curriculum. There is also a structured programme throughout the school to ensure all children have experienced a wide range of activities and techniques throughout their time in primary.

### **Social Studies, Science & Technologies**

Social Studies is often taught through interdisciplinary topics which allow the pupils to learn in context. Included in this would be

- People, past events and societies
- People, place and the environment
- People in society, economy and business.



This cross curricular approach offers children opportunities to observe and study their surroundings: to learn the necessary skills to enable them to interpret and record information gained and to gain understanding of their environment.

A Science programme is in place to ensure a progressive development of skills and knowledge throughout the school. The key concepts have been clearly identified using five organisers:

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



The school is gradually building the number of ipads and laptops which are timetabled to classes to enhance learning. There are computers in classrooms and all classes, including the nursery, have interactive whiteboards. ICT skills are developed progressively from P1-P7. These skills are taught both discreetly and as an integral part of other curricular areas to enhance learning and develop skills for life.

### **Other Aspects of Learning**

All parents will be informed when their child's class will be taking part in their annual sexual health and relationships lessons. An overview of the lessons will be provided and any parent can opt for their child to be withdrawn.

At present the school can refer P6 and P7 pupils for online counselling sessions. A referral process is followed, completed by both school and parents.

### **Religious Observance and Religious Education**

We follow the 'Curriculum for Excellence' experiences and outcomes in Religious and Moral Education and, through teaching of the programme, ensure the development of our pupils' understanding and appreciation of religious concepts.

The Education (Scotland) Act 1980 states that there is a statutory obligation on local authorities to provide religious observance and religious education in schools. Religious observance focuses on the development of each individual within the school community. The school will provide opportunities for religious observance in a school year, in addition to traditional celebration central to the life of the school community. At Castlehill, we plan to

meet this requirement through our Assembly Programme. Religious and Moral Education is a statutory core subject for all pupils attending Primary education.

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

At Castlehill it is our aim to enable pupils to explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context. We aim to create an environment in which all of our pupils show mutual respect, tolerance and understanding of fellow pupils.

Our school chaplain is Pastor Alan Wells. He joins us for our Christmas, Easter and Summer services. He may visit the school to speak to classes on a particular theme being studied, when appropriate.

There is a weekly whole school assembly and this is led by the Head Teacher or Depute Head, pupils or visiting speakers. Classes often use topics that they have been studying as the theme for an assembly. Parents/carers are welcome to attend the assemblies led by each class as well as our Harvest, Christmas, spring and summer end of term assemblies.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

For further information refer to Additional Guidance on Religious Observance in East Dunbartonshire schools, October 2006.

### **Home Learning**

Children are issued with homework on a weekly basis from P1-P7. Please refer to Appendix 1 for our information leaflet, which is also available on the school website. Under normal circumstances, a weekly lunchtime homework club supports children who would like some additional support in completing home learning tasks.

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



### **Extra-Curricular Activities**

Each Year, Primary 7 pupils have the opportunity to stay at an Outdoor Centre where they take part in a wide range of outdoor activities such as abseiling, hill walking, mountain biking and canoeing. Before a residential trip to an Outdoor Centre, a parent/carer information meeting is held to also outline accommodation information, supervision levels and insurance information.

After school clubs are offered such as Singings, Art, Netball, Drama. Athletics, Cross Country Running and a Cycling Club. Throughout the session outings are arranged for all classes.

Parents are actively encouraged to assist on the outings. P7 pupils have the opportunity to take part in activities in Bearsden Academy after school clubs.

Parents will be informed in writing with full details of any excursion. Parental permission is requested and relevant medical information is received before a child attends a trip or activity. For local activities, during school hours, the annual permission form is used. Parents are informed in writing of the full details before any excursion takes place, including learning outcomes and financial costs. Staff have high expectations of children on all trips. The summary sheet of EDC Excursion Insurance is included as Appendix 4. The school policy on mobile phones will be applied whilst on excursions. Parents are encouraged to contact the school with any queries they may have about trips involving their child. The children from ELR are given the opportunity to participate in all activities and trips although parents are required to make arrangements to pick up their child as rearranging taxis can be very difficult to manage.

## Section 5 - Assessment and Reporting

### Assessment

Assessment is an essential part of the learning and teaching process. Our class teachers make sure that children make progress at their individual developmental level and provide appropriate teaching across all areas of the primary curriculum. In order to assess this progress, class teachers carry out a programme of continuous assessment. This includes ongoing professional judgement, formative and summative assessment approaches. As part of the assessment process in Castlehill, some Standardised Tests in Maths and Literacy are carried out at various times throughout the year and results are used to track improvement. In line with all Scottish schools, Castlehill implements the Scottish National Standardised Assessment in primaries 1, 4 and 7. East Dunbartonshire's guidance leaflet on this is available on the East Dunbartonshire Council website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). Results from all these assessments inform judgements that teachers make about pupil progress. Other assessment practices take account of children's different learning styles and actively involve them in assessing their own and others' work against agreed criteria. Parents are encouraged to contact the school if they have any concerns about their child's progress in order that full discussion may take place.



There has been a culture of improving attainment for a number of years within the schools in East Dunbartonshire and indeed some of our schools have been highly commended nationally for the level of improvement achieved. The education authority, in partnership with schools, will continue to offer the best quality educational experience for all our young people.

### Reporting to Parents

Parent interviews for the mainstream and ELR classes are held in October and March when parents/carers are usually invited in to Castlehill to discuss their child's progress. Nursery parents/carers are invited to meet their child's keyworker and our Early Years' teacher in May.

A written report is sent out to parents in June which outlines progress across the year and next steps for learning in certain areas. It also comments on attitudes to learning and behaviour.

Seesaw is used to share learning with parents on a regular basis.

## **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 Interim Chief Education Officer who can be contacted at:

East Dunbartonshire Council  
The Marina, Strathkelvin Place, Kirkintilloch, Glasgow, G66 1TJ  
Tel: 0300 1234510  
Email: [gregbremner@eastdunbarton.gov.uk](mailto:gregbremner@eastdunbarton.gov.uk)

## Section 6 - Transitions

### Early Learning and Childcare Provision

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

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

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

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

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

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

Some two year olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. This criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two year old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying income, 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 will also be required to complete an application for their child's 3 and 4 year old place.

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

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February. From August 2023, a change in Scottish Government legislation means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. [Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website](#).

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

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

## **Transfer from Early Learning and Childcare Centre to Primary**

### **Registration and Enrolment**

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

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

### **School Admissions**

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

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

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school. You are still required to enrol your child(ren) at your catchment school even if you are also applying to defer their entry and take up an additional year of early learning and childcare.

Enrolment dates will be available through the East Dunbartonshire Council website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

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

### **Secondary School Admissions**

Transfer Information will be issued to Primary 7 parents in December/January each year.

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

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

After enrolment there will be a transition programme for pupils and parents in the summer term. Parents have the opportunity to meet school staff and the children will have the opportunity to spend some time in the classroom with their prospective teacher.

Details of school events to which parents are invited will be emailed out to parents.



**Catchment Secondary School**

The catchment secondary school for Castlehill is:

Bearsden Academy,  
Stockiemuir Rd,  
Bearsden G61 3SF.  
Telephone: 955 2344  
Head Teacher : Mr George Cooper  
[office@bearsdenacademy.e-dunbarton.sch.uk](mailto:office@bearsdenacademy.e-dunbarton.sch.uk)

The Bearsden Academy cluster of schools all share the same transition arrangements to support children making the move to secondary. These include a parents' meeting in November of the P7 year at the secondary, visits by secondary teachers to work with P7 children, opportunities for pupils to visit the secondary for curricular and extra-curricular experiences. There is close liaison between teachers in primary and secondary and attendance at key meetings by secondary staff, for pupils with additional support needs. Children also have opportunities to meet and get to know children from other primaries at events where they work together.

**Placing Requests**

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

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

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

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



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

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

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

### **Children with Additional Support Needs**

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

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

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

That the child or young person:

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

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

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

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

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

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

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

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

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

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

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

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

Castlehill supports children who have a range of additional support needs, working closely with parents and partner agencies to support children to reach their full potential. The Enhanced Learning Resource (ELR) in Castlehill is managed by the Head Teacher. It is a resource for children from P1-7 from across East Dunbartonshire Council and places are allocated, based on assessed need, through Authority processes. Children from within the ELR are able to access a mainstream curriculum but to varying degrees.

### **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](mailto:parenting@eastdunbarton.gov.uk). A member of the team will be in touch.

### **Protecting Children and Young People**

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

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

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

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

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

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

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

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

### **Additional Support Needs**

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

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

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

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

### **Autism Adviser**

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

the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

### **Specialist Support Service – Teachers Teaching in More Than One School**

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

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children who have social, emotional or 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.

Parents should contact Mrs Lesley McLean (Depute Head Teacher) for mainstream children and Mrs Shauna Cuthbertson (Principal Teacher ELR), who have an overall picture of pupil progress, should they require more information.

### **Promoting Wellbeing, Protecting and Safeguarding.**

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

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



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

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

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

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

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

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

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

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support. When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

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



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

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

### **Child Protection and Safeguarding**

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

### **Pastoral Support**

Children are encouraged to speak to their class teacher if they are having difficulties of any kind. Every class in Castlehill has a system in place where children 'emotionally check in', giving staff an indication of children's wellbeing on a daily basis which they can then be responsive to. In addition, any member of the leadership team will speak to children who have concerns or need support in any area.

## Section 8 School Improvement

### Raising Attainment

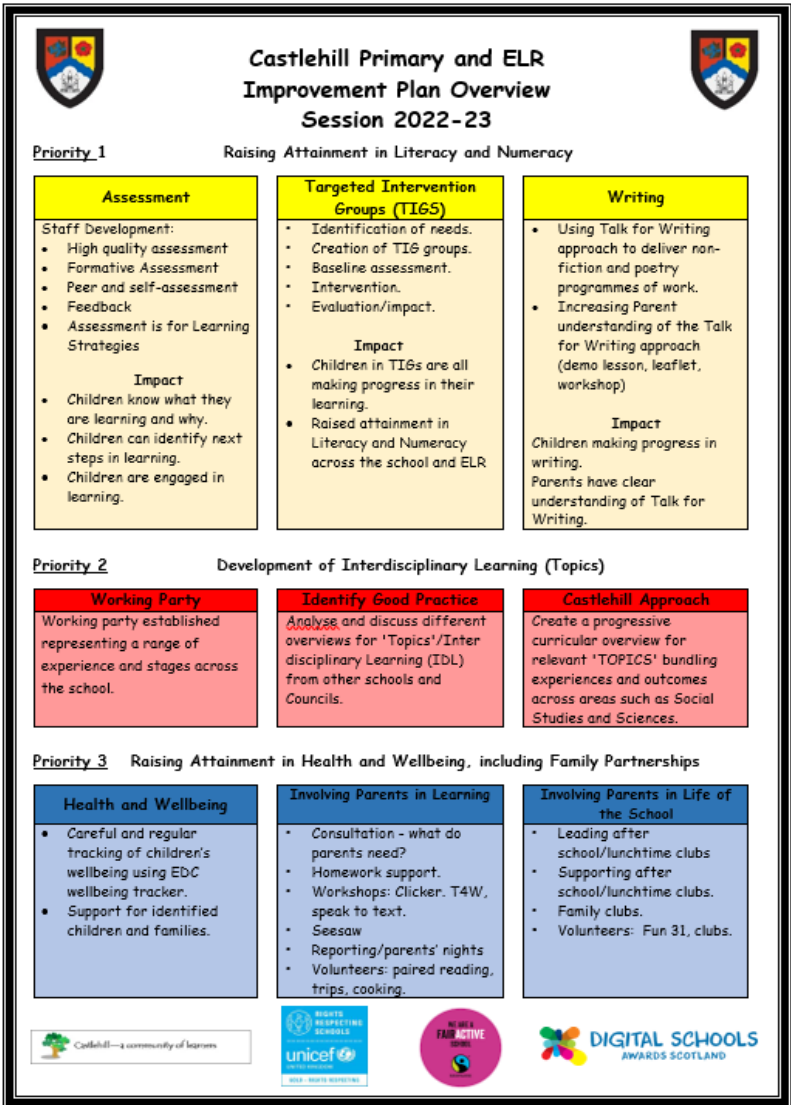
Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services.

### Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. The latest report is available on the school website, or you can request a copy from the school office.

### Improvement Plan Summary

Below is an overview of our Improvement Plan session 2022-23



**Castlehill Primary and ELR  
Improvement Plan Overview  
Session 2022-23**

**Priority 1 Raising Attainment in Literacy and Numeracy**





Assessment	Targeted Intervention Groups (TIGS)	Writing
<b>Staff Development:</b> <ul style="list-style-type: none"> <li>High quality assessment</li> <li>Formative Assessment</li> <li>Peer and self-assessment</li> <li>Feedback</li> <li>Assessment is for Learning Strategies</li> </ul> <b>Impact</b> <ul style="list-style-type: none"> <li>Children know what they are learning and why.</li> <li>Children can identify next steps in learning.</li> <li>Children are engaged in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of needs.</li> <li>Creation of TIG groups.</li> <li>Baseline assessment.</li> <li>Intervention.</li> <li>Evaluation/impact.</li> </ul> <b>Impact</b> <ul style="list-style-type: none"> <li>Children in TIGs are all making progress in their learning.</li> <li>Raised attainment in Literacy and Numeracy across the school and ELR</li> </ul>	<ul style="list-style-type: none"> <li>Using Talk for Writing approach to deliver non-fiction and poetry programmes of work.</li> <li>Increasing Parent understanding of the Talk for Writing approach (demo lesson, leaflet, workshop)</li> </ul> <b>Impact</b> <p>Children making progress in writing. Parents have clear understanding of Talk for Writing.</p>

**Priority 2 Development of Interdisciplinary Learning (Topics)**

Working Party	Identify Good Practice	Castlehill Approach
Working party established representing a range of experience and stages across the school.	Analyse and discuss different overviews for 'Topics'/Interdisciplinary Learning (IDL) from other schools and Councils.	Create a progressive curricular overview for relevant 'TOPICS' bundling experiences and outcomes across areas such as Social Studies and Sciences.

**Priority 3 Raising Attainment in Health and Wellbeing, including Family Partnerships**

Health and Wellbeing	Involving Parents in Learning	Involving Parents in Life of the School
<ul style="list-style-type: none"> <li>Careful and regular tracking of children's wellbeing using EDC wellbeing tracker.</li> <li>Support for identified children and families.</li> </ul>	<ul style="list-style-type: none"> <li>Consultation - what do parents need?</li> <li>Homework support.</li> <li>Workshops: Clicker, T4W, speak to text.</li> <li>Seesaw</li> <li>Reporting/parents' nights</li> <li>Volunteers: paired reading, trips, cooking.</li> </ul>	<ul style="list-style-type: none"> <li>Leading after school/lunchtime clubs</li> <li>Supporting after school/lunchtime clubs.</li> <li>Family clubs.</li> <li>Volunteers: Fun 31, clubs.</li> </ul>

## **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](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## Section 9 – School Policies and Practical Information

### School Uniform

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

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

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

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

At Castlehill we pride ourselves in looking smart in our school uniforms. This consists of:

- White polo shirt/ white shirt and school tie
- Blue sweatshirt or cardigan
- Black/ grey trousers or skirt
- Black shoes, not trainers

School uniforms may be purchased from <https://schoolwearmadeeasy.com/> Please make sure you search for Castlehill Primary, Bearsden.

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

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. At the moment, all PE is being conducted outdoors. WE ask that children come to school on the days of PE dressed in warm, outdoor sports gear. 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.

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](http://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.

Castlehill is no longer a cooking kitchen. Food is cooked at St Nicholas' Primary and then prepared 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](http://www.eastdunbarton.gov.uk) under School Clothing Grants and Free School Meals.

At Castlehill we operate a cashless catering system, with parents topping up an online account and children ordering food electronically each morning.

Pupils can eat packed lunches in the dining hall and during very good weather older pupils may use the quadrangle. Please do not send glass bottles with your child, for obvious safety reasons. Fizzy drinks are discouraged.

Pupils who stay for lunch are not allowed to leave the playground after they have eaten, unless prior arrangements have been made with the Head Teacher.

## **Transport**

### **General**

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

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

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

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

Parents should obtain an application form from the education office or [www.eastdunbarton.gov.uk](http://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.

### **ELR Transport Arrangements**

It is expected that ELR pupils are transported to school each morning, and collected at the end of the day by their parents. Where this is not possible, pupils are transported to and from the ELR in taxis. A parent wishing to make changes to transport arrangements should inform the taxi company directly, for example if your child was sick and not requiring any transportation. Any difficulties arising from transport can either be discussed with the Principal Teacher of the ELR or with the Transport Section of Operational Support Provision and Planning. Guidelines are available from Provision and Planning with regards to transport. Transport Section of Operational Support Provision and Planning - Tel: 0141 578 8713.

### **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/She 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 you have concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

### **Medical and Health Care**

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

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

It is of the utmost importance that parents inform the school of any pupil with particular medical requirements e.g. medicines, or any physical condition which might restrict his/her activities in school.

**Where children need to take medication while at school, parents are required to complete a permission form available from the school clerical assistant.**

If a child takes ill or is injured in school, we will attempt to contact the parents at once so that arrangements can be made for the child to be collected from school. If the parent is not available, we would use the Emergency Contact. While every precaution is taken to reduce the possibility of accidents, nevertheless accidents do occasionally happen.

Minor cuts and bruises are treated by the office staff or First Aider. In the event of a more serious accident, the child's parent is contacted and a decision taken as to whether the child should be taken to the family doctor's surgery or to hospital. If it is not possible to contact the parents, the Head Teacher will decide what action is necessary. **In this regard it is essential that changes of address, telephone numbers/mobile phone numbers or family doctor should be notified at an early date.**

### **Data Protection Act 2018**

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

### **Accessing Your Child's Pupil Records**

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

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

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

### **Freedom of Information (Scotland) Act 2002**

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

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

### **Use of Photographs And Video Film Involving Pupils**

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

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

### **School Campus No Smoking Policy**

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

### **Pupil Use of Mobile Phones In School**

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

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

All establishments will incorporate the following points into their policy:

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

### **Appointment of Adults To Voluntary Child Care Positions**

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

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

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;

- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

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

### **Childcare Information Service**

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday playschemes and parent & toddler groups.

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

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

To use this service please call the helpline number on 0300 123 4510, e-mail [chis@eastdunbarton.gov.uk](mailto:chis@eastdunbarton.gov.uk) or log onto the service's website at [www.scottishchildcare.gov.uk](http://www.scottishchildcare.gov.uk).



## APPENDIX 1

### How can I help my child with maths and number work?



You can:

- Encourage the correct formation of numbers and the proper layout and presentation of sums.
- Check your child's work and if you find a mistake, talk about what they did.
- Let your child work out the answer.
- Help to memorise number bonds and tables.
- Use everyday situations to apply skills they have learned e.g. Telling the time, reading timetables, weighing out ingredients, sharing out items etc
- Play number games and puzzles together.
- Make use of maths and number websites.

### How can I help my child with topic work?

Talking to your child about the topic being studied will encourage them to discuss what they knew before starting the topic and what they are learning. It is of great benefit if further research can be done at home. This could be from books, newspapers, magazines, news programmes on TV or the radio. If there is computer access at home, the internet can be a great source of information (with parental guidance). It is important that children learn to 'use' the information they find rather than simply copy it. Libraries are another excellent source of information and there may well be computer access there too.

### Why does my child get homework if s/he has worked hard at school all day?

Homework gives children the opportunity to revise and consolidate skills learned in class and to apply skills of investigation and research. In Castlehill Primary homework is valuable, varied, interesting and enjoyable. It is provided at every stage with the amount increasing as children progress through school. It should be looked on as part of a child's learning experience alongside opportunities to pursue other interests e.g. piano lessons, swimming, sports etc.

### How can I help my child with homework?



Establishing a good routine will help your child to develop a positive approach to their homework. This can be done by:

- Setting a regular time when homework has to be done.
- Providing a quiet, relaxed atmosphere with no distractions e.g. TV switched off
- Checking your child's homework diary or school-bag to see what homework has been set by the class teacher.
- Encouraging an acceptable standard of presentation.
- Signing the homework jotter/diary to show that you feel your child has made a reasonable effort to complete the work.
- Writing a note to the class teacher if you feel your child is experiencing a particular difficulty.

### What happens if my child has not completed homework or has forgotten to take it to school?



It is very important that from the start of primary school you encourage your child to pack their own schoolbag for the next day to ensure that they have everything they need. We are trying to encourage our children to be independent learners and this is another way in which we can help.

In the infant classes there is a daily homework diary for you to sign on completion of work. In the upper school the children have homework diaries which they fill in at school. It is helpful to discuss the entries and help your child to complete tasks on time.

If for any reason your child cannot complete the task on time, please write a short note to the teacher to explain this and say when the work will be done.

If the class teacher finds work not completed, a letter may be sent to you so that the task may be done and handed in to the teacher on an agreed date.

### If I need more information or advice, who can I speak to?



The Head Teacher and the Depute Head Teacher are both available to speak to you about any concerns you have regarding your child's homework. Please telephone the school office for an appointment.

### How long should homework take to complete?

The time taken to complete homework tasks will vary from child to child according to their development. Some tasks may be intended to be completed quickly whereas other tasks will require more time and/or research. It is anticipated that as children progress through school, homework will take longer. Many teachers will issue the tasks weekly to allow the children to fit them around their other activities.

### What type of homework should I expect?



Homework will vary from class to class and stage to stage, depending on the needs of the children. However, here is a list of activities that your child may be given during their time at primary school. Every child will not receive all of these on a weekly basis.

- Spelling - words to learn/practice/use in sentences
- Reading - a home reading book or using a library book.
- Numeracy - an activity which consolidates or practices a concept taught in class.
- Topic - research or project work
- Presentation - preparing for a personal talk
- Shared learning challenges - these are designed to encourage children and parents to work together. They may be related to a topic or a specific curricular area. Children can select which ones they would like to complete over the course of the term.



Frequently asked questions about....

## Home Learning

*"Learning happens wherever children are; and for the largest part of their developing years children are within their homes and communities."*

### How can I help my child with reading?

Here are some simple suggestions for use when sharing stories/ texts with your child:

- Talk about the front cover - title, author, illustrator
- Talk about the blurb and/or pictures to predict what the story might be about
- Listen to their read, encouraging fluency & expression
- Encourage them to use different strategies for words they do not know.
- Sign and complete the reading record (if appropriate)
- Share enjoyment of reading by modelling your enjoyment of books you like.
- Share and encourage a wide variety of texts including newspapers and magazine articles.

### How can I help my child with spelling?



When learning new words children can use the method we teach in school:

**Look at the word**  
**Cover the word**  
**Write the word**  
**Check the word**

When practising their new words the children can use a variety of 'active strategies' which are good for different learning styles e.g. Use pasta/straws/ Lego to make your words, see how many times you can write each word in 1 minute etc. When writing in school children are encouraged to 'have a go' at words they do not know using the phonics rules and spelling patterns they already know.



## APPENDIX 2

### GROUP PERSONAL INJURY & TRAVEL INSURANCE COVER

**INSURED PERSONS:** The insurance cover applies to any person participating in an educational Excursion or work experience arranged by EDC departments.

#### SUMMARY OF BENEFITS

<b>INSURERS:</b> ACE EUROPE <b>POLICY NO:</b> 53UK476571 <b>EXPIRY DATE:</b> 30/04/2015	<b>CATEGORY A</b> Persons under 18 years old	<b>CATEGORY B</b> Persons aged 18 years to 75 years
Death	£20,000 (Limited to £5000 for pupils under 16 years of age)	£20,000
Permanent Disabling injuries	Up to £20,000	Up to £20,000
Personal Accident – Temporary Partial Disablement	£5 per week (Pupils under 16 years) £20 per week (Pupil aged 16-18 years)	£50 per week (Benefit period up to 104 weeks)
Dental Expenses	£1000	£1000
Medical Expenses	Unlimited	Unlimited
- Supplementary travel & accommodation	£15,000	£15,000
Cancellation/Curtailment	£10,000	£10,000
Personal Belongings	£2,500	£2,500
Max limit any one article, pair or set	£250	£250
Personal Belongings delay	£450	£450
Money (including that held for other person by over 18's)	£2000	£2000
Personal Liability	£5,000,000	£5,000,000
Max aggregate limit per excursion	£5,000,000	£5,000,000

The following excesses will apply in respect of each and every claim per Insured Person:

- |                               |     |   |
|-------------------------------|-----|---|
| (a) Medical Expenses          | £15 | <i>Aggregate limit per excursion of £50,000.</i>                    |
| (b) Cancellation/Curtailment  | £15 | <i>Excludes all sports equipment in use except for skis and all</i> |
| (c) Personal Belongings/Money | £15 | <i>camping equipment, boats &amp; sailing boards at any time</i>    |

- Cover is subject to the normal terms, conditions and exclusions outlined in the policy
- Participants must not travel against the advice of a qualified medical practitioner
- All losses of personal belongings or monies must be reported to police, hotel, management or transport carrier within 48 hours
- The duration of educational excursions must not exceed 31 days

## CASTLEHILL PRIMARY SCHOOL

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Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:-

- (a) before the commencement or during the course of the school year in question;
- (b) in relation to subsequent school years.