



St. Helen' Primary School
Wester Cleddens Road
Bishopbriggs
Glasgow
G64 1EH

Dear Parent,

Welcome to St. Helen's Primary School.

If you are thinking of sending your child to St. Helen's, I hope you will find the information in this School Handbook helpful.

St. Helen's Primary is very much a part of the local community and everyone: parents; staff; pupils and friends have an important role to play in the life of our school.

We look forward to having your child in our care, and hope that this will be the beginning of a happy time for your child. At St. Helen's Primary School, we take a pride in creating a happy, secure, nurturing and stimulating learning environment where all the children in our care are given learning experiences of the highest quality and the opportunities to achieve their full potential.

In partnership with parents, we work to encourage positive attitudes in our pupils, both in learning and play, and as a Catholic School we seek to foster the values of caring and sharing, tolerance and respect for the views and beliefs of others within our local community and the world at large.

I hope you will find our Handbook helpful and informative and I look forward to meeting you in the coming months when you visit the school.

Yours sincerely,

Maureen O'Connor
Head Teacher



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SECTION 1 CONTACT DETAILS

1.1 Contact Details

Name Mrs. Maureen O'Connor
St. Helen's Primary School

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Bishopbriggs
Glasgow G64 1EH

☎... 0141 955 2286

Website www.st-helens.e-dunbarton.sch.uk

E-mail office@st-helens.e-dunbarton.sch.uk

Parent Association e-mail office@st-helens.e-dunbarton.sch.uk

Parent Council e-mail office@st-helens.e-dunbarton.sch.uk

About the School

St. Helen's Primary School is a Roman Catholic Primary School within the Glasgow Archdiocese and the East Dunbartonshire Education Department. The school caters for pupils of primary school age, mainly from the Cleddens Park, Woodhill, King's Meadow, Bishop's Meadow and Auchinairn areas. The school is co-educational and at present has a roll of 293 in primaries 1-7 accommodated in 13 classrooms. In accordance with the class size reduction strategy the maximum size intake in P1 is 25, 30 in P2 and P3. P4-7 classes are a maximum of 33.

The school, built in 1970, has a multi-purpose hall used for PE, assemblies, lunches and meetings. There are a number of open areas throughout the school providing additional space to support active and collaborative learning. The school is set in the grounds of the original Cleddens Estate. It has a large playground, a soft playground area, an Eco Garden, an outdoor seating/friendship area and a full-sized all-weather football pitch.

St. Dominic's Roman Catholic Church is close by and plays a great part in the life of the school. The Parish Priest, Fr Chido is a regular visitor to the school.

After seven years of primary education the children normally transfer to Turnbull High School, Bishopbriggs. St. Helen's P.S. is part of Turnbull Cluster. There are three primary schools: St. Matthew's Primary; St. Nicholas Primary (Bearsden) and St. Helen's Primary and two pre-school establishments-Cleddens Learning Centre and Auchinairn Learning Centre. Thus, we are in a position to work closely on curriculum and pastoral matters with Turnbull HS Auchinairn and Cleddens ELC, and the children benefit from this continuity in their education.

1.2 Teaching Staff/Support Staff

Head Teacher	Mrs. Maureen O'Connor
Depute Head Teacher	Mrs. Lisa Murray
Principal Teacher	Mrs. Laura Phillips

At the moment we have the following class teachers: -

Primary 1	Room 1	Miss A.F. McIntosh
Primary 1	Room 2	Mrs. L. Hill / Mrs. M.C. Parkins
Primary 2	Room 3	Mrs. P. Linnen / Mrs. S. McAuley
Primary 3	Room 4	Miss. J.L. Clyne
Primary 3	Room 5	Miss. N. Hale
Primary 4	Room 6	Miss R. Franklin
Nurture	Room 7	Mrs. M. Phillips
Primary 4	Room 8	Mrs. M. Cumming
Primary 5	Room 9	Mrs. J. Lannigan
Primary 5	Room 10	Mrs. D. McLaughlin
Primary 6	Room 11	Mrs. G. Thompson
Primary 6	Room 12	Mrs .P. Blair
Primary 7	Room 13	Miss MacInnes
Primary 7	Room 14	Miss. L. O'Connell

RCC/Support Teachers	Mrs. S. Friar, Mrs. M. Queen, Mrs. S. McAuley, Miss. J. Lochhead
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Visiting Teaching Staff	Mrs. S. Jones Music (1 day per week)
Instrumental Tutors	Mrs G. McKane, Mr. J.P. O'Hagan

Support Staff

Administration Assistant	Ms. S. Grant
Clerical Assistants	Mrs. K. Tominey
Family Support Assistant	Mrs. L. Henderson
Pupil Support Assistants	Mrs. C. Campbell Miss. K. Pearce Miss. L. McEwan Miss. J. Gemmell Miss. J. Paterson Mrs. J. Dennis Vacancy x 2
Building Manager	Mrs. C. Gibb

1.3 School Hours

AM	9.00 - 12.15
Interval	10.30 – 10.45
Lunch	12.15 – 13.00 (Lower School 12.-12.45pm)
PM	13.00 - 15.00 (Lower School 12.45-15.00pm)

Primary 1 pupils attend full time from first school day in August.

All pupils have a statutory entitlement to two hours of P.E. each week.

Bishopbriggs Out of School Care provide a Breakfast and After School Care based in the school. Please contact direct on **0141 370 0927** for more information.

Auchinairn and Forest After School Care provide a Breakfast and After School Care. Please contact direct on **07584 514181**.

1.4 School Year

Term and holiday dates are intimated regularly to parents by means of newsletters, EDC Website and School Website. Relevant dates for 2026/2027 are as follows:

First Term

Teachers return (In Service Day)		Thursday 13 th August 2026
In Service Day (Staff only)		Friday 14 August 2026
Pupils return		Monday 19 th August 2026
Local Holiday	School Closed	Friday 25 th September 2026
	School Closed	Monday 28 th September 2026
	School Re-opens	Tuesday 29 th September 2026
Mid Term Holiday	In-Service Day (Staff only)	Monday 12 th October 2026
	School Re-opens	Monday 19 th October 2026
Christmas Holiday	School closes at 2.30pm	Friday 18 th December 2026

Second Term

School Re-opens		Tuesday 5 th January 2027
Mid Term	School closed	Monday 15 th February 2027
	School closed	Tuesday 16 th February 2027
	In Service Day (Staff only)	Wednesday 17 th February 2027
	School Re-opens	Thursday 18 th February 2027
	Easter Weekend	Friday 26 th March 2027
	Pupils and Teachers return	Tuesday 30 th March 2027
Easter Break	School closes at 2.30pm	Thursday 1 st April 2027
	School closed	Friday 2 nd April 2027
	School re-opens	Monday 19 th April 2027

Third Term

Local Holiday	School closed	Monday 3 rd May 2027
	In-Service Day (Staff only)	Thursday 6 th May 2027
	School open	Friday 7 th May 2027
Local Holiday	School closed	Friday 28 th May 2027
	School re-opens	Tuesday 1 st June 2027
Last Day of School	School closes at 1.00pm	Wednesday 30 th June 2027

1.5 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.

1.6 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 in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk.

Parental Communication with School in Case of Emergency

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

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements



1.7 Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

- Stage 1- Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2- Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, 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 INVOLVEMENT and ENGAGEMENT

2.1 Parents Welcome

All East Dunbartonshire Council Schools welcome parental involvement and engagement as research has shown that when parents are involved children do better in school. Education is a continuing process and does not end each day at the school gate. It is a partnership between home and school both of which have a vital common interest – the full development and fulfilment of the child. The closer we work together the greater the benefit to your child.

In St Helen's PS we promote partnership with parents in the first instance through our comprehensive Primary 1 induction programme then via parents' evenings, school reports, home learning diaries, sharing learning through online platform - See Saw, open afternoons and evenings, Family Learning Events, school outings as well as via Newsletters, school website and by e-mails. We are available throughout the school day and endeavour to respond to your enquiries within 24 hours.

Twice a year class teachers meet formally with parents to discuss progress. Prior to these meetings current schoolwork is sent home to allow parents to familiarise themselves with the work their children have been engaged with in school. Sharing learning via the online platform also plays a key part in sharing your child's

progress in and out of school and is shared weekly by class teachers to allow parents to be up to date with the learning activities and share in their child's achievements.

We regularly canvas parents' views via the termly newsletters, online surveys and through the Parent Council. We also send out questionnaires from time to time and welcome and respond to parents' views on any aspect of school life.

Parental involvement and engagement in St Helen's Primary School is seen in many forms, including support, participation and partnership therefore allowing parents to choose their level of involvement.

We aim to achieve the type of parental involvement and engagement most relevant to our families and to the particular circumstances at St Helen's Primary and our programme is reviewed regularly.

Furthermore, for the last two sessions we have benefitted from having a Family Learning Assistant within our staff team. The FLA enhances the work the school does to engage with our parents and families by providing bespoke information for families and promoting and supporting learning events within the school.

Over the last 3 years, we have adjusted and adapted many of the above parental engagement activities to meet the health and safety requirements necessitated by the Covid 19 pandemic and the additional mitigations placed on schools. For example, we shared school shows and assemblies online or through the school You tube private channel, we shared and continue to share learning through the online See Saw application and our formal Parent Meetings were conducted via a telephone call. We are so happy to have been able to return to welcoming our parents and community back into the school in person and to re-establish so many parental and community engagement events and activities. We continue to be flexible and creative in finding ways to engage and involve our parents and families and are grateful for their willing participation.



Exhibition celebrating 55th Anniversary

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

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils' providers of Early Learning and Childcare education 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.

St Helen's Primary Parent Council was established in August 2008.

Constitution

A copy of the constitution for St Helen's Primary Parent Council can be obtained from the Council Chair or clerk to the Council as detailed below: -

St Helen's Primary Parent Council Members

Chairperson	Mr G. Wright
Vice- Chairperson	Mr. W. McDougall
Members	Mrs. A. Kerr
	Mrs C. Duffin
	Mrs E. Rutherford
	Mrs M. Beaton
	Mrs. M. McKee (Church Rep.)
	Mrs. L. Hill (Teacher Rep.)
	Mrs. F. Smith (Community Rep.)
	Mrs. A. Sermanni (Clerk)

All correspondence should be sent to: Parent Council Clerk
c/o St Helen's Primary School
Wester Cleddens Road
Bishopbriggs
Glasgow G64 1EH
email: office@st-helens.e-dunbarton.sch.uk

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.



Primary 1 Welcome Service in Saint Dominic's Church

2.3 Parent Association (PA)

The PA is mainly responsible for arranging events for children and parents and raising funds for the school. Volunteers are welcome- please contact the PA if you want to join in.

We have a well-established PA in the school and are grateful for the excellent response to requests for support in a variety of social and fund-raising events and in donations of materials for projects.

Copies of minutes of the PA meetings and dates for future meetings are on the internal school notice boards and are also posted on the school website.

St Helen's Primary Parent Association Office Bearers:

The Chairperson	Mrs. Lynne Kerr
Vice Chairperson	Mrs Donna Molloy
Treasurer	Mrs. Frances Kennedy
Secretary	Mrs Marianne McDougall

All correspondence should be sent to:

Parent Association
c/o St Helen's Primary School
Wester Cleddens Road
Bishopbriggs
Glasgow G64 1EH
email: office@st-helens.e-dunbarton.sch.uk

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

2.4 Pupil Council / Committees

Our school committees and groups provide opportunities for our children to be actively involved in the decision-making processes within the school and contribute to school life by organising Health activities, Eco projects, charitable fundraising activities and work with the local community.



SECTION 3 ETHOS

3.1 Vision, Values and Aims

Our vision is that St. Helen's Primary School will be a community of faith and learning where mutual respect and tolerance are expected and encouraged, enabling all members of the school community to realise their full potential.

FAITH LOVE LEARNING COMMUNITY

The values of the Gospel underpin the work of our school. We aspire to: -

- Grow in faithfulness to God

- Respect the dignity of all
- Treat others fairly
- Act honestly
- Work in service of others

The school's aims are shared and agreed by staff, parents and children.

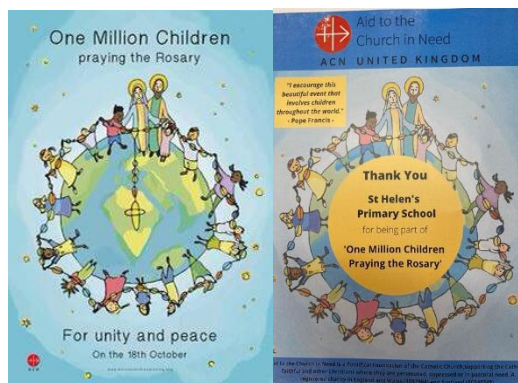
- To create a happy, secure and nurturing environment for all.
- To provide a broad, balanced and well-planned curriculum which offers rich and rewarding learning experiences to meet the needs of our children.
- To encourage excellence and high standards of attainment and achievement.
- To continue to develop partnership with parents, parish and the wider community – by valuing their support, maintaining clear lines of communication and being responsive to their views and enquiries.

As a Roman Catholic primary school St Helen's works closely with our parish of St Dominic's, Bishopbriggs to support and promote the faith development of our children. The Parish Priest, Fr Chido, supports the school to develop the religious education curriculum and to implement the national programme "This is Our Faith". We also work together and with parents to prepare the children for the Sacraments of First Confession, First Communion and Confirmation. We attend Mass each month and on Holy Days of Obligation as well as celebrating events and services together throughout the year.



Staff, parents and children meet to say the Holy Rosary before school each Wednesday in October and May– the months of the Holy Rosary and Our Lady.

St Helen's PS also has strong and active links with many local groups, businesses and sporting clubs including senior citizens groups, St Vincent de Paul Society, West Park and Rossvale Football Clubs, Allan Glen Rugby Club, Springburn Harriers and Sustrans. We also support a number of local and global organisations and charities- Missio, Mary's Meals, St Nicholas Care Fund, and Bishopbriggs Food Bank.



3.2 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 or pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

The Equality Act (2010)

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

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

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

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

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

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.

3.3 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, cultural and social 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.

3.4 Positive Relationships and Behaviour

Pupil Conduct

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

Pupils are expected to set themselves high standards in behaviour. School rules have been devised in consultation with the children to encourage positive behaviour. In line with our Catholic values, we aim to encourage mutual respect and fairness between all members of the school community.

Our Positive Relationships and Behaviour Policy, Anti-bullying Policy and EDC Anti Weapon/Knife Crime Policy can be accessed from our school office or on our school website: <http://www.st-helens.e-dunbarton.sch.uk>

SECTION 4 CURRICULUM FOR EXCELLENCE

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

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

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

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

Language and Literacy

Language is at the heart of children's learning. Through language the children receive much of their knowledge and acquire many of their skills. In St. Helen's P.S. we aim to provide structured and stimulating opportunities to use language in contexts appropriate to the needs of individuals and the world in which we live.

Language consists of

- Listening and Talking
- Reading
- Writing.

High priority is placed upon developing the children's literacy and their ability to use language appropriately through listening attentively, talking fluently, reading with understanding and writing with style and accuracy.

Our reading programme is varied and uses a wide range of resources and media. Our aim is to systematically develop the children's basic reading and higher order skills while promoting an enthusiasm for reading which will enable children to be confident, critical and independent readers who read for pleasure and information.

Opportunities for talking and listening are provided in all curricular areas. The children are encouraged to listen and talk appropriately about experiences, opinions, feelings and text, showing an awareness of audience and purpose.

Imaginative, Functional and Personal writing is taught systematically throughout the school from P1-7. These programmes are enhanced by the teaching of spelling, punctuation, structure and handwriting.



P6 - Young film makers!

Modern Languages

French is taught at P1 to 7. The teaching approach encourages spoken language and includes a number of activities, songs and games designed to foster confidence in speaking French. Children in primaries 5-7 are also introduced to a third language - Spanish which is supported by Turnbull Cluster activities and events.



Mathematics and Numeracy

Mathematics consists of: -

- number, money and measure;
- shape position and movement;
- information handling.

In St. Helen's P.S. we plan experiences for children that will stimulate and promote their understanding and enjoyment of numeracy and mathematics. Teachers in all classes plan number talks and active learning activities which provide opportunities for children to observe, explore, investigate, experiment, play, discuss and reflect on numbers and mathematical concepts. Children also have the opportunity to develop mental agility and are encouraged to make links across the curriculum to show how mathematical concepts are applied within a wide range of contexts.



Social Subjects

Social subjects consist of: -

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

Our programme for social studies is developed mainly through a range of relevant and current topics to promote the children's understanding and awareness of their environment and often linked to other curricular areas through interdisciplinary learning. We also use an enquiry-based approach in this area where the children lead by researching areas of interest within the topic thus developing their research and learning skills as well as their collaborative and team working skills.

In the lower school the focus is the immediate environment with children being encouraged to investigate and explore their surroundings and reflect upon their personal experiences much of this in a play-based approach. As children develop their experience is extended to cover distant places, not only in space, but in time. While fostering knowledge and understanding of the children's own cultural heritage it also prepares them for life in a society where cultural diversity is recognised and respected.

Sciences

Science and its applications are part of our everyday lives. Through science children develop their interest in, and understanding of, the living, material and physical world. Skills, knowledge and understanding are developed progressively through: -

- Planet Earth;
- Forces, electricity and waves;
- Biological systems;
- Materials
- Topical Science.

The children engage in a range of investigative tasks and experiments to promote critical and creative thinking.

Technologies

Learning in the technologies enable children to be informed, skilled, thoughtful, adaptable and enterprising citizens.

- Technological developments in society
- ICT to enhance learning
- Business
- Computing Science
- Foods and Textiles
- Craft, design, engineering and graphics



Expressive Arts

Music, Drama, Dance, Art and Design make a valuable contribution to children's physical, emotional, intellectual and social development.

All children are therefore encouraged to participate in and enjoy all aspects of expressive arts through structured programmes of study within each class.

In addition to the on-going work undertaken by class teachers, children's experiences are enhanced by the impact of specialist teachers. At present we have a visiting music teacher, woodwind, brass and percussion instructors providing tuition in the upper school.



St. Helen's Dance Troupe
2026

Health and Wellbeing

Learning in health and wellbeing across the curriculum ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. Learning through health and wellbeing enables children to make informed decisions, experience positive aspects of healthy living and activity and promote positive attitudes which will be sustained into adult life.

In St. Helen's P.S. our Health and Wellbeing programme permeates all areas of the curriculum while addressing specific themes and aspects such as rights and responsibilities, choices and anti-bullying.

In Physical Education the children follow a broad programme of gymnastics, athletics, games skills and social dance. Each child receives two hours of P.E. each week.



Health Week and
Sports Day

Religious Education

As a Catholic School, we pay great attention to the religious education of our children. We follow "This is Our Faith" Religious Education programme and our religion permeates learning and teaching in all areas of the curriculum. The National Catholic programme of Relationships and Moral Education God's Loving Plan is taught to all classes from Primary 1 – 7. School Masses are held on all Holy Days of Obligation and First Fridays. A series of religious based assemblies and services are held throughout the year on a variety of themes. Each class participates in regular daily prayer at the start and end of lessons.



P3 received the
Sacrament of
Reconciliation

First Holy Communion 2026



Pupils and staff are frequent visitors to St. Dominic's RC Church and its Parish Priest, Fr. Chido, is a regular visitor to the school.

Catholic pupils prepare to receive the Sacrament of Reconciliation when they are in Primary 3 and the Sacrament of First Holy Communion at the Primary 4 stage. In Primary 7 children receive the Sacrament of Confirmation. From Primary 4 – 7 pupils also learn about the major Other World Religions of Judaism and Islam.

If you wish further information on Curriculum for Excellence, please visit www.educationscotland.gov.uk

RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

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

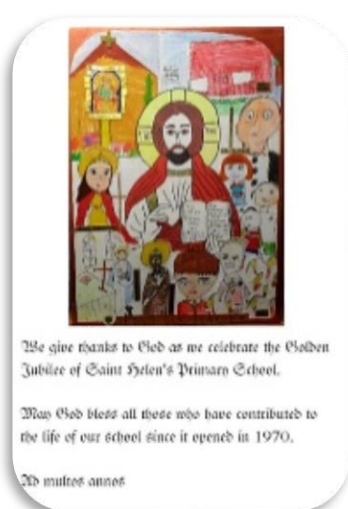
In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classroom and at assemblies.

At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.¹

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

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



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

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

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

Where a parent chooses a denominational school for their child's education, they choose to opt into the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character



Father Chido
regularly visits the
school

4.2 Home Learning

The school has a clearly defined policy on home learning, a copy of which can be obtained from the school office or from the school website www.st-helens.e-dunbarton.sch.uk

4.3 Extra Curricular Activities

There are a range of extra-curricular activities available throughout the year. These have included football, netball, athletics, tennis, basketball, badminton, cycling, arts and crafts, dance, mini-fit, drama, rugby and school choir. These activities are provided by school staff and local coaches and are available mainly as after school clubs. All children receive an opportunity to participate in these activities as appropriate to their age and stage of development.

SECTION 5 ASSESSMENT AND REPORTING

5.1 Assessment and Achievement

In St. Helen's P.S. we operate a policy of continuous assessment from Primary 1 to Primary 7. We use a balance of formative and summative assessment in order to build a clear picture of each child's progress, which is monitored by class teachers and promoted staff.

Assessment also enables teachers to plan programmes of work and to check on the effectiveness of teaching methods and resources in promoting children's learning.

Children are also encouraged to make judgements about their own progress and to set targets in agreement with teachers and parents. As a result of the opportunities provided by the enhanced online facilities available to schools, we have been successfully developing the use of the online platform See Saw to share the children's learning achievements and progress with their parents and families.

In addition to this ongoing assessment, we also engage in national assessment: Scottish National Standardised Assessments in Maths, Reading and Writing in P.1, P.4 and P.7.

All assessment information gathered helps the child and teacher to identify the next steps in their learning to ensure that every child is achieving their full potential.



Children in the School Environment Committee made a poster with pictures of all pupils, SMT, teaching staff, support staff, office staff, cleaning staff, kitchen staff and building management.



5.2 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:



Children, parents and grandparents enjoying reading together



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

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

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

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

Further information about how the Education Service seeks to work with parents is available in the publication *"Schools, Parents and Parental Responsibility: A Briefing Paper for Schools and Education Support Services under the Management of East Dunbartonshire Council (2007)"*

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

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow G66 1TS
Tel: 03001234510
email: greg.bremner@eastdunbarton.gov.uk

Netball Team



SECTION 6 TRANSITIONS AND ENROLMENTS

Deferred entry to Primary School – Parents have the legal right to choose to defer their child and request an additional year within the early year's centre. Parents should note that an additional year's funding is only guaranteed for children whose birthday fall in January and February for children who have birthdays in August to December will need to provide some additional supporting information. Full details can be found on website <https://www.eastdunbarton.gov.uk/residents/schools-early-years-and-learning/early-years/deferred-entry-school>.

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.

6.1 Registration and Enrolment

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

Transfer from nursery to primary

Before leaving an Early Learning & Childcare Centre, a transfer of information record for each child will be prepared by Early Year's staff to ensure a smooth transition and continuity of education for the child transferring to primary.

6.2 Primary School Admissions

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

Enrolment dates will be set by the Education Service and the enrolment should be completed in December prior to the start of term in August. The authority will provide information on enrolments on the website, in

the local press and Early Learning & Childcare Centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

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

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

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

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

6.3 Secondary School Admission

Transfer Information will be issued to Primary 7 parents in December 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.

St Helen's PS is part of Turnbull Cluster. We have a rich and full liaison and transition programme with Turnbull HS- our catchment secondary school- which starts formally in Primary 6 and is further focussed in Primary 7 with joint events, visits from staff, visits to Turnbull HS for Science experiences, Modern Language events, joint learning activities in literacy and maths, Catholic Education Week Mass, visiting sessions from S6 Sports Leaders to name a few. The purpose of this liaison is to strengthen the partnership between our schools to ensure a smooth transition for children transferring to high school. There are clear procedures and arrangements in place to build up the children's awareness and understanding of the secondary school experience and to support their transition to secondary education.

Furthermore, there are enhanced arrangements to support children who have additional support needs or are particularly anxious about transferring to high school. These arrangements are bespoke to the needs of the individual child and are planned in conjunction with the child, their parents, school staff from St Helen's PS and key staff from the secondary school. These enhanced arrangements include Team Around the Child (TAC) meetings in P6 and P7, shared information, planned additional visits to the high school as well as staff visits to the primary school. There are also additional programmes provided for individual children by Turnbull HS for enhanced support for transition.

Our associated Secondary School is:

Turnbull High School,
St. Mary's Road,
Bishopbriggs,
G64 2EH
Phone 0141 955 2393



6.4. Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

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.

6.5 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 these are surplus places available at the school.

6.6 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 SUPPPORT FOR PUPILS

7.1 Children and Young People with Additional Support Needs

The Additional Support Needs Co-ordinator in St. Helen's Primary School is Mrs. Murray (DHT).

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

All children require support to help them learn. However, there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by an 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 which is generally available have additional support needs.

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

That the child or young person:

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

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

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

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

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

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

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

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

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a plan provided for them in school

which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be 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 contact: 0131 313 8844 or go to www.resolve.org.uk

In St Helen's PS we cater for the needs: learning, social, emotional, mental, physical and spiritual, of all children attending our school. We provide differentiated learning at every stage. We nurture and promote the health and wellbeing of every child and are fortunate to also have a Nurture Base within the school, provided by EDC. Nurture is a short- term intervention for children with social, emotional or physical barriers, that impact on their capacity to learn. Such an intervention offers children an opportunity to work within a small group context, to help them develop the skill set required to enable them to reintegrate back into their own class. Nurture provides a safe, secure and consistent routine and ensures children get the support they need to fully engage in the education process.

In St. Helen's Primary School, we continually monitor children's progress in all aspects of the curriculum. If we feel progress is being hindered in any way, the class teacher will look at alternative strategies in liaison with the Senior Leadership Team.

Parents are informed and kept up-to-date about these strategies. Communication takes place via: -

- informal meetings with parents
- Formal Parent Meetings
- introduction of support plan
- review meetings with parents and Pupil Support Group meetings

Our Pupil Support Group meets regularly throughout the school year and is attended by the Educational Psychologist, Senior Leadership Team, Class Teachers, Education Support Teacher and appropriate professionals depending on which needs are being discussed e.g. school nurse. If a parent has any

concerns regarding additional support needs these can be referred to the Additional Support Needs Co-ordinator, Class Teacher or a member of the Senior Leadership Team.

7.2 Supporting Families Service

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



7.3 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.

7.4 Additional Support Needs

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

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

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

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

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

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

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 Advisor is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Advisor in response to the needs of their school context. Every Autism Advisor will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Advisor differently. The role of the Autism Advisor 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).

Parents can access the local authority policy for ASN at www.eastdunbarton.gov.uk. This policy includes:

- the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young person so identified.
- the other opportunities available under this Act for the identification of children and young persons who -
- have additional support needs,
- require, or would require, a co-ordinated support plan,
- the role of parents, children and young persons in the arrangements referred to in paragraph (b),
- the mediation services provided
- the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.
- Information about support and advocacy

7.6 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.

7.7 Pastoral Support

Children at St. Helen's Primary are given pastoral support via their class teacher and this is normally sufficient. If, however, parents, children or teachers are concerned then the Senior Leadership Team will move to access further support as necessary in the same way as discussed above.

Further information can be found at: -

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

7.8 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 through 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 area 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 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 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 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 Child Protection Co-ordinator in St. Helen's Primary School is the Head Teacher, Mrs. Maureen O'Connor



SECTION 8 SCHOOL IMPROVEMENT

8.1 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.

8.2 STANDARDS AND QUALITY REPORT

Every year each school publishes a Standards and Quality report which highlights the school's main achievements. For a full overview of our achievements – St. Helen's Primary Standards and Quality Report published on the school website www.st-helens.e-dunbarton.sch.uk

8.3 SCHOOL IMPROVEMENT PLAN 2026-27

Our school website also hosts our Improvement Plan for this session. Our main priorities are –
Priority One - Wellbeing & Inclusion and Equity in Literacy

Priority Two - Pedagogy & Meta-Skills in Listening and Talking

Priority Three - RERC- awareness raising of RERC Curriculum Improvement Cycle

8.4 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 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, 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.

8.5 DATA POLICY

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Education 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>).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

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

Concerns

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

9.1 SCHOOL POLICIES AND PRACTICAL INFORMATION

School Policies are on the school website, please follow the link below;

<http://www.st-helens.e-dunbarton.sch.uk/schoolinformation/policies>

For further information on schools please see East Dunbartonshire Council's website

www.eastdunbarton.gov.uk/schools

9.2 EXCURSIONS

It is our practice to arrange day excursions to some places of interest related to class learning. P7 children also spend time including overnight stay at an outdoor education centre.

Parents will be informed in writing of the full details before any excursion takes place; which will include the expected learning outcomes and financial costs, behavioural expectations, supervision levels and accommodation (if appropriate). The school policy on mobile phones will be applied whilst on excursions.

Parents are encouraged to contact the school with any queries well before any excursion occurs and to attend any parents' evenings regarding the trips.

9.3 SUPERVISION OF PLAYGROUNDS

An adult presence is provided in playgrounds at break times in terms of the school (Safety and Supervision of Pupils (Scotland) Regulations, 1990).

9.4 SCHOOL UNIFORM

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress 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, pupil, staff and the Parent Council. It incorporates a range of popular items of dress.

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

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

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

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

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

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

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

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

ST. HELEN'S P.S. UNIFORM

White blouse/shirt and school tie
Red cardigan/ pullover or school sweatshirt (with or without school badge)
Grey skirt or grey trousers (plain, straight legged)
Grey/red tights or grey/white socks
Black shoes or plain black training shoes
Green School Blazer/ Green School Waterproof fleece jacket
PE shorts-dark green, white t-shirt (with or without school badge)



9.5 Lost Property

Although every effort is made to trace lost property, the school cannot accept responsibility for this. Sums of money and articles of value such as expensive watches should not be brought to school. No money should be left in the cloakrooms. All items of clothing should be clearly marked with the child's name.

9.6 SCHOOL MEALS

School meals are made in St. Helen's Primary kitchen and special arrangements can be made for children with dietary problems. We have a cafeteria system in the dining hall with tables set aside for packed lunches. We advise that children should not bring breakable containers or hot liquids, which could constitute a safety hazard.

As a health promoting school, we would encourage children to bring healthy packed lunches. (No fizzy drinks, sugary snacks). Also, as some of our children have nut allergies, we would ask that 'nutty' snacks are not included.

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

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

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

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

Free School Meals

Some families may be eligible for free school meals. Children of parents/carers receiving income or income-based job seekers allowance are entitled to a free midday meal. Children of who are in receipt of child tax credit or working tax credit and child tax credit or employment support allowance (income related) or support under part IV of the immigration and asylum act may also be eligible.

Information and application forms for free school meals may be obtained from schools, the Community Hubs and Hubs and Shared Services or www.eastdunbarton.gov.uk.

Only those children whose parents receive income support or income-based job seekers allowance child tax credit where qualifying income criteria has been met) will be entitled to free milk. Milk may, however, be available for purchase in the school during the lunch period.

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

Please do not apply for free school meals if your child(children) is/are in P1, P2, P3, P4 or P5 as a meal will automatically be given. P6 and P7 pupils not in receipt of free school meals can purchase a school meal using the Cashless Catering System.

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

9.7 TRANSPORT

(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to

enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

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

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

(b) Pick up Points

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

(c) Placing Request

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

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



Adverse Weather Conditions

Driver's Responsibilities

- **In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.**



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

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message or e mail (at peak times there may be delays due to volume across local authorities).
- * In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

PARENTAL RESPONSIBILITIES

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

child/children should be taken or directed to the closest accessible pick-up point within a reasonable distance.

9.8 MEDICAL AND HEALTHCARE

Routine medical and dental inspections take place during your child's primary career and you would be informed of these at that time.

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.

If your child takes unwell in school, in the first instance, the parent would be contacted and thereafter we would contact the identified emergency contact.

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.

9.9 DATA PROTECTION ACT 2018

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



9.10 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, 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.

9.11 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, and how particular decisions have been reached. If you would like to use this legislation 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.

9.12 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 capacity of being viewed by any person with Internet access worldwide. Pupil photographs will be held with the school's Management Information System (SEEMIS), parent will be asked for consent.

1. Schools will discourage, and will advise parents to discourage, pupils from bringing phones to school.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss 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 grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone out with the policy 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 the circumstances, will decide on an appropriate discipline. In certain circumstances, the 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.

9.15 APPOINTMENT OF ADULTS TO VOLUNTARY CHILDCARE 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 childcare position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary childcare 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 childcare position within a service managed by East Dunbartonshire Council.

SECTION 10 USEFUL ADDRESSES

Community Directorate
Education Office
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1XQ
Tel: 0141 578 8709

Local Councillors

Gordan Low - Scottish National Party
Alan Moir - Scottish Labour Party

East Dunbartonshire Council
Membership Services
12 Strathkelvin Place
Kirkintilloch
Glasgow G66 1TJ

Area Registration Office
21 Southbank Road
Kirkintilloch
Glasgow
G66 1NH
Tel: 0300 123 4510 (for footwear and clothing grants/free school meals)
School and Community Centre Letting
East Dunbartonshire Council
Suite F4
6 Strathkelvin Place
Kirkintilloch
Glasgow
G66 1XT
Tel: 0300 123 4510
Email: letting@eastdunbarton.gov.uk

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



