TURNBULL HIGH SCHOOL

SCHOOL HANDBOOK

2026 -2027








LETTER FROM HEAD TEACHER



Dear Parent / Carer

As Head Teacher of Turnbull High School, it is my pleasure to provide this introduction to our school handbook. I hope that this handbook provides you with an insight into our school community and that you find it interesting and informative.

Turnbull High School is a community of faith engaged in learning. In our school we promote Gospel values and seek to build a community where all members are held in high regard and their dignity, worth and individuality respected. We have high expectations of all individuals and provide conditions and experiences which promote the spiritual, moral, physical, social, emotional and intellectual development of the students as they prepare for adult life. Through regular prayer and worship, we foster the distinctive Catholic ethos of the school. Our pupils are encouraged to live out Christian values in the way they treat others. They are also encouraged to set high standards, develop positive work habits and make a habit of excellence in everything they do.

We offer a high standard of pastoral care for our young people and provide an extensive range of extra-curricular activities and wider opportunities to pupils. We place the highest importance on the partnership we enjoy with our parents and carers, the first educators of our pupils. Families across the school community participate in the life of the school and are represented by our active Parent Council and PTA.

In October 2023 a team of inspectors from Education Scotland visited Turnbull High School and gathered evidence to evaluate the school's work. The inspection evaluated the school as follows:

Quality Indicator	Evaluation
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching & Assessment	Very Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good
3.2 Raising Attainment & Achievement	Very Good

The inspection team found the following strengths in the school's work:

- The school's strong, faith-based ethos and Catholic identity ensure young people feel valued and included across the school community.

- Supported by the senior management team, the headteacher's strong and caring leadership is highly valued across the school community. Together they ensure a well-established culture of all staff monitoring and evaluating their work.

- Teachers have very strong approaches to checking how well learners are progressing and

attaining. As a result, young people can confidently discuss their strengths and next steps in learning.

- Young people's attainment and achievements are very strong across the school.
- Staff use targeted approaches to supporting specific young people who require additional support. Care experienced young people are very well supported to achieve and attain.

I encourage and value your partnership in the education of your child, and look forward to working with you to achieve the highest standards of attainment and achievement for all our young people.

Please contact me if you have any questions regarding our school. I am always delighted to hear from you and welcome feedback on any issue you may have.



Eileen Kennedy

Head Teacher

EAST DUNBARTONSHIRE COUNCIL'S VISION

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

"Working together to achieve the best with the people of East Dunbartonshire"

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership; and Our Employees.

CONTENTS

SECTION ONE	**SCHOOL INFORMATION**		**Page 7 to 18**
	1.1	Contact Details	
	1.2	About the school	
	1.3	School Hours	
	1.4	School Staff: Senior Management Team / Teaching Staff /Support Staff	
	1.5	School Year	
	1.6	Attendance and Absence	
	1.7	Information Regarding Exceptional Closures	
	1.8	Comments, Compliments and Complaints Procedure	
	1.9	Registration and enrolment	
	1.10	Primary 7 to S1 Transfer	
	1.11	School Courses	
SECTION TWO	**PARENTAL INVOLVEMENT**		**Page 19 to 24**
	2.1	Parental Involvement	
	2.2	Summary of Contact with Parents	
	2.3	Parent Councils	
	2.4	Parent Teacher Association	
	2.5	Pupil Council	
SECTION THREE	**SCHOOL ETHOS**		**Page 25 to 36**
	3.1	Vision Statement	
	3.2	Our Values	
	3.3	Our Aims	
	3.4	EDC Vision, Values and Aims	
	3.5	School Community Links	
	3.6	Equal Opportunities For All	
	3.7	Promoting Positive Behaviour	
	3.8	Development of Pupils' Spiritual, Moral, Cultural and Social Values	
SECTION FOUR	**CURRICULUM**		**Page 37 to 44**
	4.1	Broad General Education (S1 – S3) S1 and S2	
	4.2	Broad General Education (S1 – S3) S3	
	4.3	Senior Phase (S4-S6) S4	
	4.4	Physical Education	
	4.5	Religious Education	
	4.6	Personal and Social Education	
	4.7	Senior Phase S5 and S6	
	4.8	Skills Development Scotland in Turnbull High School	
	4.9	Homework	
	4.10	Religious Education and Observance	
	4.11	Extra-Curricular Activities/School Clubs	
SECTION FIVE	**ASSESSMENT AND REPORTING**		**Page 45 to 48**
	5.1	Liaising with and involving parents in their child's education	
	5.2	Assessment	
	5.3	Attainment	
	5.4	Analysis of Examination Results	
	5.5	Reports to Parents	
	5.6	Parents' Meetings	

SECTION SIX	**TRANSITIONS AND ENROLEMENTS**		**Page 49 to 53**
	6.1	Early Years	
	6.2	Registration and Enrolment	
	6.3	Primary School Admissions	
	6.4	Secondary School Admissions	
	6.5	Primary to Secondary Transitions	
	6.6	Placing Requests	
	6.7	Mid-Session Transfers	
	6.8	Transport for Placing Requests	
SECTION SEVEN	**SUPPORT FOR PUPILS**		**Page 53 to 62**
	7.1	Children and Young Adults with Additional Support Needs	
	7.2	School Counselling	
	7.3	Targeted Intervention – Tier 2 Provision	
	7.4	Targeted Intervention – Tier 3 Provision	
	7.5	Advocacy	
	7.6	Supporting Families Service	
	7.7	Protecting Children and Young People	
	7.8	Child Protection and Safeguarding	
	7.9	Support for Learning – School Provision	
	7.10	Specialist Support Service	
	7.11	Pastoral Support	
	7.12	Promoting Wellbeing, Protecting and Safeguarding	
	7.13	English as an additional language	
	7.14	Psychological Service	
SECTION EIGHT	**SCHOOL IMPROVEMENT**		**Page 63 to 65**
	8.1	Raising Attainment	
	8.2	Standards and Quality Report	
	8.3	School Improvement Plan	
	8.4	The ScotXed Programme	
SECTION NINE	**POLICIES AND PRACTICAL INFORMATION**		**Page 66 to 75**
	9.1	School Uniform	
	9.2	School Meals	
	9.3	Transport	
	9.4	Education Maintenance Allowance (EMA)	
	9.5	Medical and Health Care	
	9.6	Data Protection Act 2018	
	9.7	Accessing your child's pupil records	
	9.8	Freedom of Information (Scotland) Act 2002	
	9.9	Use of Photographs and Video Film Involving Pupils	
	9.10	School Campus No Smoking Policy	
	9.11	The Use of Mobile Devices in School	
	9.12	Appointment of Adults to Voluntary Child Care Positions	
	9.13	Addresses	
		Appendices	**Page 76 to 78**

GLOSSARY

Certificate Course	A course which could lead to a Scottish Qualifications Certificate (National Courses at National 3,4,5, Higher and Advanced Higher.
Co-educational	Caters for both sexes on the basis of equal opportunity
Comprehensive School	Takes all pupils from an area without any selection according to ability.
Consortium	A group of schools and colleges with linked timetables.
Continuous assessment	Testing of performance in a subject by a variety of means at short intervals, rather than one or two big examinations in the year.
Curriculum	The curriculum is the totality of experiences which are planned for young people through their education. It includes the ethos and life of the school, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement.
Extra-curricular activities	Activities which take place out with the timetabled programme.
Mixed ability	Pupils of a wide range of ability taught together as a class.
PRT	Provisional Registration Teacher
SQC	The Scottish Qualifications Certificate is awarded by Qualifications Scotland (QS) for National Courses at National 3,4,5, Higher and Advanced Higher.
SQA	Scottish Qualification Authority, now Qualification Scotland.
QS	Qualifications Scotland (previously SQA)

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

SECTION ONE: SCHOOL INFORMATION

1.1 Contact Details

Name of Head Teacher:	Mrs Eileen Kennedy
Name of School:	Turnbull High School
Address:	St Mary's Road Bishopbriggs GLASGOW G64 2EF
Telephone Number:	0141 955 2393
Email:	office@turnbull.e-dunbarton.sch.uk
School Website:	http://www.turnbull.e-dunbarton.sch.uk

1.2 About the School

TURNBULL HIGH SCHOOL, named after William Turnbull, Bishop of Glasgow and founder of the University of Glasgow in 1451, was opened in August 1976 to serve the needs of the Catholic community of Bishopbriggs. In 1978 it achieved full six year status and in the same year the catchment area was extended to include Catholic children residing in Torrance. Since 2002, pupils from Bearsden and Milngavie are entitled to a place in Turnbull High School.

In November 2017 Turnbull High School was consecrated to the Immaculate Heart of Mary as we took Our Lady, to be our patron.

Turnbull High School is a co-educational comprehensive school with classes from first year to sixth year. The school admits 120 pupils (4 First Year Classes) each year where possible and the current roll is **S1 – 112, S2 – 114, S3 – 117, S4 – 115, S5 – 111 and S6 – 88.**

In the summer of 2009 we took possession of our new state of the art school building. Each classroom has a Teaching Wall which contains all the storage space teachers need for resources, as well as housing an interactive promethean screen which allows teachers and pupils to make ICT an integral part of effective learning and teaching. A feature of the school is the 'break out' areas. These areas provide opportunity for smaller groups of pupils enhance their learning experience and more effectively meet their needs. These areas have now been resourced to create a wellbeing resource, a targeted Learning resource, a student leadership meeting area and St Columba base.

At the centre of the school is our dining/social area with our canteen, barista bar, lockers areas and toilets. Adjacent to this is the enclosed Assembly space and Performance area which provides an excellent space to gather pupils together in year groups and for holding whole school events.

At the heart of the management suite is our Oratory. The outstanding feature of our Oratory is a stained glass window which the school has commissioned. This encompasses the whole of the side of the Oratory facing the front of the school and makes a significant contribution to ensuring our Oratory is a place worthy of our prayer and liturgy.

We took possession of our PE facilities in October 2008. These include a fantastic gym, with excellent changing areas and a seminar room for the delivery of PE theory. We also have a synthetic football pitch and a grass pitch that is used for football, rugby and athletics.

For commercial lets, application must be made to the Area Office, and for community lets application must be made to the School Letting Section:

Community Learning & Development (School Letting Office)
email: letting@eastdunbarton.gov.uk

1.3 SCHOOL HOURS

Monday, Tuesday Thursday: 9:00am to 3:45pm

	Period 1	Period 2	Interval	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
Monday Tuesday Thursday	9:00 to 9:50	9:50 to 10:40	10:40 to 10:55	10:55 to 11:45	11:45 to 12:35	12:35 to 1:25	1:25 To 2:05	2:05 to 2:55	2:55 to 3:45

Wednesday & Friday: 9:00 am to 2:55pm

Wednesday Friday	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6
	9:00 to 9.:50	9:50 to 10:40	10:40 to 10:55	10:55 to 11:45	11:45 to 12:35	12:35 To 1:15	1:15 To 2:05	2:05 To 2:55

1.4 SCHOOL STAFF

SENIOR MANAGEMENT TEAM

Head Teacher	Eileen Kennedy
Depute Head Teacher	Colette Bray P7/S1
Depute Head Teacher Acting Depute Head Teacher	Lorraine Thomson S2 HM & HT / S3 (0.8 FTE / 4 Days) Aidan O'Halloran S2 HA & HK (0.2 FTE / 1 Day)
Depute Head Teacher	Clare McLaughlin S4
Depute Head Teacher	Duncan Mitchell S5/6

Each member of the senior staff has a direct responsibility for liaison with particular subject areas within the school. In addition, responsibilities are:

Head Teacher (Mrs Kennedy)
S1-S6 curriculum overview and mentoring. Her department links are Chemistry, Mathematics, Technical and Humanities

- Strategic Planning
- Promoting Catholic Ethos
- School Finance
- School Calendar
- Collegiate Calendar
- Raising Attainment
- Wider achievement
- Tracking & Monitoring (including whole school data analysis)
- Staffing
- Induction of New Staff
- Absence Management
- Local Authority Liaison
- Parent Council/Parent Teacher Association (PTA)

Whole School Quality Assurance
School Improvement Plan
School Policies/ Staff Handbook
Standards & Quality Report
Inset
School Handbook
Health and Safety
Trips & Excursions
Care and Welfare of Pupils
Child Protection Coordinator
Pupil Voice/Learners Participation
Cluster Management Team
Pupil Equity

Depute Head Teacher (Mrs Bray) – Year Head (P7/S1)
Mrs Bray is responsible for P7/S1. Her link departments are Music, Modern Languages, Pastoral Care, Support for Learning and Wellbeing.

- S1 Curriculum
- Promoting Positive Behaviour in S1
- Primary Transition
- Cluster Management Team
- Care and Welfare of Pupils in S1
- Tracking & Monitoring (including PLP/Profiling) of S1 pupils
- Child Protection Coordinator

ASL Coordinator (including GIRFEC and STINT)
PSE Program
Health & Wellbeing Across Learning
Uniform

Depute Head Teacher (Mrs Thomson) – Year Head (S2 HM & HT / S3)
Acting Depute Head Teacher (Mr O'Halloran) – Year Head (S2 HA & HK)
Mrs Thomson & Mr O'Halloran are responsible for their respective S2 house groups & Mrs Thomson is responsible for S3. Their departmental links are English, Physical Education and Art.

- S2/S3 Curriculum
- Care and Welfare of Pupils in S2/S3
- Tracking & Monitoring (including PLP/Profiling) of S2/S3 pupils
- Promoting Positive Behaviour in S2 / S3
- S2/S3 Options

Pupil Voice / Right Respecting School
Learning & Teaching
PRTs / Students
Inter Disciplinary Learning
SNSA/S3 Exam Schedule
Literacy Across Learning
Induction of New Staff

Depute Head Teacher (Mrs McLaughlin) – Year Head (S4)
Mrs McLaughlin is responsible for S4 curriculum. Her departmental links are Biology, Home Economics and Religious Education.

- S4 Curriculum
- Care and Welfare of Pupils in S4
- Tracking & Monitoring (including PLP/Profiling) of S4 pupils
- S4 Options
- Promoting Positive Behaviour in S4
- Qualification Scotland Coordinator/Prelims Coordinator

Equalities & Inclusion
Chaplaincy
Family Learning / Parental Engagement

Depute Head Teacher (Mr Mitchell) – Year Head (S5/S6)
Mr Mitchell is responsible for S5/S6 curriculum overview and mentoring. His departmental links are, Business Education and Computing Science (BECs) and Physics..

- S5/S6 Curriculum
- Promoting Positive Behaviour in S5 & S6
- Care and Welfare of Pupils in S5 & S6
- Tracking & Monitoring (including PLP/Profiling) of S5/6 pupils
- Raising Attainment (Supported Study/SEEMIS Tracking/Data Analysis)
- S5 Options
- Vocational Program
- Finance – School Fund

ICT Coordinator (including media, twitter and website)
CLPL
PA Liaison
Timetable/Staff Cover/Accommodation
Developing Young Workforce
Numeracy Across Learning
EMA

TEACHING STAFF

ART		**MUSIC**	
Laura Christie	Principal Teacher	Nathan Hoyle	Principal Teacher
Gerry Rafferty	Teacher	Caroline Bradley	Teacher
		Emily McKee	Teacher 0.6 FTE
BIOLOGY		**PASTORAL CARE**	
Jennifer Tinning	Principal Teacher	Amanda Boardman	Principal Teacher
Holly Hart	Teacher	Clare Britton	Principal Teacher 0.5 FTE
Nicole McDaid	Teacher 0.8 FTE	Linsey Kerr	Principal Teacher
Julie O'Neill	Teacher 0.2 FTE	Ainé McBride	Principal Teacher
Aishah Bhatti	Temp Teacher	Monica Walker	Principal Teacher 0.5 FTE
BUSINESS EDUCATION & COMPUTING STUDIES		**PHYSICAL EDUCATION**	
		David McArthur	Principal Teacher
Ross MacKenzie	Principal Teacher	Robbie McLaren	Teacher
Sharon Brown	Teacher 0.6 FTE	Aidan O'Halloran	Teacher
Chris Jordan	Teacher	Ellie Watson	Teacher
Claire Ruddy	Teacher 0.6 FTE	Sian Francis	PRT
Fiona Watson	Temp Teacher		
CHEMISTRY		**PHYSICS**	
Helen Scally	Principal Teacher	Calum de Saint Croix	Principal Teacher
Thérese Kielty	Teacher 0.8 FTE	Rebecca Fleming	Teacher 0.6 FTE
Matthew Shaw	Teacher	Sapphire Kirkoda	Teacher 0.4 FTE
ENGLISH		**RELIGIOUS EDUCATION**	
Ashley Keggans	Principal Teacher	Fraser Pearce	Principal Teacher
Kim Jack	Teacher	Micaela Morrison	Teacher
Andrew Thomson	Teacher		
Amy Tunney	Teacher	Father Alex	School Chaplain
April Young	Teacher	Father Chido	School Chaplain
Ben McGalpine	Teacher		
HUMANITES			
Patrick Walker	Principal Teacher		
Mark Hansen	Teacher		
Peter Milne	Teacher		
Rebecca Frew	Teacher		
Shelley Torrance	Teacher		
Archie O'Neill	PRT		
HOME ECONOMICS		**SUPPORT FOR LEARNING**	
Lorraine Scott	Principal Teacher	Kerry-Ann Stark	Principal Teacher
Claire Watt	Teacher 0.5 FTE	Laney Muir	Teacher
MATHEMATICS		**TECHNICAL STUDIES**	
Lindsey McDonald	Principal Teacher	Stefanie Murray	Principal Teacher
Nicola McBrearty	Teacher 0.4 FTE	Rachel Miller	Teacher 0.6 FTE
Michelle Cowie	Teacher 0.6 FTE	Nicola Ferns	Teacher 0.6 FTE
Claire Nolan	Teacher		
Jackie O'Kane	Principal Teacher 0.8 FTE (Enterprise)		
Sharon Young	Teacher		
Claire Helsby	PRT		
MODERN LANGUAGES		**WELLBEING**	
Clare Grehan	Principal Teacher	Gillian Wallace	Teacher 0.6 FTE
Lorraine Glen	Teacher	Claire Ruddy	Teacher 0.4 FTE
Kirsty McGinty	Teacher		
Nicholas McConnachie	PRT		
Olivia Knoyle	PRT		

SCHOOL SUPPORT STAFF

SCHOOL SUPPORT MANAGER	Janice Semple
ADMIN ASSISTANTS	Elisa McNamara (Finance) Janice Atkinson (School Office)
CLERICAL ASSISTANTS	Lynn Caldwell Amanda Gilmour (Part-time) Atia Kaneez (Part-time) Angela Swann (Part-time) Parveen Zubair
HOME LINK OFFICERS	Carol Wilkie
LIBRARIAN	Eileen Vernon
SCHOOL ASSISTANTS	Angela Swann (Part-time) Mary Anne Stevenson (Part-time) Laura Hird (Temp Part-time)
SUPPORT FOR LEARNING ASSISTANTS	Lynne Batty Angela McGinnis Pamela Musleh Dionne Rennie Megan Ritchie Linda Tennant
SENIOR TECHNICIAN	Tom Maguire
TECHNICIANS	Steven Cornfield (ICT) Lynn Hand (Science) Stuart Love (Technical)
CAREERS SERVICE	Karen Clark Shona Deans
FACILITES MANAGEMENT STAFF **BUILDING MANAGER**	Kate Dow Paul Grethe
TEAM LEADER	Heather Samson (Snr) Andy Smith Scott Patrick
FACILITIES ASSISTANTS	Anju Chand Janice Christie-Buddo Sharon Donnelly Pauline Freer Amanda McAra Yvonne McMullen Nora Miller Stephen Rice Heather Samson Jnr Colin Nichol Aziza Rakhma Debbie Guthrie
CATERING MANAGER	Angie Wright

CATERING ASSISTANTS	Dionne Hardie
	Christina Lennon
	Yvonne McMullin
	Nora Miller
	Michelle Glen
	Kimberley Nixon
DALKIA	
FACILITES MANAGER	Steven Coia
	Grant Hughes
FACILITIES SUPERVISORS	Graham Buchanan
	Marc McCluckie
FACILITES TECHNICIANS	Alan Daly
	Robert Moore

1.5 School Year 2026/2027

Holiday	Dates
August 2026	
Teachers return (In-service day)	Thursday 13 August
In-service day (teachers)	Friday 14 August
Pupils return	Monday 17 August
September 2026	
September weekend	Friday 25 September to Monday 28 September
Pupils and Teachers return	Tuesday 29 September
October 2026	
In-service day (Teachers)	Friday 9 October
October break	Monday 12 October to Friday 16 October
Pupils and Teachers return	Monday 19 October
December 2026 and January 2027	
Last day of term	Friday 18 December
Christmas and New Year	Monday 21 December to Monday 4 January
Pupils and teachers return	Tuesday 5 January
February 2027	
February break	Monday 15 February to Tuesday 16 February
In-service day (Teachers)	Wednesday 17 February
Pupils return	Thursday 18 February
March 2027	
Easter Weekend	Friday 26 March to Monday 29 March
Pupils and Teachers Return	Tuesday 30 March
April 2027	
Last day of term	Friday 2 April
Easter Break	Monday 5 April to Friday 16 April
Pupil and Teachers Return	Monday 19 April
May 2027	
May Day (closed)	Monday 3 May
Inservice Day (teachers only)	Tuesday 4 May
Pupils and teachers return	Wednesday 5 May
May weekend	Friday 28 May to Monday 31 May
June 2027	
Pupils Return	Tuesday 1 June
Last day of school	Wednesday 30 June

1.6 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.

Un-notified Absence

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

Missing in Education

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

1.7 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.

1.8 Comments, Compliments and Complaints Procedure

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

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

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

In relation to making a complaint:

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

- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (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

1.9 Registration and Enrolment

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

Parents offered or seeking a place in the school may visit the school by appointment, arrange by telephone or letter with the School Office. For parents of pupils of Primary 7 in the associated primary schools, an evening meeting is held in September and in May/June in Turnbull High School to support the transition programme.

Associated Primary Schools:

- St Helen's Primary School, Wester Cledden Road, Bishopbriggs Tel: 0141 955 2286
- St Matthew's Primary School, Park Road, Bishopbriggs Tel: 0141 955 2282
- St Machan's Primary School, St Machan's Way, Lennoxtown, Tel: 01360 311586
- St Nicholas Primary School, Duntocher Road, Bearsden. Tel: 0141 955 2222

Children from Torrance, who attend St Machan's PS, may transfer to Turnbull High School. Pupils from St Nicholas' may transfer to Turnbull High, St Ninian's High or John Paul Academy.

1.10 Primary 7 to S1 Transfer

Early in P7, following on from transition events in P5 and P6, pupils and parents are invited to attend an Information Evening in Turnbull High School. This is an opportunity to meet staff, view the building and be given a small insight into what secondary school has to offer.

Transfer information/registration form will be issued by your child's primary school 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.

From then on staff from Turnbull High School and primary colleagues continue to work closely to ensure that there is continuity and progression in terms of content and methodology through a shared understanding of standards as well as an agreed Learning and Teaching policy.

Learning Support, Pastoral Care and Wellbeing staff visit the associated primary schools to familiarise themselves with the strengths and development need of pupils due to transfer to secondary stage and also to meet with the pupils themselves. During May, all pupils transferring to Turnbull High School spend two days in the school. Pupils are allocated to class groups and follow their class timetable for two days. Parents are invited to an information evening as part of the two day induction visit.

Parents/carers of children with additional support needs will receive enhanced transition planning arranged through Team Around the Child meetings overseen by the DHT of Pupil Support.

The Admissions Policy for primary and secondary schools is on the EDC Website.

1.11 School Courses

The school seeks to involve parent in curricular choices in S2, S3, S4 and S5 by

- Holding an information evening for parents before the choice process begins in S2, S3, S4 and S5
- Issuing Personalisation & Choice Brochure (S2) and Options Brochures (S3, S4 and S5)

CONSULTATION WITH PARENT ON CURRICULAR CHOICES

- Parents are encouraged to contact the Pupil Support Team/relevant Depute Head Teacher where further information is required or parents want to attend an interview with pupil and Principal Teacher of Pastoral Care. Requests to attend an interview with pupil and SDS adviser are also welcome.

SECTION TWO: PARENTAL INVOLVEMENT AND ENGAGEMENT AND FAMILY LEARNING

2.1 Parental Involvement

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

Parental Involvement Act

(1) The Scottish Schools (Parental Involvement) Act 2006 aims to improve the quality and extent of parents' involvement in their own child's learning and in the education the school provides. It modernises and strengthens the framework for supporting parental involvement.

(2) The Act outlines three areas where parents should be supported and encouraged to be more involved in the child's learning:

- At home – providing parents with information on what their children are learning at school and how this can be supported at home
- Through school – providing parents with opportunities to contribute to the life of the school e.g. by helping out in the classroom at school events
- In a more formal way – deciding what kind of parent's representation the schools should have.

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)*.
Family engagement and support for parents - East Dunbartonshire Council

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

East Dunbartonshire Council, South Bank House, Strathkelvin Place, Kirkintilloch, G66 1XQ.

Tel: 0300 1234510 Email: greg.bremner@eastdunbarton.gov.uk

2.2 SUMMARY OF CONTACT WITH PARENTS

We wish to engage parents as partners in their children's learning. We recognise the need to provide a regular flow of information about their children's learning and about the general school events and activities.

- **Information about pupils' progress**

Profile of Achievement	By hand via your child/Groupcall text
Achievement in Award Schemes	By hand via your child/Groupcall text
Non-completion of homework	Via Satchel One App
Information from departments about progress	By hand via your child/Groupcall text
Letter from Pastoral Care	Groupcall text
Invitation to parent meetings	Groupcall text
Tracking Report	By hand via your child/Groupcall text
Written report	By hand via your child/Groupcall text

- **Information about school policies and events**

Newsletter	By Groupcall e:mail (printed copies available on request
Notices	Groupcall text
Advice on how to support pupils (BGE/Senior Phase)	Via website/information evenings
Leaflets on various policies	Via website/information evenings/Groupcall text to invite contribution to policy review
Information on events, policies curriculum and class work	Groupcall text/ Website/ SHRE information Aug/Sept

Phone messages

You may receive from office staff or Pastoral Care staff, phone calls in the event of illness or accidents involving your child. You may also receive phone calls from our teaching staff if your child's progress is causing concern.

If you have any matter which is causing you concern, please contact your child's Pastoral Care teacher. Do not let a small concern become a major issue because you hesitated to contact us.

2.3 PARENT COUNCIL

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

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

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

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

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

The main aims of the Parent Council are:
- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education *(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).

PARENT COUNCIL MEMBERS

Position	Full Name	E:mail Address
Chairperson	Laura McManus	Gordon.laura@ntl world.com
Secretary / Teacher Representative	Andrew Thomson	athomson@turnbull.e-dunbarton.sch.uk
Parent Members	Steven Cornfiled Kelly Fallon Niki McGaughrin Jennifer McPherson Lianne Telford	
Councillor	Gordan Low	gordan.low@eastdunbarton.gov.uk
Councillor	Lynda Williamson	lynda.williamson@eastdunbarton.gov.uk
Head Teacher	Eileen Kennedy	ekennedy@turnbull.e-dunbarton.sch.uk
Church Representative	Angela Swann	aswann@turnbull.e-dunbarton.sch.uk

The objectives of Turnbull High School Parent Council are:

- To work in partnership with the school to create a welcoming community which is inclusive for all parents and encourages parental involvement in their children's education and the life of the school
- To promote partnership between the school, its pupils, all its parents, the Church and the local community
- To develop and engage in activities which support the education and welfare of the pupils, promoting their moral, spiritual, personal, social, physical and intellectual development within a Christian ethos based upon Gospel values
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

The membership will be a minimum of five parents of children attending the school. The maximum size is 12 parents.

The Parent Council will invite the Church in whose interest the school is conducted to nominate a representative to serve on the Council. The Parent Council may decide to co-opt a second community or Church representative.

The Parent Council will also have 1-3 teachers or support staff as members.

The Head Teacher has a duty and a right to attend all meetings.

The Parent Council will be selected for a period of 3 years, after which they may put themselves forward for re-selection if they wish.

Any parent of a child at the school can volunteer to be a member of the Parent Council and the school will invite nominations in advance of the AGM. They should intimate their interest in writing to the Head Teacher in advance of the AGM. Where possible, 2 representatives for each year group will be elected. If each year group allocation is not filled, the places could be given to the parents of another year group.

In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by names being drawn by lot.

Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.

Co-opted members will be invited to serve for a period of 3 years, after which time the Parent Council will review and consider requirements for co-opted membership.

Parent Councils will play 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, will have the right to information and advice on matters which affect children's education. The school and the education authority will consult with the Parent Council and take their views into account wherever decisions are being taken on the education provided by the school.

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

2.4 PARENT / TEACHER ASSOCIATION

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 Association was formed in June 1988. The objectives of the Association are:

- To promote the close association of home, school and church for a wholesome, positive Christian education for the pupils.
- The Association shall pursue these objectives through educative, religious, social and caring activities.
- Membership of the Association shall consist of parents and guardians of pupils attending Turnbull High School and teachers of Turnbull High School.

Meetings of the Parent / Teacher Association take place six times per year and are held in Turnbull high School. Details are published in the Turnbull Times and group called to parents.

PTA Members*:*

Chairperson:	Laura McManus
Vice Chair:	Michelle Cowie
Treasurer:	Janice Semple
Vice Treasurer:	Lynn Caldwell
Minute Secretary:	Vacant
Parent Members:	Denise Bruce, Joanne Levy, Anne Silitoe,
Teacher Members:	Michelle Cowie & Clare Grehan

PTA 300 Club

Please consider joining our 300 Club. Membership costs £12 per year, with monthly prize draws. The PTA uses the money raised from this lottery and its other activities to subsidise activities which benefit every pupils. Forms are available from the school office.

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

2.5 PUPIL VOICE

Pupil Voice describes ways in which the pupils of Turnbull High School can give opinions, take action and influence decisions that affect our School Community. Pupil Voice is very important in helping the School develop in ways which help it best serve our young people.

Examples of how Turnbull High School develops Pupil Voice can be seen below.

1 PUPIL COUNCIL

Our Pupil Council is made up of our House Captains with SMT liaison. All pupils can raise issues for them to discuss via PSE. Our Pupil Council will then meet to discuss them with SMT (and when require the Parent Council) and feedback at Assemblies. The Pupil Council have affected several changes in the running of the School (such as the one way system, work of the canteen etc) and also act as a focus group and lead on consultations on Whole School Issues such as:

- SCHOOL IMPROVEMENT PLAN/SELF EVALUATION
- PROMOTING POSITIVE BEHAVIOUR POLICY
- SCHOOL UNIFORM
- RECOGNISING ACHIEVEMENT

2 RIGHTS RESPECTING SCHOOLS COMMITTEE

The Rights Respecting Schools Committee (RRSC) is the steering group for the School's work on the Rights Respecting School's Award from UNICEF. To date, they have achieved the Silver Award and are working with all members of the School Community to further embed knowledge of the UN Convention of the Rights of the Child (UNCRC) and so progress to Gold Award status.

3 BUILDING LEARNING POWER AMBASSADORS

Responsible for working with staff to help pupils develop strategies for improving their learning. They also conduct feedback activities with the student body about ways in which learning and teaching can be developed.

4 WIDER STUDENT BODY VOICE

In addition to this targeted work the wider student body is also provided with opportunities to have their voice heard in the following ways.

- PARTICIPATION IN STAFF RECRUITMENT PROCESS
- WHOLE SCHOOL SURVEY ON CURRENT PRACTICE
- DEPARTMENTAL SURVEYS
- FOCUS GROUPS

SECTION THREE: SCHOOL ETHOS

3.1 OUR SHARED VISION

As a Catholic school, centred on Christ, we will love, care and nurture each person to fulfil their potential as they grow and learn, and develop their commitment to serving the common good.

3.2 OUR SHARED MISSION

To work together with parents, carers, parish and partners to create a community of faith engaged in learning where everyone can grow and develop their God-given talents.

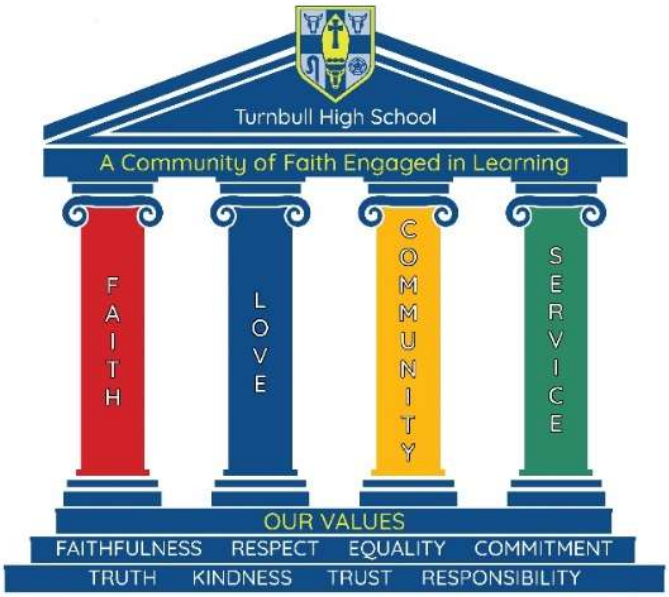
3.2 OUR VALUES

A Community of Faith Engaged in Learning:

- Faith
- Love
- Community
- Service

Our Virtues

- Faithfulness
- Respect
- Equality
- Commitment
- Truth
- Kindness
- Trust
- Responsibility



3.3 OUR AIMS

We will strive to achieve our vision by:

- providing high quality Catholic education based upon Gospel values
- providing experiences which meet the individual needs of our young people and enable them to achieve their full potential
- fostering a strong sense of community within the school and developing productive links with the wider community
- valuing and developing all members of the school community

3.4 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 a3.nd 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."

3.5 SCHOOL COMMUNITY LINKS

Turnbull High School aims to be a school at the heart of the community. We believe that the local and wider community can enrich the experience of our pupils and that, in turn, they can make a positive contribution to society. We hope that they will become young adults who are prepared to make a difference to the lives of others.

The school enjoys many productive links with the Church. Father Alex Mpaggi supported by Father Chiedozie Ezeribe, our school chaplains, make a very active contribution to the school, enhancing the spiritual development of our pupils. Local parish priests participate in our S1 Welcome Mass and our Exam/Leavers' Mass and generously provide access to parish facilities for liturgies, retreats and social functions. The school encourages pupils to be active members of their parishes by taking on roles such as readers, pass keepers and members of music groups.

Our CREDO group, run by Caritas students and involving students from across all year groups meet weekly. This group is responsible for driving forward all charity, fundraising and chaplaincy work within our school community.

Within the Archdiocese, our pupils' curriculum is enhanced by our liaison with The Archdiocesan Arts Project and the Youth Office. The Church's Parliamentary officer also contributes to our Religious Education curriculum, which is also enriched through inputs from the Society for the Protection of Unborn Children, and the Cardinal Winning Pro-Life Initiative.

Pupils also develop as responsible citizens through links with organisations such as Aid to the Church in Need and Rights Respecting Schools.

Internationally we have a long established link with Mary's Meals. Through this partnership, we currently sponsor Chinkholowondyo Primary School in Zambia, providing a daily meal and education for 281 children each year.

Turnbull High School also makes a positive contribution to the local community. The school supports a number of local events:

- Senior pupils participate in the Remembrance Day service at the War Memorial
- Senior School pupils support the Christmas Lights ceremony
- Our S2 pupils carry out litter picking in the neighbouring area.
- We organise selection boxes and Easter eggs to be given to those children in St Aloysius Parish in Springburn and Chesters' Nursery in Drumchapel.
- Our young people have prepared food parcels for local organisations that include Chesters' Nursery (Drumchapel), Alive and Kicking and local Foodbanks.
- Our Music Department, through its bands and choirs, support the work of various charities such as Marie Curie and Quarriers by performing at local supermarkets and in country parks. They also perform in Mavis Bank Nursing home to entertain the residents.

- Our Physical Education department extends the range of activities on offer to pupils through increasing links with local clubs such as Bishopbriggs Tennis Club, Bishopbriggs & Lenzie Golf Club, Bearsden & Bellahouston Ski Club and Allan Glenn's Rugby Club.
- Modern Studies courses are enhanced through inputs from local and national elected representatives.
- The school has a number of business links which provide work placements for S4 pupils, while local primary schools provide job shadowing placements for senior pupils.
- Computing students have been very active in delivering Intergenerational events for local residents
- Our S6 Caritas students provide various services to the communities of the school and their parish throughout the year
- The Youth Philanthropy Initiative requires all S2 pupils to engage with local charities. The chosen charity of the winning group will receive a cheque for £3000 to support their work.
- Our CREDO Group work to help those in need in the local community.
- The RE Department works with Aid to the Church in Need, Mary's Meals, The Kindness Project for Homelessness and local Foodbanks in partnership with our local Morrisons Supermarket,
- Our UNCRC ambassadors support the work of Refuweegee.

3.6 EQUAL OPPORTUNITIES FOR ALL

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

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

The Equality Act (2010)

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

3.7 PROMOTING POSITIVE BEHAVIOUR POLICY

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 Relationship 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.

Our Promoting Positive Behaviour Policy reflects the GIRFEC principles as outlined in East Dunbartonshire Council 'Including Every Learner' documentation. It explains how we will deliver on our mission as a Catholic school to promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. This policy reflects our school vision, values and aims and is based on the core principle that all learners should be included and engaged in their learning community. All staff, teaching staff and support staff, are responsible for its implementation in ways that maintain a school ethos that encourages positive behaviour.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students.

Students have a responsibility to support the school in creating a culture and ethos which is based on positive relationships, respect for all and inclusion. Students have a key role in shaping and promoting the school's behaviour policy, working collaboratively to identify areas of concern and devise solutions. They contribute to the detail of the policy through their involvement in defining expectations and developing rewards, motivational / support strategies and sanctions. Students have a responsibility to report incidents of bullying or intimidation, and have a role in offering support to their peers through student leadership activities (e.g. peer mentoring, anti-bullying ambassadors, prefects).

Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy. Where required, parents should work collaboratively with school staff to establish individual strategies and approaches to support their child.

Turnbull High School Standards & Expectations

A successful, happy school community is Engaged Respectful Safe. Our standards and expectations are set out within the context of our core value – respect the dignity of all.

RESPECT:
for EVERYONE

- be well-mannered
- accept and respect differences
- speak appropriately to everyone
- be thoughtful
- be helpful

for STAFF

- follow instructions
- co-operate with requests
- complete tasks/homework as requested
- be attentive in class

for FELLOW PUPILS

- allow others to learn: do not be disruptive
- do not bully others: consider other people's feelings
- make new pupils feel welcome

for our COMMUNITY

- no litter in streets or gardens
- walk to and from school in an orderly manner
- show consideration for people
- behave safely and responsibly

for our SCHOOL ENVIRONMENT & PROPERTY

- no litter or graffiti
- take care of books and materials
- leave classrooms, the canteen and all areas of the school clean and tidy

for YOURSELF

- be the best person you can be
- fulfil your potential

TO EARN RESPECT:

- wear full and appropriate school uniform
- take responsibility for your behaviour and your belongings
- be organised, plan your homework and bring everything you need for class
- be on time for all classes
- always give your best effort and

  focus on tasks PRACTICAL RULES:

- remove outdoor jackets in the building
- mobile phones should be switched off and in schoolbags
- keep bags with you at all times
- follow the one-way system and behave in corridors
- wait outside classrooms for permission to enter
- no eating or drinking in class or corridors (except water)
- no chewing gum

Anti Bullying/ Anti Racist Policy

Turnbull High School is a Christian community which encourages all its members to live out the values of the Gospel in their daily lives. We are committed to ensuring that all pupils are happy and safe within the school. We also aim to create a climate where pupils and staff feel valued and respected.

Bullying can take the form of:

- Name calling (including homophobic and racist remarks)
- Spreading lies and rumours
- Sending nasty text messages, making hurtful comments and posting inappropriate images online
- Stealing and hiding things
- Physically hurting someone
- Isolating someone
- Photographing, filming and posting such images/footage on line without person's knowledge or consent

Staff and parents should be watchful of the indicators of bullying which include;

- Patterns of illness
- Truancy
- Emotional upset
- Withdrawn or aggressive behaviour

The school has clear, written anti bullying and anti-racist policies. It has a range of strategies which promote positive behaviour and create a climate where pupils acknowledge that bullying and racism are unacceptable. These include:

- Encouraging all pupils to be actively involved in reporting bullying to staff
- To listen and investigate each case of bullying which is reported
- To take positive steps to ensure that pupils are supported and protected
- To talk through the problem with the pupil being bullied
- To deal with the bullying pupil, reasoning with them, and using appropriate sanctions and support mechanisms to support them in changing their behaviour.
- To involve the parents of both the victim and the bully and keep them informed
- To monitor the situation As partners in education, parents have a crucial role to play in our anti- bullying strategy by:
- Making Pupil Support staff aware of any incidents from Primary School
- Reporting any unusual behaviour to their child's Pastoral Care Teacher or any member of staff
- Encouraging their child to report incidents of bullying
- Reassuring their child that it is not their fault if they are a victim of bullying behaviour
- Helping to build their child's self-esteem
- Helping the school to monitor the situation

In S1, our anti-bullying programme is delivered as part of our Personal and Social Education course (PSE). Issues raised are addressed during Year Group Assemblies.

S1 pupils also have the opportunity to raise issues with senior pupils who are given responsibility for small groups of pupils as part of the S1-S6 partnership, e.g. Mentor in Violence Prevention (MVP).

MVP Ambasadors, School Captains and Prefects will provide practical support through playground supervision and the provision of a meeting point for young people to speak with them.

The S1-S6 Religious Education syllabus places a great importance on relationships and on valuing fellow human beings, thus enabling the anti-bullying message to permeate the school.

3.8 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.

The school has a policy for Sexual Health and Relationships which is aligned to the faith values and beliefs of our school. This policy is currently under review and is being updated. Should any parent/carer wish to access the policy, please make this request via the school office who will pass this request on to the relevant members of staff.

Child Poverty

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

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

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

If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided. For Example: School uniform recycle, assistance with trips/outings festivals and fundraising events

The Promise

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

Knife Crime and Weapons Guidance for Pupils, Staff and Parents/Carers of Turnbull High School

East Dunbartonshire schools are required to share knife crime and anti-weapons guidance with pupils, parent and carers as a result of the murder of Baillie Gwynne, an Aberdeenshire schoolboy who was stabbed on school premises in 2015 and who, very sadly, later died of his injuries. The Inquiry into his murder (October 2016) made 21 recommendations for local authorities. This has had implications for all schools across Scotland.

As a result, an explicit statement is included in our handbook regarding knife crime and weapons. All S1 and new pupils, their parents/carers are informed of expectations. Parents/carers are expected to read and discuss the statement of understanding; signing and returning this to the school.

Legislation

Criminal Law (Consolidation) (Scotland) Act 1995.

Any person who, without lawful authority or reasonable excuse, has with him/her in a public place, any offensive weapon, commits an offence.

Children's Rights

Our responsibilities are set out in the United Nations Convention on the Rights of the Child.

Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. (Article 19)

Expectations for Turnbull High School

Parents and carers of S1 and of new pupils will be issued with information and a statement setting out the school's expectations with regard to knives.

As part of our health and wellbeing curriculum, young people will be supported to develop safe and responsible attitudes, including understanding the risks and dangers that can arise from carrying a weapon.

All young people will be encouraged to speak with an adult if they suspect that someone has a weapon.

Expectations for Young People

No young person should bring a knife or any item which could be deemed a weapon into school. Definition of a weapon is found in Section 49A of the Criminal Law Consolidation (Scotland) Act 1995 which states that it is an offence for any person *to* ***have an article with a blade or point (or offensive weapon)*** on school premises.

Any young person holding information or knowledge about the above should share this immediately with parent, carer or school staff.

Pupil Conduct

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

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

School Discipline

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.

Turnbull High School operates a Promoting Positive Relationships Policy which is based on mutual respect, restorative practices and nurturing principles.

Expectations for Parents/Carers

Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons as well as stressing to young people that they should never carry a weapon.

It is the parent/carer's responsibility to read the letter, sign it and return it to school.

Statement of Understanding

It is important to emphasise that the success of the anti-weapon/knife guidance relies heavily on all adults modelling and presenting the appropriate messages and behaviours. The safety and wellbeing of all our young people and school community is paramount.

- I have read and understood the information given on knife and weapons.
- I will encourage my child to share information when the safety and wellbeing of others may be at risk.
- I will encourage my child to report concerns immediately.
- I support the school's actions to keep all young people safe from harm. This includes sharing information and concerns immediately with the Head Teacher or a member of the Senior Management Team.

Signed Parent/Carer of:

SECTION FOUR: CURRICULUM

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 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, makes 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.

The Broad General Education phase of A Curriculum for Excellence covers S1-3 and the Senior Phase refers to S4-6.

Curriculum Areas:

- Expressive Arts: Art & Design, Drama, Dance and Music
- Health & Wellbeing
- Literacy & English
- Numeracy & Mathematics
- Religious and Moral Education (RME)
- Sciences
- Social Subjects
- Technologies

4.1 Broad General Education (S1 – S3) S1 & S2

The S1/S2 curriculum includes the study of ART AND DESIGN, ENGLISH, FRENCH, HISTORY, GEOGRAPHY, HEALTH, FOOD AND TEXTILES, BUSINESS EDUCATION AND COMPUTING SCIENCE, MATHEMATICS, MODERN STUDIES, MUSIC, PERSONAL AND SOCIAL EDUCATION, PHYSICAL EDUCATION, RELIGIOUS EDUCATION, SCIENCE and TECHNICAL EDUCATION.

In First and Second Year, classes in almost all subjects are organised in mixed ability groups based on information received from the primary school the pupil attended. Our close working partnership with St Helen's, St Matthew's and St Nicholas' has resulted in all three schools using the same Mathematics programme of work. Accordingly, S1 pupils are allocated to Mathematics classes of broadly the same level of achievement in Mathematics.

All S1 and S2 courses are based on Experiences and Outcomes as defined by Curriculum for Excellence at levels 3/4. However, it is important that pupils recognise the wider life of the school as an opportunity for learning and we would encourage all youngsters to take full consideration of the wide range of extra curricular activities open to them. As well as this, all pupils in S1 and S2 will engage in a number of Inter Disciplinary Learning opportunities – where areas of the curriculum are connected and learners can see that there are links between areas of study.

A programme of continuous assessment, both formative and summative, as well as regular monitoring by Pupil Support ensures that the progress of each child is tracked. If difficulties are experienced, support can be given either through the assistance of the class teacher or through the intervention of Support for Learning. Parents will be kept fully informed in the event of any concerns.

4.2 Broad General Education (S1 – S3) S3

In S3 pupils are offered a degree of personalisation and choice to allow them to study selected subjects in greater depth whilst maintaining a breadth of learning across all eight curricular areas. In addition to core RE and PE, all pupils will study English, Mathematics and French. PSE will be delivered across the curriculum. Pupils can then select further choices from the Personalisation and Choice Form (Example in the appendices).

.

4.3 SENIOR PHASE – (S4 –S6) S4

Pupils in S4 will follow courses that will lead to certification through National Qualifications at National 3, 4 and 5 and a variety of other SCQF Awards. The exceptions to this are Religious Education, core Physical Education and core Personal and Social Education. In addition to English and Mathematics all pupils will select up to a further 5 National Qualification subjects to study in S4 from the Option Form for that session (example available in appendices).

The curriculum structure in the Option Forms has been influenced by the Scottish Government, Education Scotland, East Dunbartonshire Council Secondary Curriculum Framework and Pupil choice.
This will continue to develop and evolve in line with Scottish Government Policy.

4.4 SENIOR PHASE – (S4-S6) S5 and S6

All pupils in S5 and S6 will continue to follow courses which lead to certification. This system of courses and qualifications is offered in all Scottish schools for everyone studying beyond S4. Pupils can choose courses in S5/S6 based on what they have achieved in the previous years of study. A sample Option Choice for S5 and S6 can be found in the Appendix.

The National Qualifications are available at up to 5 levels - National 3, 4, 5, Higher and Advanced Higher. The different levels of courses are designed to allow progression. Pupils who gain a course pass in a subject at one level in S5 can progress by taking it at a higher level in S6.

These courses not only introduce new knowledge but also develop skills for learning, skills for life and skills for work.

The majority of subjects studied by senior pupils are offered within Turnbull High School but some pupil's needs may be met by working in partnership with other secondary schools in East Dunbartonshire through consortium arrangements. There is also the opportunity to study college courses through the Vocational Programme.

All S5 pupils are encouraged to study the maximum of 5 subjects. The majority of S6 pupils are expected to study a minimum of 4 subjects. All S5/S6 student will have a period of Health and Wellbeing to continue to promote personal health and assist pupils to plan their future beyond school.

4.5 Physical Education

All pupils will participate in core periods of Physical Education. The main purpose of this element in Turnbull High School is to encourage positive appreciation of personal health and wellbeing together with developing an interest in leisure activities.

4.6 Personal and Social Education

Personal and Social Education courses address a wide variety of social issues and also prepare pupils for the time when they leave school. These courses are aimed at improving personal effectiveness and awareness of the world of work.

4.7 Skills Development Scotland in Turnbull High School

Skills Development Scotland works closely with the school as part of our transition to a Curriculum for Excellence and the focus on developing Skill for Learning, Skills for Life and Skills for Work. Pupils in school have access to the Careers Service through the regular visits of the school Careers Adviser. The Careers Adviser works closely with the school Pupil Support Team to ensure that pupils have access to all the help and support they need to make well informed career decisions.

The Careers Adviser for Turnbull High School is Karen Clark who works for Skills Development Scotland and is based in school four days a week. Additional support is provided by Sandra Ramage one day a week. Their role is to offer one to one career coaching to those pupils who need it most: but also to offer careers advice, guidance and information to any pupil who requests it. They deliver various workshops to pupils from S2 – S6 on a variety of topics from Information about the labour market to developing pupils' career management skills.

Karen also attend parents' meetings and parents can arrange to see her on request. SDS has a comprehensive web service which pupils are encouraged to access. There is also a specific section to help parent support their child's career planning - www.myworldofwork.co.uk/parents. Once a parent has browsed My World of Work and would still like to speak to SDS, Karen, can be contacted on karen.clark@sds.co.uk

Pupils can access careers information via on-line resources at My World of Work, www.myworldofwork.co.uk and www.planitplus.net

It is important to realise that pupils have open access to the Careers Adviser when they decide they need advice. This means that they are free to request an initial interview, via the Pastoral Care Teacher at any time, or by completing an Interview Request Form.

The Careers Adviser focus is on building more independent careers research with young people.

The Skills Development Scotland Co. Ltd, a company limited by guarantee registered in Scotland. Registered Number SC202659. Registered office: Floor 1, Monteith House, 11 George Street, GLASGOW G2 1DY Tele: 0141 285 6000

Skills Development Scotland, Kirkintilloch Learning Centre, 50 Southbank Road, Kirkintilloch G66

1NH. Tel: 0141 777 5860, Fax: 0141 777 6908, Hours 09:00 – 17:00.

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

4.8 HOMEWORK

Homework Policy
Turnbull High School uses **SHOW MY HOMEWORK** from Satchel One for issue and feedback on homework tasks.

Homework is an important part of the learning process and should enable pupils to work towards maximising their learning potential. All pupils will have access to Show My Homework to help them develop a positive approach to organising homework. The class teacher will ensure that homework set is noted down clearly in Show My Homework. The use of Show My Homework will enable pupils, teachers and parent to monitor the amount and type of homework given. Parents should make a point of regularly checking Show My Homework. Positive re-enforcement from both home and school should help to encourage positive attitude towards homework by pupils.

It should be stressed that homework does NOT always mean written work. It can and should contain practical activities, investigations and surveys, oral work, interviewing and collecting other people's ideas, listening to news reports, watching informative TV programmes, learning

various facts, vocabulary, preparing a plan or a drawing, revision etc.

4.9 RELIGIOUS EDUCATION AND OBSERVANCE

Essential features of the Catholic school are the prominence of Religious Education within the curriculum and the role of the liturgy in creating a Christian ethos within the school community. Parents who elect to send their children to this school, therefore, are expected to accept these traditions.

Religious Education
One of the fundamental purposes of Catholic Schools is to sustain and encourage belief in the Catholic faith. In addition to the ethos of Catholicism which permeates all activities within the school, two periods per week are specifically devoted to developing a deeper understanding of the Catholic Faith and its place within modern society.

Religious Education in Catholic Schools follows 'This Is Our Faith' (TIOF) a national curriculum developed under the auspices of the Catholic Hierarchy of Scotland. In Turnbull High School, our unique courses enable pupils of all stages to access varied and engaging lessons, which have academic and spiritual formation as their goal.

Rooted in philosophy, theology and with an emphasis on Higher Order Thinking Skills, young people across the BGE and Senior Phase engage with a range of sources and learning contexts to deepen their understanding of the Catholic faith. Courses offer young people a firm grounding in the nature of the Blessed Trinity, the unique place of Our Lord Jesus Christ as the saviour of the world, salvation history, the role of the Blessed Virgin Mary, the Holy Sacrifice of the Mass and the Sacraments, the Sacred Scriptures, Sacred Tradition, the nature of the Church, Catholic Social Teaching and the Kingdom of God, apologetics and ethics and morality (in particular the protection of human life from conception to natural death and human relationships) in an atmosphere of respect and openness. Young people undertake studies on Judaism, Islam and Sikhism in order to understand other worldviews in comparison to our Catholic faith and have opportunities to formalise their achievement through presentation for the Qualifications Scotland Higher Religious Moral and Philosophical Studies & Religion, Belief and Values units at levels 4 and 6.

Academic formation is accompanied by continuous spiritual development as pupils apply their learning to their own relationship with Our Lord and the discernment of their vocation in life. Pupils consider the ways in which they are called to serve God and neighbour and learn to pray through participating in the Sacred Liturgy (Holy Mass and parts of the Divine Office), programmes on Vocal and Mental Prayer (Lectio Divina) and seasonal devotions such as prayers for the Holy Souls, litanies, novenas and a consistent focus on the Holy Rosary.

At a whole school level, the formation of our young people is enhanced by an extensive programme of retreats. These range from our school prayer that starts each school day, a weekly timetable of devotions and services, 'in-house' retreat experiences and pilgrimages, to large-scale missions with visiting leaders. Both academic and spiritual formation are greatly supported and enhanced by our collaboration with many partners who deliver talks and retreats as well as our school chaplains who offer the sacraments for us.



A Catholic education is not limited to the Religious Education classroom but consists of a coherent presentation of, and search for, beauty, truth and goodness in all subject areas. In order to strengthen this within the school, Interdisciplinary Learning (IDL) initiatives are being developed.

Full details of the RE curriculum and chaplaincy provision can be found on our RE and Chaplaincy Blog (https://blogs.glowscotland.org.uk/ed/turnbullre/)

Religious Observance

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

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

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.

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

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

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions – e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent and Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.
There is a developing programme of Retreats for pupils in S1 – S6.

Prayer is an important feature of school life. The school day begins and ends with prayer. Advent and Lenten services are held for each class in our oratory. A Mass for each Guidance House takes

place each session. Year Group Masses are celebrated on Holidays of Obligation. Whole-School Community Masses are held at Christmas and summer.
While religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

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

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

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

Parents from minority and minority ethnic 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 noted as an authorised absentee in the register.

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

4.10 Extra Curricular Activities

1. Most pupils participate in our extensive range of extra-curricular activities. These play an important part in the education of the whole pupil, providing the opportunity to develop individual skills and discover new talents.

2. Our Active school programme is lead by our Active Schools link teacher. We have captains who assist with the running of the programme. Our area 'Active Schools' Coordinator also contributes to extending the range of activities on offer to our pupils.

3. Some of the duties involved in running the programme include marketing and advertising clubs through speaking at assemblies or putting information on notice boards throughout the school. We enter pupils for various sporting events which occur throughout the school year. Their sporting achievements are then publicised in a variety of ways through means such as the 'Turnbull Times', the local community newspaper 'The Bishopbriggs Herald' as well as the school website. Many opportunities are made available to young people to develop leadership skills through peer led clubs and activities. Sports Leaders facilitate P7/S1 transition clubs with our associated primary schools as part of our Cluster working. We buy in equipment for the different active schools clubs, as well as offering staff training opportunities for them to lead various clubs.

4. We have a large number of staff – teaching and non teaching, who lead various activities within the Active Schools' programme. We would also welcome parents/carers/ volunteers who want to help out at any of the active schools clubs on offer or start up any new clubs.

5. All S1 pupils take part in a Freshers' Fayre in August which allows them to find out about the range of clubs and activities on offer. Young people are encouraged to take part in as many clubs and activities during and after the school day as possible. This develops skills and resilience as well as having fun. Ideally, young people should take part in at least three activities a week whether these are before the school day e.g. PE Breakfast Club, at lunchtime or after school. Regular Inter-House activities, competitions and challenges are on offer on a termly basis which help build House identity and encourage young people to have fun. Young people's volunteering at, and participation in, clubs and activities can be accredited through Wider Achievement Awards. The clubs currently on offer include football (boys and girls) rugby, table tennis, badminton, netball, golf, fitness, basketball, cricket, dance, gymnastics, tennis and athletics (summer term only). Pupils who take part in these clubs can be entered for competitions as and when they happen during the course of the school year.

6. The Music Department provides opportunities for pupils to join the guitar club, vocal group, big band and jazz band. It also organises a band trip each year, alternating between a UK and European venue.

7. Other opportunities for pupils to develop their creativity are provided by clubs such as the Art Clubs, the Chess Club, The Drama Club, the Debating and Model United Nations Club and the Reading Club. In addition, staff offer the following clubs and activities at Lunchtimes: Dungeons and Dragons, Warhammer, Credo, Homework, Wellbeing and Sewing CLubs. The school Breakfast Club is well attended and runs every morning. A copy of the full range of activities is available on request and on the school website.

8. Pupils are encouraged to develop as responsible citizens through their membership of Pro-Life Group, Eco/Fair Trade Group, SSVP Youth Conference or the Aid to the Church in Need Group. Pupils are encouraged to attend Mass once a week in our school Oratory.

9. Parents are encouraged to contact the school with any queries well before any excursion occurs and to attend any parent's meetings regarding the trips.

10. For all out of school activities parental permission is required. Further details of programmes are available on the school website.

SECTION FIVE: ASSESSMENT AND REPORTING

5.1 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 1234510

Email: greg.bremner@eastdunbarton.gov.uk

5.2 ASSESSMENT

Most pupils will experience a range of different assessment arrangements across the curriculum. However, most types of assessment will fall into two categories:

SUMMATIVE ASSESSMENT

Summative is used at the end of a piece of work, a unit or a particular area of study. This helps to identify a pupil's progress in terms of achievement against school and national parameters. In this case it could mean the overall total assessment of an individual through a formal examination or alternatively it could mean the sum of many cumulative assessments. It is more often than not that summative assessments are recorded by departments and frequently form the basis of reporting to parents as well as identifying performance potential in national examinations.

FORMATIVE ASSESSMENT

Through Assessment is for Learning, a nationally developed programme and one which your child has experience of in primary, a variety of different strategies and techniques are regularly employed to ensure that each child is reaching their potential. The premise that links the strategies together is that teachers use evidence of learning to adapt the teaching and learning that happens in the classroom to meet student needs. The 6 key strategies are:-

a) Sharing learning outcomes and success criteria with learners

b) Ensuring effective classroom discussion is taking place and that questions and tasks are open ended enough to elicit evidence of learning

c) Providing feedback that moves learners forward

d) Peer assessment – activating learners as instructional resources for each other

e) Self assessment – activating students as owner of their own learning

f) Pupils will have the opportunity to reflect on their learning through learner conversations with staff to review their progress.

Both have an important role to play in terms of supporting pupils to achieve their potential and are integral to the learning and teaching process.

5.3 ACHIEVEMENT IN QUALIFICATION SCOTLAND EXAMINATIONS

POLICY STATEMENT WITH REGARD TO ENTERING PUPILS OR PUBLIC EXAMINATIONS

Schools in consultation with pupils/parents normally decide on presentation for examinations. However in the final analysis, the school will accede to the wishes of the parents.

RESULTS: QUALIFICATIONs SCOTLAND CERTIFICATE (QSC) AWARDS

The Qualification Scotland has provided the following information regarding the QS Awards system which it now operates:

National 3 and National 4 award are awarded on a PASS or FAIL basis

National 5, Higher and Advanced Higher awards are made on a 4 point scale:
Grade - A
Grade - B
Grade - C
Grade - D

5.4 ANALYSIS OF EXAMINATION RESULTS

The results achieved by Turnbull High School in the three most recent years are given in the appendices. The authority's and Scotland's figures include all education authority and grant aided secondary schools.
Where a pupil is presented for an examination at National Qualifications in the same subject at more than one level, only account is taken of the highest grade attained.

5.5 REPORTS TO PARENTS

Each subject area completes a report on each pupil following courses in that area. One copy of each report is sent to parents and one is retained in the school as part of the pupil's progress record. The report form is an attempt to provide parents and pupils with as much information as possible about the pupil's performance. Please note that reporting dates are subject to annual review.

Reports are issued as follows:

S1	Interim Report October and Full Report May
S2	Full Report December
S3	Interim Report November and Full Report May
S4	Interim Report September and Interim Report January
S5/6	Interim Report October and Interim Report January

If parents wish to discuss any matters arising from reports, an appointment should be made by telephone to meet with the appropriate Pastoral Care Teacher.

5.6 PARENTS' MEETINGS

Meetings of parents with the staff who teach their children are scheduled as follows:

S1		December	4 – 6 pm
S2		February	4 – 6 pm
S3		November	4 – 6 pm
S4		January	4 – 6 pm
S5/6		January	4 – 6 pm

Other meetings are also scheduled during this year. For example, advice on Options choices, Autumn P7 information evening about Turnbull and June Induction Meeting for parents of P7 pupils to give information about the transition programme and providing an opportunity to meet senior staff and the Pupil Support Team.

SECTION SIX: TRANSITIONS AND ENROLEMENTS

6.1 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.

6.2 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.

6.3 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.

Parents offered or seeking a place in the school may visit the school by appointment, arrange by telephone or letter with the School Office. For parents of pupils of Primary 7 in the associated primary schools, an evening meeting is held in September and in June in Turnbull High School to support the transition programme.

Associated Primary Schools:

- St Helen's Primary School, Wester Cledden Road, Bishopbriggs Tel: 0141 955 2286
- St Matthew's Primary School, Park Road, Bishopbriggs Tel: 0141 955 2282
- St Machan's Primary School, St Machan's Way, Lennoxtown, Tel: 01360 311586
- St Nicholas Primary School, Duntocher Road, Bearsden. Tel: 0141 955 2222

Children from Torrance, who attend St Machan's PS, may transfer to Turnbull High School. Pupils from St Nicholas' may transfer to Turnbull High, St Ninian's High or John Paul Academy.

6.4 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. Parent 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.

6.5 Primary to Secondary Transitions

Pupil visits to Turnbull High School are organised before the summer holidays. Children from associated primaries and non-catchment schools who will be attending Turnbull High School will have the opportunity to meet and get to know each other at induction days in May. The children will participate in classroom activities and meet their class teachers. Parents will have an opportunity to view the school and are given a brief explanation of school life at the parent Information evening in May/June.

Arrangements for enhanced transitions are agreed in partnership with the young person, parents/carers and both the primary and secondary school. Copies of the Turnbull Cluster Transition Programme are available on request.

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 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.

6.6 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 that 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 number 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 that places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and request 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 of your Placing Request.

As soon as a decision has been made, you will be notifies 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 contract should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parent are requested to contact the education office to clarify this position if they are unsure.

6.7 Mid-Session Transfers

You may make a Placing Request at any time during a school session. If you 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. You Placing Request will only be granted if there are surplus places available at the school.

6.8 Transport for Placing Requests

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

SECTION SEVEN: SUPPORT FOR PUPILS

7.1 Children and Young People with Additional Support Needs

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

Guiding Principles

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

Universal and Targeted Levels of Support:

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

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

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

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

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

Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs then a rigorous process of assessment, planning and support is put into place.
There are a number of resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has 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 including those diagnosed with autism. 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.

7.2 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.

7.3 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.

7.4 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

7.5 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.

7.6 Supporting Families Service

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

7.7 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.

7.8 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.

7.9 Support for Learning – School Provision

Support for Learning offers whole school support to foster our ethos of inclusion. The Support for Learning teacher works in partnership with senior management, teachers, parents, pupils and other support services to support pupils' learning. This teacher assists subject teachers to support pupils' learning by co-operative teaching, staff development, providing a consultancy service, providing specialist services for individual pupils and giving individual and group support to pupils.
The purpose of Support for Learning is to enable pupils to access the curriculum and be able to demonstrate their level of attainment. Pupils who have been identified in terms of The Education (Additional Support for Learning) (Scotland) Act 2004 as having additional support needs, gifted or talented young people are assisted in a variety of ways. Some pupils with additional support needs may require a Coordinated Support Plan. We implement a staged intervention approach to support all learners.

Classroom teachers provide individual support for pupils, when necessary, and use a variety of resources and teaching strategies to provide access to the curriculum.

Some pupils may require further additional support to access the curriculum. Pupils requiring additional support are usually identified during the primary/secondary liaison process through our internal monitoring systems or through Staged Intervention processes. Wellbeing Assessments and Analysis will also be used to inform young people's needs. However, pupils can refer themselves or be referred by parents, teachers, support staff or personnel from external agencies. Additional support may be given in class or in small group or individual tutorials. Some pupils benefit from having access to ICT to support them in their learning.

The Education (Additional Support for Learning) (Scotland) Act 2004 has introduced provisions for the assessment of children or young people with additional support needs. No further Records of Needs will be opened by East Dunbartonshire Council.

Parents' meetings, school reports and individual appointments with Pupil Support Staff are means by which parents are kept aware of any additional support needs of pupils. The support of parents is welcomed in developing ways in which a pupil may be encouraged to progress.

East Dunbartonshire Council in supporting inclusion in Turnbull has also established and developed a number of support for learning services:

These are -

- English as an Additional Language Service
- Language and Communications Service
- Sensory Service (Visual and hearing impairment)
- Secondary Wellbeing Service

These are a team of specially trained teachers who undertake different roles to the school. These services support pupils through -

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

Further information is available from the senior managers who can be contacted via the school.

7.10 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.

7.11 Pastoral Support

In Turnbull High School we aim to foster an ethos of inclusion in which all pupils have the opportunity to develop and to participate to their fullest potential. Our Pupil Support Team work with our pupils in many different ways. Our Pupil Support Team is made up of Pastoral Care Staff, Wellbeing Teacher and Support for Learning Principal Teacher and Pupil Support Assistants.

To facilitate the organisation of Pastoral Care, where possible, siblings have the same Principal Teacher Pastoral Care to ensure strong links between home and school. The members of the Pastoral Care Staff work as a team and take responsibility for the personal, curricular and vocational guidance of the pupils in their House Group. Every pupil in the school is free to seek help and advice from any member of the Pastoral Care Team. If a parent/carer wishes to discuss any aspect of their child's progress and development with a member of the Pastoral Care Team an appointment can be arranged by telephoning the school.

Pastoral Care Staff

Arranged by House Group		
St Andrew's House	Mrs A Boardman	Principal Teacher Pastoral Care
St Kentigern's House	Mrs L Kerr	Principal Teacher Pastoral Care
Marian House	Mrs C Britton / Mrs M Walker	Principal Teacher Pastoral Care
St Teresa House	Mrs A McBride	Principal Teacher Pastoral Care
Support for Learning	Miss K Stark	Principal Teacher Support for Learning
Wellbeing	Mrs G Wallace / Mrs C Ruddy	Wellbeing Teacher

7.12 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.

TURNBULL HIGH SCHOOL: SCHOOL HANDBOOK 2026-2027

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 the 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 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, needs to take action, help, or arrange for the right support in order to promote the child's development and wellbeing. Referring to the eight Wellbeing Indicators, they will need to ask these five questions:

- 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 Additional Support for Learning (Scotland) Act 2004, Amended 2009.

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

7.13 English as an Additional Language Service

We are fortunate to have several pupils in our school who are bilingual, that is they speak two or more languages. We seek to encourage the bilingual pupils to use and develop their first language as much as possible as we know it supports their learning and enriches and strengthens the school.

We are assisted in the school by East Dunbartonshire's English as an Additional Language Service. This is a team of specially trained teachers who work co-operatively with the teachers to support the learning of the bilingual pupils.

7.14 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.

SECTION EIGHT: SCHOOL IMPROVEMENT

8.1 Raising Attainment

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

8.2 Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. A copy of this report is available on request from the school office or can be view via the school website.

8.3 School Improvement Plan

HOW WE GROW

Positive relationships exist across the school community and children's rights are understood and lived.	*Develop assemblies & pupil conferences to further pupil understanding and commitment to the School's values and virtues.*
	Continue to working towards achieving RRS Gold Award.
	Review Governmental and Education Scotland guidance on racial literacy and develop school action plan.
	Work in partnership with EDWA, Rape Crisis and TIE to identify ways to support the "Equally Safe At School" agenda.
	Engage with EDC training on Trauma Informed Practice to create a staff that is trauma informed and responds effectively to applicable pupils needs.
Learning outcomes are improved from a continued focus on meeting pupil needs.	*Continue to engage with EDC CIRCLE training programme.*
	Incorporate use of CIRCLE frameworks into Case Conferences.
	Work in partnership with Languages and Communication service to enhance school supports.
	Implement and review revised processes for pupil absence management
	Enhance curriculum delivery for pupils experiencing EBSNA.

HOW WE LEARN

Learning outcomes are improved through a continuing review of our curriculum and pedagogy.	*Develop programme of quality assurance and CLPL to ensure continuing focus and development of BLP.*
	Further development of Literacy Across Learning (LaL) which will incorporate EDC literacy strategy and dyslexia guidance.
	Develop a programme of Family Learning Activities to enhance pupil and parent engagement.
	Engage with EDC planning for implementation of the Curriculum Improvement Cycle
Pupils are equipped with the essential skills they need to thrive in a	*Extend implementation of use of SDS Metaskills framework*
	Investigate use of SDS Dashboard for tracking Metaskill development.

constantly changing world, both in education and in the workplace	

EQUITY

To improve the attainment and achievement of pupils within our equity cohort.	*Data analysis of pupils to identify equity cohort.*
	Action plan developed to support identified pupils

8.4 The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many year, collected information about pupils on paper forms. This information in 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 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 Qualifications 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 Qualifications Scotland. 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 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 Nine: School Policies and Practical Information

9.1 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.

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

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

The appropriate clothing and footwear for 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 under School Clothing Grants and Free School Meals.

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

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

TURNBULL UNIFORM POLICY: DRESS FOR SUCCESS

Our dress code aims to provide a cost-effective way for pupils to show that they are proud to belong to our school community. Wearing uniform reflects a positive attitude to learning and removes any peer pressure to wear expensive brand names. Wearing uniform also promotes equality and inclusion. We continue to expect the highest possible standards for our Turnbull school uniform.

The school blazer complete with embroidered badge is compulsory for ALL pupils. There are two styles of blazer available, fitted or traditional design, for both boys and girls. Plain black jackets, **no logos or colours**, may be worn over the blazer and removed upon arrival at school.

Only blue school shirts/ blouses that can be fastened to the top are acceptable. These should be traditional school wear clothing.

✓ S1-S3 striped ✓ S4-S5 plain blue ✓ S6 plain blue with bar ✓ The school tie should be full length when worn.

SKIRTS	
✓ Smart, formal school skirts must be of an appropriate length, coming to just above the knee. ✓ Skirts must be black.	× Dresses, pinafores and lycra skirts are **NOT acceptable.**

TROUSERS	
✓ School trousers must be black, formal and tailored. ✓ If belts are worn with trousers these should be plain black with small buckle. ✓ Shirts must be worn tucked into trousers. ✓ Tailored school shorts.	All other forms of trouser are **NOT acceptable**: × shorter length × skinny- fit × leggings × jeans × chinos × Sports shorts

CARDIGANS/JUMPERS	
✓ Black school cardigans must be fitted and be of an appropriate length ✓ Only plain black V- neck jumpers must be worn ✓ Turnbull High School Hoodies	× Long cardigans and tank tops **NOT acceptable** × crew neck jumpers and non-school hoodies are **NOT acceptable**

Black tights should be worn. They should be plain without any pattern. Black knee high socks and short socks must be plain.

FOOTWEAR	
✓ Black, formal school shoes or plain black trainers which appear similar to school shoes must be worn. ✓ Black boots must be robust and in keeping with the formal dress code	× ALL other types of fashion footwear are **NOT acceptable eg** Converse etc

PE KIT

Plain T- shirt or Turnbull PE top must be worn with shorts / plain sportswear trousers. Leggings are allowed for girls. Neutral colours are acceptable.

Please take note of the following guidelines for your young person's PE kit:

- **Full Change of Clothing**: Pupils must bring a full change of top, bottoms, and footwear specifically for PE. This helps maintain hygiene and ensures they are dressed appropriately for class.
- **Tops**: Crop tops or any top that exposes the midriff are not permitted. Pupils should wear a full-length t-shirt or sports top.
- **Bottoms**: Pupils should wear appropriate sports shorts, leggings, or tracksuit bottoms. These should be suitable for physical activity and the weather.
- **Footwear**: Proper sports trainers are required for PE. Please ensure your child is wearing footwear that provides adequate support. **Crocs, sandals, or any open-toed shoes are not appropriate** for PE activities.
- **Team Colours**: To maintain a neutral and inclusive environment, we ask that pupils do not wear clothing with football colours or logos from any team.
- **Weather-Appropriate Gear**: On days with wet or cold weather, please provide your child with a waterproof jacket or other appropriate outerwear. This will help them stay dry and comfortable during outdoor activities.'
- **Jewellery**: No Jewellery should be worn during PE, with particular reference to hooped earrings, bracelets and necklaces that are on show as they can be easily damaged, lost or cause harm to the wearer and classmates.
- **Hair**: Long hair must be tied back.

We appreciate that this information is prescriptive. This is to ensure that there is no ambiguity as to what is acceptable with regard to school uniform. The school supplier, Baru, provides a very cost effective package for our school. Uniform may also be purchased from reputable stores, or supermarkets which also provide an appropriate range of school wear. High Street fashion retailers do not provide appropriate Turnbull High school uniform. If you are in any doubt please contact the school before purchasing.

Our Community Hub offers recycled uniform items to support all pupils in wearing full school uniform every day. Pupils should go to the Community Hub between 8.45am and 9am to collect required items - stationery, toiletries etc are also available free of charge.

9.2 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. Adults and young people in Turnbull High School have allergies. As a result, foods and snacks containing nuts must not be consumed in school or brought into school.

Meal prices are reviewed annually. Please contact the school to be advised of the current price. The school operates a cashless catering system. Each pupil has an individual account, which can be topped up online, or by depositing cash at the school canteen. This account is used to pay for school meals, and children do not have to bring lunch money to school. Your child's individual account number, as well as information on how to use the cashless catering system, will be provided. Payments into the pupil accounts are made by parents online via the Council 'payment' website at https://www.eastdunbarton.gov.uk/payments
Packed lunches will be supervised within the dinner hall.

Free School Meals

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

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

9.3 Transport

(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner.

In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to 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) Transport for 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.

9.4 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 of a school year, 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 of a school year, 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 information can be obtained at www.eastdunbarton.gov.uk (or telephone 03001234510). School management of the programme is by Mr D Mitchell (DHT).

9.5 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.

9.6 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

9.7 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

9.8 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.

9.9 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.

9.10 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 or vaping in any of the school campus areas.

9.11 The Use of Mobile Devices in School

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.

9.12 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 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.

9.13 Addresses

Chief Education Officer	Mr Greg Bremner East Dunbartonshire Council 12 Strathkelvin Place Kirkintilloch G66 1TJ Tel: 0300 123 4510
Area Registration Office	East Dunbartonshire Council Registration Office Bishopbriggs Library Kirkintilloch Road Bishopbriggs G64 2LX 0141 578 8557
Area Careers Office	Skills Development Scotland Kirkintilloch Learning Centre 50 Southbank Road Kirkintilloch G66 1NH
Councillors: Ward 4 Bishopbriggs North & Campsie	Councillor Paul Ferretti Councillor Billy Hendry Councillor Colette McDiarmid Councillor Lynda Williamson
Councillors: Ward 5 Bishopbriggs South	Councillor Gordan Low Councillor Alan Moir Councillor Ben Rose

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

APPENDICES: OPTION FORMS 2026-2027

Turnbull High School	S2 into S3 Personalisation	2026/27

Name: **Class:**

- All Pupils will study **English, French, Mathematics, RE PE and PSE** (to cover BGE entitlements in Languages, Mathematics, Wellbeing and RE).
- Please indicate your 6 other choices across the other BGE curricular areas on the options grid below.

Choice 1 (Social Subjects)	Choice 2 (Technologies)	Choice 3 (Sciences)	Choice 4 (Creative)	Choices 5 & 6 (Any 2 choices from below)	
Business Management	Administration & IT	Biology	Art & Design	Art & Design	History
Geography	Computing	Chemistry	Childcare	Administration & IT	Modern Studies
History	Fashion & Textiles	Physics	Practical Cookery	Biology	Music
Modern Studies	Graphic Communication		Music	Business Management	PE Studies
	Woodworking		PE Studies	Chemistry	Physics
				Childcare	Spanish
				Computing	Woodworking
				Geography	

Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6

Parent/Carer Signature:

Career Interests	
Issues?	

Turnbull High School	S3 into S4 Option Choices	2026/27

Name: **Class:**

- All Pupils will study **English, Mathematics, RE PE and PSE.**
- Please indicate your other 5 subject choices that you want to **CONTINUE WITH** from your S3 courses.

SQA Courses			
Administration and IT	*Childcare*	*Graphics*	*Physics*
Art and Design	*Computing*	*History*	*Practical Cookery*
Biology	*French*	*Modern Studies*	*Practical Woodworking*
Business Management	*Fashion and Textiles*	*Music*	*Spanish*
Chemistry	*Geography*	*PE Studies*	

Choice 1	
Choice 2	
Choice 3	
Choice 4	
Choice 5	

Parent/Carer Signature:

Career Interests	
Issues?	

Turnbull High School	S4 into S5 Option Choices	2026/27

Name: **Class:**

All Pupils will study **RE** and **Health and Wellbeing**. Please indicate **5** choices from the list on the grid below – max of **1** from **OTHER COURSES**.

National Qualifications			Other Courses	
Administration & IT	*French*	*PE Studies*	*Barista Skills*	*Scientific Technologies*
Art & Design	*Geography*	*Physics*	*Business & IT*	*Scottish Studies*
Biology	*Graphic Communication*	*Spanish*	*Employability Award*	*Sustainability Diploma*
Business Management	*History*	***Health Sector***	*Furniture Making*	*Young Enterprise*
Chemistry	*Applications of Maths*	***Energy***	*Games Design*	
Computing	*Maths*			*College Courses*
English	*Modern Studies*			*Foundation Apprenticeship*
Fashion and Textiles	*Music*			

	Subject	National Qualification Level? (N4/N5/H)
School Choice 1		
School Choice 2		
School Choice 3		
School Choice 4		
School Choice 5		
College?		

Parent/Carer Signature:

Career Interests	
Issues?	

Turnbull High School	S5 into S6 Option Choices	2026/27

Name: **Class:**

All Pupils will study **RE** and **Health and Wellbeing**. Please indicate **5** choices from the list on the grid below – max of **1** from **OTHER COURSES**.

National Qualifications			Other Courses	
Administration & IT	*Geography*	*Spanish*	*Barista Skills*	***Baccalaureate (AH)***
Art & Design	*Graphic Communication*	***Health Sector***	*Business & IT*	***Refereeing***
Biology	*History*	***Energy***	*Employability Award*	***Sports Coaching Award***
Business Management	*Applications of Maths*	***Music Technology***	*Furniture Making*	***Open Uni - YASS (AH)***
Chemistry	*Maths*	***Photography***	*Games Design*	
Computing	*Modern Studies*	***Politics***	*Scientific Technologies*	*College Courses*
English	*Music*	***RMPS***	*Scottish Studies*	*Foundation Apprenticeship*
Fashion and Textiles	*PE Studies*		*Sustainability Diploma*	
French	*Physics*		*Young Enterprise*	

	Subject	National Qualification Level? (N4/N5/H)
School Choice 1		
School Choice 2		
School Choice 3		
School Choice 4		
School Choice 5		
College?		

Parent/Carer Signature:

Career Interests	
Issues?	