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Glasgow City Council

## Establishment Handbook



### Establishment Name:

Acredyke Nursery School  
305 Standburn Road  
Robroyston  
Glasgow  
G21 3RH

Phone Number: 0141 557 2068

Email: [Headteacher@acredykenursery.glasgow.sch.uk](mailto:Headteacher@acredykenursery.glasgow.sch.uk)

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## Welcome



Dear Parents

Welcome to Acredyke Nursery School

In our establishment we aim to offer the highest quality service. This handbook will tell you all you need to know about our school, the education we offer and the ways in which we provide it.

You are your child's first and most important teacher and we invite you to work with us as partners in ensuring quality education and the best possible start for your child.

The nursery provides a safe, stimulating, well-resourced and welcoming environment which will encourage your child to develop and learn. We will keep you up to date with the life and work of the centre through regular newsletters and progress meetings and by posting information on our Twitter page.

We will be very happy to talk with you and answer any of your questions. A private meeting can be arranged if you wish to discuss something in detail.

We hope you will enjoy your time at Acredyke Nursery School and we look forward to working with you and your child at this very important age and stage of development.

The nursery school located to this new campus in April 2007. The children in the nursery can access areas of the campus, including the gym, dining hall, all weather pitch and our nursery garden.

The nursery is part of the Smithycroft Learning Community which is made up of a cluster of schools working together to promote and develop a sense of community, lifelong learning, employability and partnership.

Caroline McAdam  
Head Teacher

## **Mission Statement**

At Acredyke Nursery School we will work in partnership to deliver quality education and quality relationships which actively celebrates diversity and inclusion and promotes positive outcomes for our children and families.

We value the importance of building positive relationships. Our commitment to attachment led practice ensures we provide a safe, creative environment where children are nurtured, respected and have a well-developed sense of identity and belonging.

We will embrace the wellbeing of our children to enable them to become effective contributors, successful learners, confident individuals and responsible citizens.



## **Nursery Aims**

- To work in partnership with parents, other professionals and our wider community.
- To provide quality education, connections and attachments for all the children in our care.
- To respect welcome and give time to all children and families.
- To empower our children with positive attitudes which promotes resilience and a love of learning.
- To provide a safe, creative environment where children can explore, investigate and express their individuality.
- To ensure that all learners are encouraged to express their views and opinions and feel listened to.
- To support our children to achieve their full potential.
- To promote the rights of our children.
- Through our commitment to attachment led practice we promote Love, Hugs and kindness.

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**School Staff**

Head of Establishment Ms Caroline Mc Adam, B.Ed, SQN

Team Leader Mrs Caroline Hazard, , PDA  
Early Education & Childcare, NC, HNC

Lead Practitioner of Attainment Mrs Lisa McCann, HNC, BA Childhood Practice

Child Development Officers	Qualifications
<b>STAFF TEAM</b>	
Mrs Jennifer Milne	HNC
Mrs Rachel O'Donnell	HNC, PDA
Miss Alana Pringle	HNC ,BA (pending)
Mrs Lorraine Findlay	HNC and BA Childhood Practice
Miss Theresa Ryan	HNC
Miss Amber Maxwell	HNC
Miss Lynn Paterson	HNC
Miss Leah Beaton	HNC, BA (pending)
Miss Nikki Mac Cunn	HNC
Miss Sheree Evans	SVQ3
Miss Carol Longmuir	HNC
Miss Jennifer Backie	HNC, BA
Miss Laura Breckenridge	HNC
Mrs Afshan Ahmed	HNC,PDA ,
Miss Alisha Brown	HNC
Miss Tracey McKay	HNC
Miss Carla Hain	HNC, SfiW
Miss Stephanie McMillan	SfLW
Miss Emma Blyth	SfiW

Clerical Assistant To be appointed  
Facilitating Officer Mr Andy Brand

All staff are professionally registered. Ms McAdam is registered with the GTC and works to Teachers Conditions of Service.

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All other staff are registered with the Scottish Social Services Commission.

### **General Information**

Learning programmes are based on children's interests and seasonal events and follow the National Curriculum for Scotland - A Curriculum for Excellence.

To ensure the highest standards for your children the nursery is inspected regularly by Care Inspectorate and reviewed every three years by Glasgow City Council.

Glasgow City Council also regulates the work of the nursery through its Management Circulars, Health & Safety Regulations, Policy Guidelines and meetings.

Standards are monitored annually within the nursery using the Performance Indicators of Child at the Centre 2 and National Care Standards.

### **Acrodyke Nusery School Community Links**

The nursery promotes a positive policy of involvement with agencies in the community. Personnel from various community initiatives visit the nursery on a regular basis to work on various projects, i.e. Community Action Team, Park Rangers, Faith in Action Groups, Local Clergy, Oral Health and Visual Screening Services.

The school responds positively to promote partnership with Further Education Colleges, Road Safety Unit, Community Police, Library Service, Psychological Services, Social Work Services, Health, Theatre Groups, Enterprise Programmes, Local Superstores, Care Homes etc. which enhance the learning experiences of the children in our school.

Acrodyke Nursery School were one of the first schools to have won a Partnership Award 2012 for the work we do within the educational community of the Nursery School.

We have successfully achieved our 4<sup>th</sup> Green Flag award.



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## **Nursery Services: Hours of Opening**

The nursery school provides morning, afternoon and full day sessions to eligible children each day, Monday to Friday during term time.

- Each eligible child can access 1140hrs funded by the Local Authority through government grant and are therefore free to the child/parent living within Glasgow.
- 1140hrs start the Monday following the child's third birthday.
- Invoices are sent out from HQ in respect of additional hours/extended places.
- Glasgow City Council reviews charges annually.

## **Meals and Snacks**

All children receive snacks during the course of their session. Lunch is provided for all 1140hrs eligible children.

Children under the age of 3 are provided with a snack at a cost of 26p per day and this is provided by Cordia. Charges for snacks and hours accessed by the under 3s are invoiced by Glasgow City Council.

In accordance with our healthy eating policy all lunches and snacks adhere to the principles of the Nutritional Guidance for Early Years establishments.

At times throughout the year other healthy low sugar, low fat foods will be on offer and parents will be advised prior to them being given to the children eg Christmas Party food. All special dietary requirements will be catered for through Cordia Catering Services.

For those children who take up a contract for additional hours, generally allocated on a needs basis, there will be a charge for these hours. The costs are on average £3.00 for every hour contracted over and above the funded hours plus £1.52 per day for lunch.

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**\*ALL COSTS WILL BE INVOICED BY GLASGOW CITY COUNCIL ON A FOUR WEEKLY BASIS\***

### **Age Range of Children in the Establishment**

The children admitted into school are normally between the ages of 3-5 years. We also care for Under 3 year old children.

### **Number of Children in Each Daily Session**

Morning session	60 places
Afternoon Session	60 places
Under 3's Morning Session	15 places
Under 3's Afternoon Session	15 places

### **Admissions Policy**

All nursery places are allocated in line with Glasgow City Council's Admissions Policy. The Head Teacher will be happy to advise you how this policy operates when you apply for a place for your child.

A leaflet giving details of the Council's policy is currently being updated and should be available to all establishments as soon as possible.

An Admissions Panel will meet at regular intervals throughout the year to decide how nursery places will be allocated.

The panel consists of all heads of pre-five establishments in the area, a representative from divisional offices and representatives of the other agencies involved in supporting children and their families, e.g. Social Work Department and the Health Service

## **Register of all Applications**

The head of establishment will keep a register of all applications and the information contained on the applications will be considered by the admissions panel to assist with the allocation of places.

Please note that the length of time a child's name has been on the register will not affect the child's priority for admission.

Parents can ask to see their application form at any time. If circumstances change which affect the application you should speak to the Head Teacher.

## **Enrolment Procedures**

The school follows Glasgow City Council's policy on admissions. If your child is offered a place, an appointment will be made for enrolment. At this meeting you will be asked to complete the necessary paper work relating to nursery admission. Your child will be invited to look around the school and meet the staff.

## **Attendance**

Daily attendance registers are kept. We follow Glasgow City Council's policies and procedures on non-attendance. Please contact the Head Teacher when your child is absent from nursery school.

## **Insurance**

Sometimes children bring special or new items to nursery for their friends to see; however, parents should ensure that valuable items are not left in nursery, particularly as the authority has no insurance to cover loss of such items.



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Claims submitted are likely to be met only where the authority can be shown to be negligent.

### Suitable Clothing

Children have the best fun when they do their messy work. We will always try to make sure that they wear aprons, but accidents happen, so please dress your child in suitable clothing. Please ensure your child wears clothing suitable for messy play (no designer garments).

Indoor gym shoes should be worn. These can be purchased from nursery school. Please put your child's name inside the gym shoe. Please leave a spare pair of pants, socks, trousers and a top in their nursery school bag.

There are certain forms of clothing which are unacceptable and discouraged in the nursery, which are detailed overleaf.

#### Forms of clothing which:

- potentially encourage faction (such as football colours)
- could cause offence (such as anti-racist, religious or political slogans)
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other children or to be used by others to do so;
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings.



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## Excursions and Consent Forms

When outings or excursions for children are planned the Head Teacher or a member of staff will advise you in advance. You will be asked to complete consent forms which give permission for your child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian.



## Arrival and Collection of Children

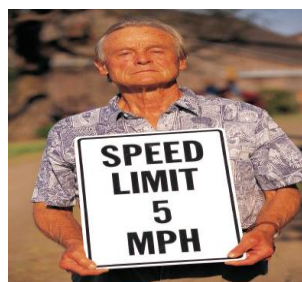
It is expected that a responsible adult will bring and collect your child to and from nursery school. Your child will be signed IN and OUT of the building for Fire Safety reasons and this register is found in the reception.

It would be helpful if you could bring and collect your child in a timely manner.

## Parking

There are **NO** allocated parking spaces for parents/visitors.

Please use the drop-off zone if you bring your vehicle to the campus. Access to the campus for disabled drivers is permitted provided a valid badge is displayed. Please speak to the Head Teacher to arrange a school pass.



**PLEASE WATCH YOUR SPEED ON APPROACH TO THE CAMPUS, 5 MPH IS MORE THAN SUFFICIENT.**

### **Emergency Closure Arrangements**

The nursery will be opened on the times already outlined, but on some occasions circumstances arise which means the nursery has to close. Establishments may be affected, for example, by severe weather, transport problems, power failures or fuel supplies. If this happens we will do all we can to let you know about details of the closure and re-opening.

We may keep in touch by telephone or text message.



### **Emergency Contacts**

Parents whose children are in nursery are asked where possible to provide the establishment with the names, addresses and telephone numbers of two contact persons for use in case of an emergency.

You must keep this information up to date if circumstances change.

### **Accommodation for Parents**

Parents can request to be present in playrooms by prior arrangement with the Head Teacher or with a member of staff.

### **No Smoking Policy**

Smoking is not permitted within the nursery or school grounds.



## Animals

Guide dogs are allowed into the school.

All other animals should be kept outside the school perimeter.



## Medical Information

If your child is in need of medication during his/her time at nursery school you should discuss their requirements with the Head Teacher. Prescribed drugs will be given at the discretion of the Head Teacher. You must fill in a form to authorise nursery staff to administer drugs to your child. The Head Teacher will give you the necessary form to complete.

If your child suffers from asthma you must tell the Head Teacher if there are any activities or specific circumstances which are likely to bring on an attack.

If your child suffers from epileptic attacks you must tell the Head Teacher what emergency treatment to give.



## If your Child Becomes Ill

The establishment would welcome a telephone call if your child is not able to attend nursery on a particular day. Please call the nursery school before 10.00am on 0141 557 2068.

If your child becomes ill whilst at nursery you will be contacted by telephone and invited to collect your child. Until you arrive at nursery school your child will be made as comfortable as possible.

Please ensure that the two emergency contact names and numbers are kept up to date on your child's record.

## Minor Accidents and Upsets

Should your child have an accident in school you will be informed. If immediate hospital attention is needed we shall take your child to Royal Hospital for

Sick Children based at Queen Elizabeth University Hospital, you can meet us there.

All accidents are recorded into our Accident Book. You will be asked to sign this when informed of the accident.



## Visits to the Nursery by Medical Staff

You will be notified about these visits, e.g. Dentist, Visual Screening.

## The Nursery Curriculum - Children's Learning

There is a separate curriculum for children under three and parents will find more information on the web at:

[www.Ltscotland.org.uk/earlyyears/prebirthtothree](http://www.Ltscotland.org.uk/earlyyears/prebirthtothree)



The national guidance and multimedia resource has been designed to support all staff working with young children. It also recognises and values the importance of parents as they understand their child better than anyone else.

Parents and carers have the biggest influence on a child's development, particularly in the early years. Staff and parents sharing information with each other is key to providing the best possible start for children.

This new guidance highlights four key principles

- Rights of the child
- Relationships
- Responsive Care
- Respect

Rights of the Child: Children begin to find out about their right from a very early age often through relationships and the way others treat them.

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**Relationships:** Good relationships are essential to health and wellbeing. They provide the starting point for young children's development and learning. Relationships grow as we get to know, trust and understand one another.

**Responsive Care:** Knowing, accepting and respecting each child as an individual will help to make them feel secure within themselves.

**Respect:** Children gain confidence and feel respected when they can see that their opinions shape and inform decisions that affect them.

## **Curriculum for Excellence**

Curriculum for Excellence aims to achieve a coherent, more flexible and enriched curriculum from 3-18, firmly focussed on the needs of the child and young person and designed to enable them to develop the four capacities:

- Confident Individual
- Successful Learners
- Responsible Citizens
- Effective Contributors

This is the national curriculum for all Scottish children aged 3-18 yrs. More information can be found at

[www.Ltscotland.org.uk/curriculumforexcellence/index.asp](http://www.Ltscotland.org.uk/curriculumforexcellence/index.asp)

The philosophy of this curriculum is based on play as the vehicle for learning with the child as an active learner, developing the skills and concepts needed for living in a multicultural society. We promote equal opportunities for every child irrespective of gender, ethnic group or disability.

The nursery curriculum is planned and resourced to provide learning experiences which are suited to the needs and developmental stages of every child. Our curriculum is responsive and balanced giving children the opportunity to:

- Develop self esteem
- Develop positive interpersonal relationships
- Foster achievement
- Develop skills, attitudes and understanding which promotes effective learning.

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## How We Promote Learning

We do this by using ideas initiated by the child, building on what the child can already do and by reflecting on our practice.

### Purposes of the curriculum 3-18

#### successful learners

**with:**

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

**and able to:**

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

#### confident individuals

**with**

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

**and able to**

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity.

To enable all young people to become:

#### responsible citizens

**with:**

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

**and able to:**

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

#### effective contributors

**with:**

- an enterprising attitude
- resilience
- self-reliance

**and able to:**

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

### **Confident Individuals:**

The way that children feel about themselves affects the way they approach all learning and the way they behave towards others. Staff encourage and support all children to develop self-esteem and self-confidence.

Being confident, self-reliant added to independent self-help skills underpin all learning. **Your child needs to think and do for his or her self.**

### **Successful Learners:**

Being a successful learner is more about attitudes and dispositions to learning rather than about a body or knowledge or subject content. It's about being able to concentrate on the task; persevering when things get difficult so that we don't give up too easily. It's about knowing where to go for information as well as who or when to ask for help. It's about knowing that we will and can make mistakes but we can learn from them.

While at nursery your child will explore and engage in learning around the following key areas of learning.



### **Effective Contributors:**

The development of children's language skills is central to their abilities to communicate in relationships and learning, to understand ideas, to order, explore and refine their thoughts.



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At nursery, children will engage in a range of fun, challenging learning activities and experiences leading to them making successful transitions to school, work and life!

Children will be expected to take an active part in the life of the nursery and their community.

### **Responsible Citizen:**



From an early age, children and young people can develop an understanding of how their actions and decisions are affected by and affect others, recognising how important it is to behave in ways that can have a positive effect on other people and the environment. Responsible citizens care for, and show respect for others and others' property. They have an active and healthy lifestyle.

### **Assessments and Reporting**

Children's learning and development is continually assessed. Staff will use their observations and interactions with your child at play, to make informed assessments of their learning progress.

This information is recorded in your child's profile and is evidenced by photographs and statements. The Seesaw App will ensure that up to date technology keeps you informed of your child's progress.

Profiles are accessible to your child at all times and we encourage the children to contribute to this with information about their achievements e.g. dance competitions.

Staff will share information with you about their work and your child's progress at regular intervals in the year. You will have the opportunity to take part in profile meetings through various types of media. For children in their pre-school year an additional Transition Meeting is arranged in the month of May. You may, of course, meet with staff at any time throughout the year to discuss any issues or concerns you may have.



### **Transition to Primary School**

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The Enrolment process, for children in their pre-school year begins in November. Each Primary School in our local area issues posters, information detailing the times available for enrolment and the documents required to complete the process e.g. birth certificate, proof of address etc. Documents can also be accessed and up loaded online at [Glasgow.gov.uk](http://Glasgow.gov.uk).

Press and media campaigns will also remind you of the particular week when this takes place. It is normally the second week in November. Successful transitions needs everyone involved to continue to build on children's learning. Your child may take part in visits to their new school, workshops and events. Nursery will share transition information with you before the information is passed on to your child's Primary School.

### **Additional Support Needs**

Children who require support with their learning and development are supported through the process of referral and assessment. We work very closely with partner agencies .e.g. Educational Psychologist, Health Visiting Services, Speech and Language Services where appropriate and will determine as early as possible, the extra help that may be required.

This may result in a plan being agreed and drawn up with short and long term targets being set. The plan is discussed with everyone needed to support your child's additional needs and is reviewed termly.

Glasgow City Council's policy in relation to provision for additional support needs as specified in the Education (additional support for learning) (Scotland) Act 2009 is:

*GCC Policy - Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 Act, to ensure that your child achieves their potential. Glasgow's Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing sever low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child's*

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learning. We are committed to working closely with parents and carers to ensure that you are fully involved in overcoming barriers to learning.

Additional support needs may be linked to a learning difficulty or disability but could also apply to a child or young person suffering from bereavement who requires pastoral support, a more able child/young person or those with a particular talent, which needs to be fully developed. The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit their school education.

Any parent/carer seeking further advice regarding this policy should contact the head teacher in the first instance.

If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at that very local level.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website-

<http://www.glasgow.gov.uk/en/Residents/GoingtoSchool/AdditionalSupportNeeds>

There are organisations which provide advice, information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for learning (Sources of Information) (Scotland) Amendment order 2011 as:

- Children in Scotland: Work for children and their Families, trading As "Enquire- the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527. Scottish Independent Advisory Alliance, a charitable body registered in Scotland under registration number SC0033576; and
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

## **Parental Partnership**

At Acredyke Nursery School we aim to foster genuine partnership with parents.

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Working with you we aim to foster partnerships with parents in numerous ways:-

- Parents are made aware of the aims of Acredyke Nursery School.
- Parents are given advice on how to help their child's learning and development.
- Parents are informed about their child's progress.
- Parents are encouraged to take part in the life of the school.
- Parents are consulted about their child's support needs.
- Parents are informed about and consulted about various school matters.
- Information can be made available in relevant community languages.

### **Working Together to Promote Positive Behaviour**

Children learn better in a supportive and nurturing environment. The relationship between children and staff is similar to that between child and parent. It needs mutual consideration. In Nursery School, the standards of behaviour necessary for the health and wellbeing and safety of others are fostered.

It is a nursery priority to promote positive behaviour and all staff recognise the need to have a whole staff team and consistent approach to ensure the nursery promotes a positive ethos and clear code of behaviour.

- Our aims are:
- To work in partnership with parents, other professionals and wider community.
- To provide quality education, connections and attachments for all the children in our care.
- To respect and welcome all children and families.
- To empower our children with positive attitudes, which promote resilience and a love of learning.
- To provide a safe, creative environment where children can explore, investigate and express their individuality
- To ensure that all learners are encouraged to express their views and opinions and feel listened to.

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- To support our children to achieve their full potential.
- To promote the rights of our children.
- To promote kindness.



### **General Policy Information**

Policy and Guideline information provides clear advice to staff, students and parents about the procedures and practices of Acredyke Nursery School. Well written policies ensure that all staff and service users are provided with up to date, relevant information about their respective roles and responsibilities. Establishment policies work in conjunction with Glasgow City Council and national Guidelines. A Policy Folder is available for parents to browse.

The nursery has policies for all the curricular areas and many care aspects. Some of the establishment policies are listed below:

Behaviour, Health and Safety, Confidentiality, Child Protection, Accessibility, Health and Care Routines, Play, Staff Remits, Racial Equality, Whistle Blowing... and many more.

Policy information is available to parents in a variety of forms namely, in the Handbook, newsletter information, policy leaflets and formal Policy Documents in the Policy Folder. All enquiries regarding establishment policies should be made to the Head Teacher. Making sure there are policies and that these are kept up to date is an important responsibility of the Head Teacher in her role as manager on behalf of the local authority.

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Each year the Head Teacher also constructs (in consultation with staff) an Improvement Plan for future priorities together with a Standards and Quality report of the Centre's achievements.

**Both are available for parents to read and are available in reception.**

**Our priorities for session 2021/2022 are:**

- **Leadership of Change**
- **Literacy for All**
- **Outdoor Play**

## **Dealing with Racial Harassment**

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the guidelines, "Dealing with Racial Harassment" were issued to assist all staff in dealing with such incidents. The adoption of an anti-racist-approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognise that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

## **Bullying**

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's education establishments have an entitlement "to work (and play) in learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Establishments). In

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2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record all discriminatory behaviours within education establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with parents and carers of their children.

### **Child Safety and Welfare:**

Staff at this nursery are guided on policy and procedures relating to Child Safety and Welfare by Glasgow City Council. Information about these procedures is posted on the parents' notice board. All educational establishments must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum.

Schools must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- Ensuring that children are respected and listened to
- Ensuring that programmes of health and personal safety are central to the curriculum
- Ensuring that staff are aware of child protection issues and procedures
- Establishing and maintaining close working relationships and arrangements with other agencies to make sure that professionals collaborate effectively in protecting young children
- 

Should a member of staff have concerns regarding the welfare or safety of any child they **must** report these concerns to the head of establishment. The head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty social worker at the local social work services area office of the circumstances.

### **Additional Support Needs/Accessibility Strategy**

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with

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physical or sensory impairments including the relocation of classes to the ground floor, where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/guardians meetings to facilitate physical access, provision of an interpreter for deaf people or agreeing a telephone contact system to provide direct feedback to parents and carers.

### **Physical Access**

Our provision is perfectly designed to meet all needs. Ours rooms are situated on the ground floor with all doors wide enough to allow wheelchair access. There is a lift in the Primary building to allow easy access to the first floor, if needed.

### **Communication**

Our meetings with parents usually take place in a designated area. All areas in the nursery school are easily accessible.

### **Data Protection**

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1989 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

### **Conclusion**

It is hoped that this booklet has been informative and helpful. We recognise your importance as your child's first and most important educator and that together we can develop your child's learning potential.

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

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish Public authorities. The Act applies to all Scottish public authorities including: Scottish Executive and its agencies; Scottish



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Parliament; Local authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public authorities have to allow to the following information;

- the provision, cost and standard of its service
- factual information or decision-making
- the reasons for decisions made by it
- 

The legal right of access includes all types of 'recorded' information of any data held by the Scottish public authorities. From 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the *Glasgow City Council* web-site;

[www.glasgow.gov.uk/en/yourcouncil/freedomofinformation](http://www.glasgow.gov.uk/en/yourcouncil/freedomofinformation)

Internet facilities are provided at all *Glasgow City Council* Public Libraries and Real Learning Centres.

Maureen McKenna

Executive Director of Education



**Glasgow City Council Education Services**

### Privacy Statement

As the local authority our schools and early years establishments process information about children and young people in order to help administer education and care. In doing so we must comply with the Data Protection Act (1998).

This means (amongst other things) that the data held about children and young people must only be used for specific purposes allowed by law. The following information explains the types of data held, why that data is held, and to whom it may be passed on.

#### Types and use of data

Data held by schools and educational establishments includes contact details, curriculum assessment results, attendance information, characteristics such as ethnic group, additional support needs and any relevant medical information.

Our data includes information about individuals for whom it provides services, and the details of services provided. This data helps us:

- support learning and teaching
- monitor and report on progress

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- provide appropriate pastoral care
- assess how well the school/establishment and Council are doing as a whole
- monitor progress and develop good practice in the services received
- carry out specific functions (such as social care)
- to evaluate and develop education policy and strategies

In addition, we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people or where otherwise required by law.

We also hold information about parents/carers, emergency contacts etc. that is provided in the annual data check. This allows us to carry out the Council's functions as the education authority and may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see [www.glasgow.gov.uk/privacy](http://www.glasgow.gov.uk/privacy).

### **Data rights and access**

As a data subject (or the parent of a data subject), you have certain rights under the Data Protection Act, including a general right to be given access to personal data held by any data controller.

The presumption is that by the age of 12 a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. If you are a parent of a child younger than 12, you would normally be expected to make a request on their behalf.

The Council may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people or where otherwise required by law. The Council also has a duty to protect the public funds it administers, and to this end it may use the information you have provided for the prevention and detection of fraud.

### **Suggestions and Complaints**

We are always interested in maintaining and improving the service we offer. If you have any concern or suggestions to make about the service please contact the Head Teacher.

If you feel that your complaint has not been satisfactorily resolved at establishment level, please contact our Customer Liaison Unit who will:

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- Take a totally neutral stance in fully investigating your complaint;
- Acknowledge receipt of your complaint with five working days;
- Give a full written response within a further ten working days, unless another timescale has been agreed.

The Customer Care Team can be contacted by telephone, online or post:

Telephone 0141 287 0900

Website [www.glasgow.gov.uk/ContactUs](http://www.glasgow.gov.uk/ContactUs)

Freepost RLYU-GKGE-JGLJ

Customer Care Team

Chief Executives Office

Glasgow City Council

G2 9RZ

(You do not need a stamp)

**You also have the right to take a complaint or suggestion direct to SCSWIS.**

From 1 April 2011, Scotland has a new regulator and inspector of care and social work services and child protection. We are Social Care and Social Work Improvement Scotland, or SCSWIS for short.

From 1 April 2011, the Care Inspectorate and SWIA (Social Work Inspection Agency) will no longer exist. Their work will transfer to SCSWIS along with child protection inspection (previously the responsibility of HMIE).

Website: [www.careinspectorate.com](http://www.careinspectorate.com)

Email: [enquiries@SCSWIS.com](mailto:enquiries@SCSWIS.com)

SCSWIS enquiries: 0845 600 9527

Compass House

11 Riverside

Dundee

DD1 4N

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