BEARSDEN ACADEMY SCHOOL HANDBOOK 2026/2027



Bearsden Academy
St Andrew's Way
Bearsden
G611 3AX
Tel No; 0141 955 2344
Email: office@bearsdenacademy.e-dunbarton.sch.uk
Website: Bearsden Academy - Bearsden Academy

Bearsden Academy is a non-denotational, co-educational, six year school. The school roll at October 2026 is 1224.



Bearsden Academy was founded in 1911, and is a non-denominational, six-year comprehensive school situated in the Glasgow suburb of Bearsden. Its location on the former St Andrew's College campus gives it a central focus in the community, and it is within easy reach of the four associated primaries: Baljaffray, Bearsden, Castlehill and Mosshead. In addition, a significant number of pupils transfer from nearby St Nicholas' Primary, and placing requests from Glasgow, Clydebank and beyond. In addition, the school is home to a successful Enhanced Learning Resource (ELR) funded by East Dunbartonshire Council. At present, 21 pupils attend the resource and are integrated to varying levels within classes.

The school has a long and proud academic tradition, and has the enviable distinction of regularly being among the 10 top performing state schools in Scotland. Added to this is an impressive record of achievements in other spheres of school life, thanks largely to the provision of an extensive range of extra-curricular activities in which pupils are encouraged to participate.

The new Bearsden Academy was opened in August 2009 and is a purpose-built facility funded by the Council's PPP programme, with a capacity of around 1200. As a result, S1 intake has been capped at 210.

The new building provides excellent opportunities for a variety of teaching approaches. The thrust of the recent improvement planning process has been to prepare staff for these opportunities. Strategic Learning and Teaching initiatives have been successful in helping staff share successful working practices, all with a view to providing stimulating learning contexts for our young people.

The teaching staff complement is currently 100 and includes a Senior Leadership Team of 8, with 18 (22) curriculum, one Education Language Resource, one PT Support for Learning, one Wellbeing Support Teacher and a Guidance team of 5 PTs. The school was last inspected in session 2015-2016 with the school's "excellent" ability to self evaluate and improve being a significant strength. In addition, inspectors highlighted "the very positive climate for learning", noting both the school's "outstanding attainment" and a "strong sense of partnership between all members of the school community" as being key strengths.

The Parent Council, formed in 2007, is active and very supportive of the school, and parents in general are highly supportive of consultation and information evenings, as well as a plethora of extra-curricular school events. The PTA is very active in raising significant funds to benefit the school community. There is a highly positive ethos in the school, and both staff and pupils are committed to excellence – the byword for Bearsden Academy.

Mr G Cooper
Head Teacher

Section 1—School Information

Bearsden Academy
St Andrew's Way
Bearsden Glasgow G61 3AX
Tel. (0141) 955 2344
Pupil Absence Line: 0141 955 2345

e-mail: office@bearsdenacademy.e-dunbarton.sch.uk
website: www.bearsdenacademy.e-dunbarton.sch.uk

The current roll of the school is 1224 (as of October 2025)
S1 – 207 S2 - 210

S3 - 209 S4 – 210

S5 – 203 S6 - 185

Roll Projections for Bearsden Academy.

In recent years a number of schools in East Dunbartonshire have had high occupancy levels due to the demand in the school's catchment area, through placing requests from parents in other areas in East Dunbartonshire and from parents living in neighbouring local authority areas.

Roll projections for a small number of schools show there is a risk that a school may be oversubscribed for catchment pupils when the allocation of places is carried out in April each year.

The Council has now agreed a clear procedure to manage this effectively which will involve changes to admissions policies for primary and secondary schools and transfer arrangements for pupils going from primary to secondary school. The changes will take effect for admissions from session 2020/21.

The new building was opened in August 2009 and was constructed under the Council's PPP programme.

It provides a state-of-the-art facility for staff and pupils. The school's ICT infrastructure is excellent with almost all teaching areas featuring interactive board technology designed to support the curriculum.

The school is designed to accommodate the physically disabled.

The campus is spacious and outdoor facilities include all-weather surfaces for sports.

NB If, for any reason, an early closure of the school has to take place, transport will be arranged accordingly and parents will be notified. Should an emergency closure have to be

effected, every effort will be made to ensure that transport is available for those pupils who travel by bus. Special arrangements also are made for those pupils who will have no parent at home at the time of closure and normally we offer accommodation to them, either in the Assembly Hall or in the Social Area of the school. Every effort is made also to ensure that school lunches are available during the day.

The School Day:

Monday & Wednesday				Tuesday, Thursday & Friday			
S1 - S3		S4-S6		S1 - S3		S4-S6	
REGISTRATION	08.50 -09.00	REGISTRATION	08.50 -09.00	REGISTRATION	08.50 -09.00	REGISTRATION	08.50 -09.00
PERIOD 1	09.00-09.50	PERIOD 1	09.00-09.50	PERIOD 1	09.00-09.50	PERIOD 1	09.00-09.50
PERIOD 2	09.50-10.40	PERIOD 2	09.50-10.40	PERIOD 2	09.50-10.40	PERIOD 2	09.50-10.40
INTERVAL	10.40-10.55	PERIOD 3	10.40-11.30	INTERVAL	10.40-10.55	PERIOD 3	10.40-11.30
PERIOD 3	10.55-11.45	INTERVAL	11.30- 11.45	PERIOD 3	10.55-11.45	INTERVAL	11.30- 11.45
PERIOD 4	11.45 -12.35	PERIOD 4	11.45 -12.35	LUNCH	11.45 -12.35	PERIOD 4	11.45 -12.35
LUNCH	12.35-13.25	PERIOD 5	12.35-13.25	PERIOD 4	12.35-13.25	PERIOD 5	12.35-13.25
PERIOD 5	13.25-14.15	LUNCH	13.25-14.15	PERIOD 5	13.25-14.15	LUNCH	13.25-14.15
PERIOD 6	14.15 - 15.05	PERIOD 6	14.15 - 15.05	PERIOD 6	14.15 - 15.05	PERIOD 6	14.15 - 15.05
PERIOD 7	15.05- 15.55	PERIOD 7	15.05 - 15.55				

Calendar 2026-2027;

The link below provides information on school holidays and key dates:
Events - Bearsden Academy
School holidays - East Dunbartonshire Council

Attendance at School

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

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

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

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

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

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

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

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Included, Engaged and Involved (Part 1)

Un-notified Absence
Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.
In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Latecoming
We place great emphasis on the importance of punctuality as a skill for learning, life and work. Pupils who arrive late after registration must sign in at the School Office, where latecomings are recorded and are monitored by Guidance Staff and Senior Leadership Team. Persistent latecoming is brought to the attention of parents via text, a letter from Guidance staff, and if appropriate, communication from our Home Link Officer.

Missing in Education
Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.
Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. (Attendance, exclusion and missing from education - Schools - gov.scot).
Schools should ensure their Child Protection Co-ordinator is notified and seek central support

from the ASN and Children's Services team if they have any concerns.

Family Holidays

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

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

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

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will also be updates on the website www.eastdunbarton.gov.uk

(a) Parental Communication with School in Case of Emergency

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

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

Comments, Compliments and Complaints Procedure

We are keen that you should be completely satisfied about your child's education, and we encourage feedback on our services from parents and pupils. We are, therefore, interested

in feedback of all kinds, whether it be comments, compliments, or complaints.

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

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the parent/carer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.

- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

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

Child-friendly complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensures accessibility, and provides appropriate support.
Child-friendly complaints processes are structured to **empower children and young people** to express concerns about services, treatment, or decisions affecting them. These processes are guided by the **United Nations Convention on the Rights of the Child (UNCRC)**, ensuring that children's rights are central to complaint handling and that their views are taken seriously

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

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

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

children and young people.

Further information can be found using the following link - Child Friendly Complaints | SPSO

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

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

Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council

Section 2 —Parental Involvement and Engagement

Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

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

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

Parent council members 2026

George Cooper Head Teacher

Christopher Dorman Chair

Stuart Dickson

Andrea Glendinning
Mike Kennedy

Lisa Manchanda Wendy
McLaren January
Morgan White Lucy Roy

Alison Ward Arlene
Wilson Jane Whyte

The Parent Council plays an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on their children's education and learning. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. This session, the PTA have developed our School Community Learning Zone.

Feedback: the Parent Council welcomes and encourages feedback from parents and wants to hear from you. If there is anything you want to raise contact Christopher Dorman, Parent Council Chair, use the Parent Council e-mail box, or pop it into the school office and ask them to place your feedback in the Parent Council pigeon hole.

Parent Teacher Association (PTA)

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

The parent members are:

Ruth Higgins Staff Member
Helen Hollister
Holley Vicky McCabe
January Morgan White

The Parent Teacher Association organises a number of events throughout the year in order to support our young people. For example, they organise an annual Christmas Fair and a Summer Fair. They are also responsible for running the School Lottery. This session, the PTA have developed our School Community Learning Zone.

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.

Please see the links below for further information about parental involvement and family engagement.

Scottish Schools (Parental Involvement) Act 2006
Family engagement and support for parents - East Dunbartonshire Council

Pupil Council/Leadership Groups

Bearsden Academy is a non-denominational school, and as such we have pupils from a wide range of cultural backgrounds and beliefs. We aim to develop each child as a person, in the context of our Vision and Values stated earlier in this handbook. Our policies have regard to national advice set out in SEED Curricular 1/2005 and The Standards in Scotland's Schools Etc Act 2000. Our policies have regard to national advice set out in Curriculum for Excellence: Provision of Religious Observance in Schools 2011.

We hold an assembly for each year group every week and these provide an opportunity for us to raise social and moral issues, generally linked to our Rights Respecting School agenda and national issues such as Remembrance Day. This is subsequently reinforced throughout programme of Personal & Social Education, which is delivered to every year group in the school. The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

We have a Chaplaincy Team drawn from ministers from local churches and leaders of faith groups who have an input into our assemblies once a month. They also lead services at Christmas and Easter, and contribute to the curriculum of the Religious Education department. Parents should be aware that they have the right to request that their child be withdrawn from religious observance under the Education (Scotland) Act 1980.

Section 3 — School Ethos School Ethos

OUR VISION
BEARSDEN ACADEMY: COMMITTED TO EXCELLENCE BY WORKING TOGETHER TO BE ALL WE CAN BE













Supporting Rationale: Bearsden Academy is a vibrant learning community that strives to respect the rights of our young people to fulfil their potential. To this end, we are committed to supporting and challenging all members of our school community to become successful learners, confident individuals, effective contributors and responsible citizens.

EAST DUNBARTONSHIRE COUNCIL VISION VALUES AND AIMS



The Vision for the Education Service is '*Excellence for All - A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life'.*
This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and young people.
Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.
These are as follows:
Equity & Opportunity
To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.
Family & Community Partnerships
To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.
Learning and Teaching
To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.
Child Centred and Future Focussed
To provide an education system based on relationships and collaboration to prepare every learner for a successful future.
Inclusion and Empowerment
To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.



The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as a symbol of care, compassion and emotional intelligence; the open book as the traditional symbol of knowledge and learning and finally the laurel symbolising growth, harmony and aspiration.
Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.
"The culture of high levels of trust, high aspirations and high expectations permeates all levels of the system. The relationship-based approach leads to highly effective collaboration

at all levels with a strong focus on improving experiences for children and young people."

EQUAL OPPORTUNITIES FOR ALL

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

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

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

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

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

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

Please also see the schools' Anti-Bullying Policy.

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

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.

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

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment.
The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.
In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background. If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.
For example:
School uniform recycle
Assistance with trips/outings
Festivals and fundraising events

Child Poverty Report and Action Plan - East Dunbartonshire Council

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current plan and can be viewed here *https://thepromise.scot* It is crucial that, in order for The

Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

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

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

We aim to:

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

Promoting Positive Relationships, Behaviour and Learning in Education

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

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

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

whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

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

The school has a clear policy on tackling and preventing bullying which mirrors national and local guidelines. All instances of alleged bullying are carefully investigated, documented, reported and tracked by the school and local authority.

There are a number of elements in our anti-bullying strategy, foremost of which is the work of the Wellbeing team in raising awareness of issues relating to bullying, cyber-bullying and developing confidence in pupils. This includes the delivery of Personal and Social education lessons on the theme of Anti-bullying for S1/S6 pupils, training for staff and pupils on developing strategies to cope with bullying behaviour, opportunities for S5 and S6 pupils to support younger peers through the work of the Sixes and Ones Scheme and awareness raising across the school on pertinent issues relating thereto.

As part of the schools P7 Transition Programme, there is an opportunity for parents to familiarise themselves with the anti bullying policy as part of the school's annual Making the Wellbeing Curriculum visible event. This event supports families to engage with school wellbeing partners and to gain insight into policies and partners working with us to support children.

Our aim is that all pupils will feel safe in Bearsden Academy and will know how to seek appropriate support should they encounter bullying behaviour.

Safety of Pupils

Following the Bailey Gwynne Inquiry in October 2016, 21 recommendations were made to local authorities regarding knife crime/ weapons in school. Under Article 19 of the UNCRC, children have a right to be protected from violence. Clearly, the safety and wellbeing of all

young people and staff within school is of paramount importance. Under the Criminal Law Consolidation (Scotland) Act of 1995 it is an offence for any person to have an offensive weapon on school premises. Any young person, parent/carer or staff - 30 - member with knowledge of the above should immediately inform a member of the Senior Leadership Team.

East Dunbartonshire have provided detailed advice in the 'Anti Weapon/ Knife Crime Guidance' in Schools policy. This aims to:

- Outline expectations regarding pupil and parental engagement with regard to anti weapon and knife crime.
- Provide procedural and operational guidance to all East Dunbartonshire Council schools with regard to weapon/knife crime within schools.
- Provide guidance for a multi-agency approach to reintegrating pupils following an incident of weapon/knife crime.

Section 4 Curriculum

Curriculum for Excellence

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

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

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

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

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

Curriculum Areas

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

Health and Wellbeing

Literacy & English

Numeracy & Mathematics

Religious and Moral Education (RME)

Sciences

Social Studies

Technologies

Courses in s1-s3: broad general education

Our curriculum within the Broad General Education has been designed around the experiences and outcomes up to and including the fourth level, in each of the curriculum areas of Curriculum for Excellence. (Most pupils are working within the third level when they make the transition to us from our associated Primary schools, having already overtaken the experiences and outcomes at the first and second level during their Primary education.)

Courses within the Broad General Education provide relevant depth and challenge for our young people and support appropriately paced progression, whilst ensuring they offer enjoyment through the approaches to learning and teaching.

Pupils have the opportunity to develop skills for learning, life and work through a wide range of opportunities within and across our curriculum. Literacy, Numeracy and Health and Wellbeing outcomes are embedded in our broad general education and learners benefit from this approach. There are also opportunities for Interdisciplinary Learning. Such opportunities allow pupils to make connections in their learning and promote skills development.

Within the Broad General Education at Bearsden Academy, our young people undertake courses within all eight Curriculum Areas: Languages, Mathematics, Expressive Arts, Technologies, Science, Social Studies, Health and Wellbeing and Religious and Moral Education.

All young people within Bearsden Academy have the opportunity to personalise their curriculum as they move from S2 into S3, continuing to cover all curriculum areas whilst having the flexibility to make choices to reflect their interests, abilities and aptitudes. Our young people can make choices within the following Curriculum Areas: Expressive Arts, Technologies, Science and Social Studies.

They all continue to study Languages (English and French), Mathematics, Health and Wellbeing (Personal and Social Education and Physical Education), and Religious and Moral Education. This continues to provide our young people with a challenging and interesting Broad General Education to the end of S3.

Courses in s4-6: senior phase

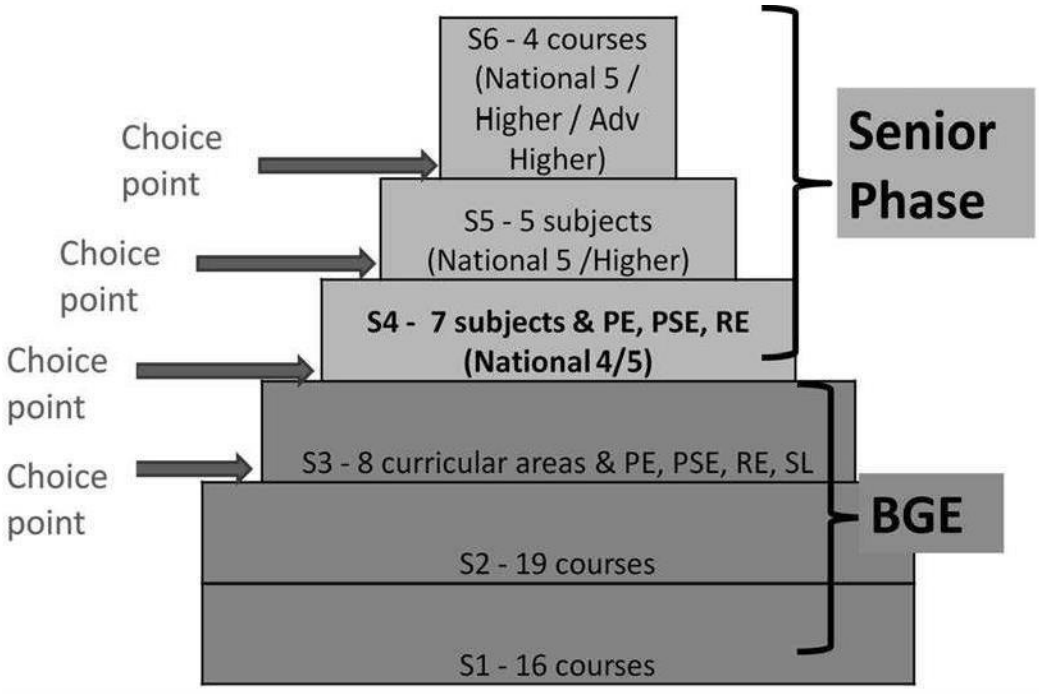
Within the Senior Phase, all students have the opportunity to undertake courses leading to National Qualifications. They will also have the opportunity to access a wide range of courses via the Senior Phase Partnership Programme operated by East Dunbartonshire Council. This programme provides students with the

opportunity to access vocational courses to personalise or complement their curriculum.

In S4 our students work towards qualifications in seven subjects with presentation at National 4 or 5 level, dependent upon progress.

Thereafter in S5, students will select 5 subjects in which they will work to achieve qualifications at Higher, National 5, complete QS units, or National Progression awards dependent upon the needs and aspirations of individual students. Almost all of our students return for S6, where they select 4 courses. Many work towards Advanced Higher qualifications; others choose to add breadth to their learning by working towards further Higher or National 5 qualifications. Our S5/6 curriculum is further supported by opportunities to complete courses which may lead to National Progression Awards.

A number of our S6 students benefit from our Community Contributors Scheme where they complete a placement in the local community. We believe that the totality of our Senior Phase curriculum prepares our young people for lives beyond school and helps them to develop Skills for Learning, Skills for Life and Skills for Work.

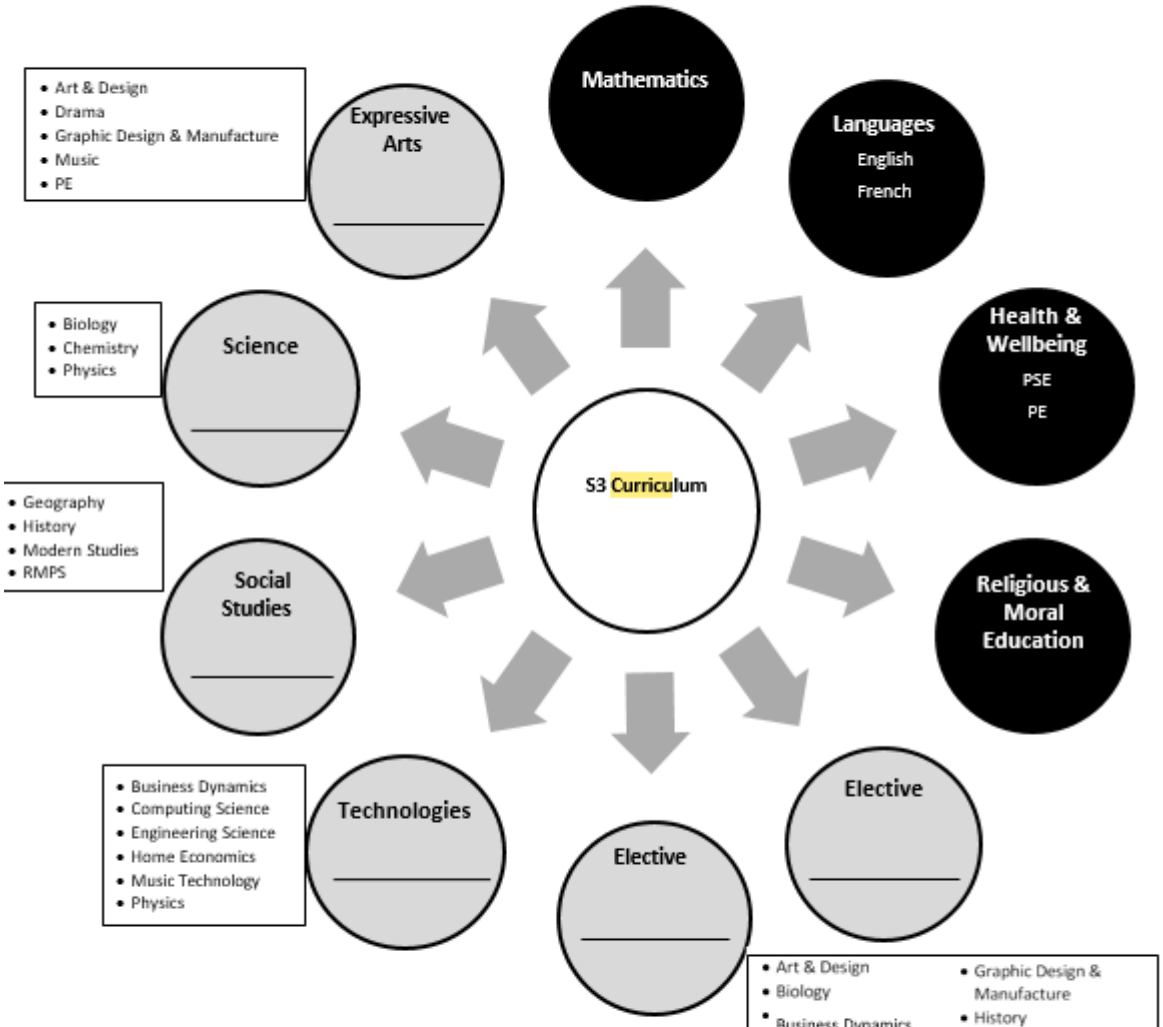


Choice Forms

Please note that the information on the following pages is correct at time of publishing. Updates are made in response to changing circumstances. The most up-to-date forms used during the course of the academic year are available from Guidance staff.

Name:	Class:

Personalisation and Choice within the Broad General Education: Making Choices for S3.



Make 1 choice in each grey circle; write this clearly on the line in each circle.

Parental Signature: Date:
Guidance Teacher's Signature: Date:

S4 CURRICULUM OPTIONS FORM: FEBRUARY 2026

Pupil's Name:		Tutor Group:	
Guidance Teacher:			

Choose one subject from each column.

1	2	3	4	5
Chemistry Geography History Modern Studies RMPS	Art & Design Biology Chemistry Computing Science Graphic Communication Physics	Drama French Geography Graphic Communication History Hospitality ** Music PE Studies	Art & Design Business Management Computing Science Design & Manufacture Engineering Science French Health & Food Technology Music Technology Physics Spanish	Biology Business Management Chemistry Design & Manufacture Drama Engineering Science Modern Studies Music PE Studies Physics
Choice:	**Choice:**	**Choice:**	**Choice:**	**Choice:**

Notes:

- Three science subjects should only be selected by those intending to follow specific careers **and only** after careful discussion with your Guidance Teacher.
- Hospitality will be offered at National 4 only.
- **All courses will depend upon sufficient uptake to form a viable class.**

Parent's/Guardian's Signature: _____ **Date :** _____ **Guidance Teacher's Signature :** _____ **Date :** _____

submitted

[redacted]

S5/6 Options Form

PUPIL'S NAME		TUTOR GROUP	
GUIDANCE TEACHER			

Level	COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E
Advanced Higher	English Maths	Drama French Physics RMPS	Art & Design Biology History	Business Management Chemistry Music Referee Development PDA	Computing Science Geography Graphic Communication Modern Studies Spanish
Higher	English History Maths Photography Psychology **(S6 Only)**	Drama English Maths Music for Wellbeing NPA * Music Technology Philosophy RMPS Statistics -1 unit **(S6 only)**	Accounting Biology Business Management Chemistry Geography Graphic Communication History PE Physics	Biology Business Management Chemistry Design & Manufacture French Human Biology Modern Studies Music Performance NPA Physics Politics	Art & Design Biology Computing Science Drama Drama Technical Theatre NPA * Engineering Science French Geography Graphic Communication Health & Food Technology * Modern Studies Music PE Spanish Sports Leadership (Level 6 Award)
National 5 / SCQF Level 5	English Maths	English Early Education & Childcare Maths Music Technology Philosophy Practical Woodworking RMPS	Art & Design Business Management Chemistry Graphic Communication History PE **Practical Cake Craft (S6 Only)**	Business Management Design & Manufacture Physics Volunteering Skills	Computing Science Drama Technical Theatre NPA * Engineering Science French Geography Health & Food Technology * Modern Studies Spanish Sports Leadership
National 4 / SCQF Level 4	Skills for Life & Work – Finance Award	Music Technology		Volunteering Skills	
					Senior Phase Partnership Programme

- **Current S4 pupils – you must make a choice in all 5 columns; current S5 pupils- you must make a choice at least 4 columns**
- **All courses / levels will depend upon sufficient uptake to form a viable class. Some courses, indicated with *, may only offered every second year. If you are interested in any of these courses, please alert your Guidance Teacher.**
- **Presentation levels will be determined in consultation with Principal Teachers (Curriculum).**

SUBJECT CHOICE					
LEVEL					

Religious Instruction and Observance

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

Bearsden Academy is a non-denominational school, and as such we have pupils from a wide range of cultural backgrounds and beliefs. We aim to develop each child as a person, in the context of our Vision and Values stated earlier in this handbook. Our policies have regard to national advice set out in SEED Curricular 1/2005 and The Standards in Scotland's Schools Etc Act 2000. Our policies have regard to national advice set out in Curriculum for Excellence: Provision of Religious Observance in Schools 2011.

We hold an assembly for each year group every week and these provide an opportunity for us to raise social and moral issues, generally linked to our Rights Respecting School agenda and national issues such as Remembrance Day. This is subsequently reinforced throughout programme of Personal & Social Education, which is delivered to every year group in the school. The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

We have a Chaplaincy Team drawn from ministers from local churches and leaders of faith groups who have an input into our assemblies once a month. They also lead services at Christmas and Easter, and contribute to the curriculum of the Religious Education department. Parents should be aware that they have the right to request that their child be withdrawn from religious observance under the Education (Scotland) Act 1980.

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

Rationale for homework

Homework is an essential and integral part of learning. It can have a positive impact on pupil attainment. Therefore, it should be planned to enhance classwork. Homework encourages pupils to take responsibility for work which ought to be tackled independently. Homework provides an opportunity for pupils to develop effective work and study habits. Homework also provides the opportunity for parents to become involved with their child's learning.

Homework should be planned to provide the principles of CfE, in particular depth and challenge.

The homework policy can be found on the school's website.

We are expanding the use of digital technology to update parents on homework, including the Show My Homework system, accessible via the Bearsden Academy website.

Extra-curricular activities

Pupil councils
This committee of pupils and staff work hard to improve aspects of the school. The committee incorporates the ideas of the school community and they plan on how to take them forward. The team has produced a Pupil Improvement Plan that incorporates the vision and values of the school with a firm focus on Respect and Pupil Leadership.

Trips and excursions
We offer a wide range of extra-curricular clubs and activities, as we believe very strongly in the importance of these activities for the pupil's development. As well as developing skills and offering opportunities for enjoyment such activities also help to enhance the quality of relationships within the school, since they bring staff and pupils together in a more informal way than is usually possible in the classroom. Certain activities will require approval and medical information.

Activities that have been offered regularly in recent years include:

Sports activities
Athletics, Badminton, Basketball, Football (boys and girls), Gymnastics, Hockey, Netball, Rugby, Skiing, Swimming Team and Volleyball.

Music activities
Baroque Group, Choir (boys and girls), Guitar, Jazz Band, Rock Band, Sax Quartet, School Orchestra, String Orchestra and Wind Band.

Other activities
Art Club, Chess Club, Creative Writing, Debating, Drama Club, Duke of Edinburgh Award, Eco Schools, Fashion Show, Geography Club, History Club, Reading Groups, Sculpture Club, Theatre Visit, World Challenge, Young Engineers, Young Enterprise, Zoology Club

In addition to clubs and societies which meet on a regular basis, the school offers a large number of trips and activities outwith the school campus.

On average the school has 190 different trips per session – which is almost one a day. These range from debating trips, a multitude of sporting events, foreign visits, outdoor learning, Duke of Edinburgh's Award Scheme, museum visits, science centres, charity work in the local community, geography field trips and many more. All are part of the rich learning experiences offered to our pupils.

All activities will require a standard medical consent form to be completed by parents and carers, whilst foreign trips or residential trips will usually involve parental information evenings and detailed itineraries etc. All trips are risk assessed and are covered by East Dunbartonshire's insurance policy – a copy of

which can be given on request.

There may be times on an excursion or activity where pupils are not under the direct supervision of a leader and have the freedom to operate independently. The level of remote supervision will depend upon the age and capabilities of the group members and the situation they are in. For example pupils may be given freedom to explore a theme park in small groups only checking in with the supervisors every few hours. We have the highest expectations of behaviour for our pupils – particularly when they are out of the school environment. We are very proud of the contribution our pupils make in enhancing our reputation and acting as ambassadors for the school, when on visits and activities.

Activity day
The activity Day takes place in the last week of June prior to school finishing for the summer to give the pupils the opportunity of participating in one of a number of activities. These include Alton Towers, Paintball, Blair Drummond and Edinburgh Dungeon to name a few. This gives pupils the chance to enjoy a day which is a little different from a 'normal' school day. All of the Activities involve a charge to cover the cost, which is payable well in advance of the day itself.

The sixth year is designed to smooth the transition from pupil to student, and we provide opportunities at this stage to suit each individual's requirements, although a good proportion of time is expected to be devoted to private study. We strongly encourage our sixth year students to take on responsibilities and to participate in the wider life of the school. Pupils may also choose to study further qualifications.

Some of the Volunteer Projects we offer can be seen below. Due to the continued impact of Covid-19, these are subjects to change.

Sixes and ones (buddies)
S6 pupils are paired with S1 pupils at the start of the session. S6 are available to support S1, listen to any problems and give advice.

Scottish baccalaureate
Pupils who are studying at least two Advanced Highers may opt to complete an Interdisciplinary Project and gain recognition of their achievements.

Study buddy:
Senior pupils give a period or two of their own time to pair with a younger pupil and help develop their skills in a particular subject area, for example:

- reading skills through simultaneous reading
- maths through help with basic understanding
- computing with help with basic tasks, etc.
-

MARK SCOTT LEADERSHIP FOR LIFE AWARD SCHEME:
This scheme, which focuses on developing self-esteem, self determination, and team-work, involves participating in a week-long personal development programme at Outward Bound's Loch Eil Centre, and collaborating with pupils from another school on a community project.

Community contributors scheme
Young people work closely with community partners to gain experience through a voluntary placement in an area which will benefit them with later career pursuits. A particularly strong partnership has been developed with our neighbouring BUPA Care Home and cluster primary schools.

S6 pupils also have the opportunity to apply for various Ambassador Roles. They also help run and organise many of the main school events through serving on committees.

YASS
Pupils may opt to study an Open University Module, in a limited number of subject areas, gaining a qualification at First Year University level.

Yearbook committee
This group puts together the final production for S6 pupils with memories, photos and fun.

Charities committee
This group organises the various events which raise thousands of pounds each year for worthwhile causes as well as overseeing donations in kind to groups such as Blythswood and Trussell Trust.

Prom committee
The job of this Committee is to ensure that the final event of school days is glamorous and unforgettable – location, food and entertainment.

International education & learning for sustainability committee
The International Education & Learning for Sustainability Committee works with teachers works with teachers and pupils to organise events with an international flavour – films, meals and whole school activity days for younger pupils.
All these activities give our pupils a chance to do something for their school and show a sense of social awareness that can be very useful for a job application form, university or college application, as well as being personally satisfying.

Bearsden academy s6 senior phase leadership academy

There are a number of opportunities for pupils to become involved in leadership activities within the Senior Phase, including Support Young People Ambassadors, History Ambassador, RMPS Ambassador, Modern Studies Ambassador, Modern

Languages
Ambassador, Equalities & Justice Ambassador, STEM Ambassadors, Reading Ambassador, Literacy Ambassador, Maths Ambassador, Music Ambassador, Connected Community Ambassador, Enterprise Ambassador, HE Ambassador, Creative Industries Ambassadors and Digital Ambassadors.

Section 5 — Assessment and Reporting

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Some assessment is more formal, such as projects, investigations, case studies and written papers.

The assessment of children's progress throughout the Broad General Education is based on teachers' views: their professional judgement. In making these judgements, teachers draw on their professional knowledge and understanding of the child as well as using a range of assessment information.

Within Bearsden Academy, we use a range of assessment information to track children's progress including:

- Standardised assessment
- Periodic assessment
- End of unit assessments

The information gathered through a variety of assessments is used to inform learning and teaching. Assessment data is used to inform strengths and next steps for your child in order to help support them achieve their full potential.

Within the Senior Phase, most departments have an internal assignment that is externally marked. A more formal examination will take place in the summer term that will provide an overall course award. Throughout the Senior Phase young people are also assessed in a variety of ways to help determine strengths and next steps. This will assist the young person in reaching their full potential.

Reporting;

Please see arrangements for reporting below;
S1 – March
S2 – December
S3 – January
S4 – November
S5/6 – November

The exact dates of Reports and parents' evenings are contained within the school calendar. This is also available on the website.

In subject departments, teachers and pupils discuss progress and agree appropriate next steps. This helps the young person reach their full potential by providing strengths and development needs. In the Senior Phase, young people and teachers

set targets for the QS qualifications. Targets are reviewed throughout the year, and interventions put in place to assist the young people. Within the PSE programme pupils are encouraged to review their progress and set appropriate next steps in order to succeed. In the Senior Phase, Mentoring provides additional support for some pupils working towards their targets.

Liaising with and Involving Parents in their Child's Education

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

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

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

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

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

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

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

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

Section 6 —Transitions and Enrolments

Early Learning and Childcare

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

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.
Early learning and childcare provisions are non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

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

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

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

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

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

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.
A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. Full information can be found on the council's website, Deferred entry to primary school - East Dunbartonshire Council
It is important to note that parents/carers who are applying for deferred entry for their child must also register their child for Primary 1. The Early years admissions policy - East Dunbartonshire Council provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

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

Transfer from early learning and childcare to primary

Registration and enrolment

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

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

Primary School Admissions

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

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

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

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

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

Secondary School Admissions

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

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

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

Arrangements within Bearsden Academy

Parents whose children are in Primary 7 in one of our associated primary schools will automatically receive details of the transfer arrangements. Parents of children in Primary 7 at other schools may make a placing request (see below) for their children to attend Bearsden Academy to East Dunbartonshire Council Shared Services department. This application process is now done online via the EDC website: www.eastdunbarton.gov.uk. In the event that an applicant does not have access to the internet then they can visit one of the East Dunbartonshire Hubs where they can access online services or obtain a printed application. Close links are maintained with our associated primary schools and Primary 7

pupils who come to Bearsden in the summer term to meet some of their new teachers and to follow a typical S1 timetable. These days have proved in the past to be very successful in allaying the apprehensions that children can have when moving from primary to secondary and allow them to become familiar with the layout of the school. There is close liaison between primary and secondary colleagues in order to ensure continuation of educational provision and to ease the transition from primary to secondary. Bearsden Academy's Support for Learning Department liaises closely with our associated and other primaries over the course of P7 to ensure the smooth transition of pupils with additional support needs.

Parents should note that the leaving date for children whose birthday lies between 1st March and 30th September is 31st May, regardless of the date of their 16th birthday. Children whose 16th birthday is between 1st October and 28th February may not leave school before Christmas.

Our associated primary schools are:

Baljaffray Primary School Grampian Way Bearsden Tel: 0141955 2241	Bearden Primary Schoo Roma Road Bearsden Tel: 0141 955 2254	Catlehill Primary School Rosslyn Road Bearsden Tel: 0141955 2215	Mosshead Primary School Stockiemuir Road Bearsden Tel: 0141 955 2245

A significant number of pupils also transfer from St. Nicholas' Primary in Bonnaughton.

During the first term a meeting for parents of P7 pupils is held in Bearsden Academy when various aspects of transition (e.g. organisation, curriculum, support and ethos) are discussed. Parents are invited to a final meeting in the school in June and can order uniform items and ask questions of senior leaders and Guidance Staff.

In cases where the 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 that 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.

Placing Requests

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

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

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

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

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

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

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

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

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

contact the education office to clarify this position if they are unsure.

Mid-Session Transfers

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

Transport for Placing Requests

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

Section 7—Support for Pupils

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

Guiding Principles

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

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.
Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

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

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

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

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

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

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.
Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

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

School Counselling

Lifelink is the School Counselling provider for East Dunbartonshire Council. Having delivered

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

Targeted Intervention Tier 2 provision:

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

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.
East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

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

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.
Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

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

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

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

Advocacy

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

My Rights My Say

Enquire: www.enquire.org.uk 0845 123 2303
Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410
Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Supporting Families Service

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

A member of the team will be in touch. Further information can be found on website Parent and family learning - East Dunbartonshire Council

Protecting Children and Young People

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

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

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

(National Child Protection Guidance, 2021, p.12)
Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.
The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

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

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

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.
If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm,

the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

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

Child Protection and Safeguarding

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

The Child Protection Coordinators for Bearsden Academy are Depute Head Teacher, Mr George Stevenson and Head Teacher, Mr George Cooper

Children and Young People with Additional Support Needs

At Bearsden Academy we are committed to promoting excellence in learning and teaching for all pupils by displaying a high degree of professional commitment to ensuring all planned learning is designed and differentiated to meet the needs of our learners. Central to this is ensuring an appropriate curriculum is planned for and takes account of a wide range of learning needs from moderate to complex. Our ultimate aim is to Get it Right for Every Child through positive relationships and nurturing approaches.

There is a whole-school approach to supporting pupils, with all staff being responsible for addressing pupil's learning needs and for the provision of an appropriate curriculum for all pupils. Central to this is a focus on pupil wellbeing for attainment.

The principles underpinning this approach are a commitment to the equal importance and worth of all pupils; a recognition of the importance to effective learning of enhancing pupils' self-esteem; a belief that all pupils can improve their learning; the acceptance that pupils learn in a variety of different ways; a commitment to the provision of an appropriate curriculum for all; and a belief in a collaborative approach to enhance pupils' learning.

The Education (Additional Support for Learning) (Scotland) Act 2014 details provision for the assessment of children or young people with additional support needs

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

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

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

- is hearing or visually impaired;
- has a particular health need;
- 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 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 process of staged intervention. 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.

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

There is a whole school commitment to effective learning and teaching and staff regularly review and develop different aspects of school provision through cross curricular working groups. The Support for Learning Department works together with pupils, parents and teachers to optimise the learning experiences of all pupils.

The pupil's Guidance teacher has the overall picture of the young person's progress and should be contacted in the first instance if a parent or carer has concerns regarding additional support. 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.sia,org.uk, 0131 260 5380.
- Take Note: National Advocacy Service for Additional Support Needs (Barnardos in association with Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633

Autism Advisor

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

Specialist Support Service

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.

The Guidance Team

Guidance staff monitor and track the academic progress and wellbeing of individual pupils. They provide a direct link between the home and the school. They play a crucial role in assisting pupils with advice about the most suitable courses for them to follow, given their ambitions, abilities and their parents' wishes. (The Principal Teacher of Guidance would usually be the first point of contact for you.)

As far as possible Principal Teachers of Guidance work through the school with the same group of pupils in their care.

Staff for Wellbeing to ensure that there is an integrated approach to supporting pupils with additional support needs.

Principal Teachers of Guidance staff work closely with parents to ensure the wellbeing of pupils. Should there be any concerns or problems, they will not hesitate to contact parents to find a solution. The Principal Teachers of Guidance will also celebrate success with young people and their parents and ensure that this is celebrated across the school community.

The aims of the guidance team

- To make sure that each pupil knows, and is known personally and well by, at least one member of staff
- To identify and respond to the needs of individual pupils
- To foster good relations between teachers and pupils
- To help each pupil be aware of his or her own personal development and to accept responsibility for it
- To work with the support and welfare services where necessary
- To monitor and track pupil wellbeing and attainment progress.
- To work collaboratively with parents to secure best outcomes for pupils.

GUIDANCE TEAM REMITS

TUTOR GROUP	**ALLOCATION**
Principal Teacher	Tutor Group
Carol Lynch	All A classes & 4B

Colin Deans	All C classes & 3B
Janet Westwater	All D classes & 1B
Kelly O'Neill	All E classes & 5B
Meagan Shearer	All F classes & 2B
Gillian Zaoui	All G classes & 6B

Support for pupils

Guidance staff play a vital role within Bearsden Academy in supporting pupils and promoting their welfare and their achievements. The work done is integrated in the whole school programme, and includes regular interviews that have the following purposes:

- To monitor the progress of all pupils
- To support pupils at key stages where the input of a member of staff has the potential to make a significant difference.

These include:

• S5/6 Confirmation of course choices	August/September
• S4 Progress interviews	August/September
• S1 Settling-in interviews	September/October
• UCAS Application procedures	September/October/November/ December
• S5 Christmas leavers interviews	November/December
• S2 Personalisation and Choice	January/February
• S3 Personalisation & Choice discussion	January/February
• S4 Course choice interviews	February/March
• S5 Course choice interviews	February/March
• S1 Progress interviews	May/June
• S3 Progress interviews	June
• S1 - S6 Wellbeing Survey Term 1, 2 & 3	

If parents wish further information about how their child is getting on at school, the Guidance staff will be pleased to discuss their wellbeing and progress. We do ask that parents contact the School in advance to make a suitable appointment, as Principal Teachers of Guidance have a subject-teaching commitment as well as their Guidance duties.

Psychological Service
We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs. The Psychological Service operates at three levels within the Council, namely that of the individual young person / family, the level of the whole school and that of the Authority. Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics related to the school improvement plan.

Promoting Wellbeing, Protecting and Safeguarding

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

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

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

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

It is the entitlement of every child to be supported throughout their education. The EDC Including Every Learner Policy provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person. This is in line with GIRFEC National Practice Model.

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

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

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

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

Where intended progress does not take place, the child/young person's needs are considered following a model of staged intervention.

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

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

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

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

Section 8 School Improvement

Raising Attainment

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

Standards and Quality Report

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

A copy of the current Standards and Quality Report can be obtained from the school office or by clicking the following link to the school website. Standards & Quality Reports - Bearsden Academy

Achievement Sway

SWAY's are emailed to parents on a weekly basis.

School Policies and Procedures can be found on the school website - Bearsden Academy - Bearsden Academy

The ScotXed Programme

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

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

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

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

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website http://www.gov.scot/Topics/Statistics/ScotXed Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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

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

Concerns

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

Section 9 — School Policies and Practical Information

School Uniform

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

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

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

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

We strongly believe that pupils should adhere to the Dress Code outlined below for a variety of reasons, primarily on grounds of security since we are able to identify any intruders immediately and easily. Secondly, we believe that pupils should identify with the school. Thirdly, the ethos of the school is greatly enhanced when pupils are in uniform and lastly, but by no means least, it precludes the wearing of designer or casual clothing which is expensive and can easily encourage competition or confrontation.

Dress Code

- All pupils must wear a white shirt buttoned to the neck, and a school tie worn at the neck.
- Tops must be plain and black.
- Trousers should be tailored, plain and black, and full length. Skirts should be plain and black and of an appropriate length.
- Pupils should wear the school blazer.
- Headwear may only be worn in school for religious or health reasons and should be plain and dark.
- Items of jewellery, if worn, should be inobtrusive.
- School bags should be capable of carrying securely all textbooks and equipment required for the day, and should be as sturdy as possible.
- Pupils should wear plain black shoes.

Unacceptable wear

- Casual items of clothing or footwear with large advertising names or logos.
- Trainers or other fashion footwear.
- Jeans or other items of denim clothing.

- Football colours, scarves or any item of clothing that could cause offence.
- Loose clothing or accessories that could constitute a safety hazard or cause damage.
- Hooded tops are not to be worn in school.

PE kit

For all PE activities pupils must have a separate bag with a change of clothing and footwear for the purpose. (Freshly laundered clothing will be issued to pupils who have no kit, to enable them to participate in the lesson).

PE kit is the same for boys and girls, and comprises:

- Plain white or dark t-shirt or polo shirt.
- Self coloured shorts.
- Tracksuit/jogging bottoms.
- Sports socks and outdoor training shoes.

Please note that all jewellery must be removed for safety reasons before a pupil can take part in PE or other extra-curricular sporting activities. Football strips are not permitted in the PE department, nor are tops with zips or hoods.

Details of how to purchase uniform are available on the school website.

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

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

Please ensure that all items of clothing are clearly labelled, particularly ties, 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

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

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

School Meals

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

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

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

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

Free School Meals

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

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

Transport

(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. PRIMARY ONLY. 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. SECONDARY ONLY. 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 secondary pupils who live three miles or more from their catchment secondary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

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

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

(b) Pick up Points

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

(c) Placing Request

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

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

Adverse Weather Conditions

Driver's responsibilities

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

- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.

- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*

- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.

- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

Strathclyde partnership for transport/east dunbartonshire council's responsibilities

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.

- Senior Officer will contact Head Teacher/s.

- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).

- * In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.

- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.

- If the inclement weather is continuous, the school will update their website on a daily basis.

Parental responsibilities

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).

- If concerns regarding bus arrival, contact bus operator and/or school.

- Parents should ensure that they notify the school of any changes to their contact details.

- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.

- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

Medical and health care

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

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

Data protection act 2018

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

Accessing your child's pupil records

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

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

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

Freedom of information (scotland) act 2002

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

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

Use of photographs and video film involving pupils

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

SCHOOL CAMPUS NO SMOKING POLICY

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

The use of mobile devices in schools

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

Operational Guidance

Primary Schools

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

Secondary Schools

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

Safeguarding and Prohibited Uses

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

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

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

Policy Exceptions

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

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

Appointment of adults to voluntary child care positions

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

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

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

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

Education maintenance allowance (ema)

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September, you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October and February, you may be eligible for an EMA from January. This weekly allowance will be payable by East

Dunbartonshire Council to students who attend a school managed by the Council, regardless of where they live. Application forms and further information can be obtained from the Head Teacher or Education Office, Tel: 0300 1234510 Ext 8947 or www.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