

OFFICIAL

Royston Nursery



Handbook 2024/2025

Royston Nursery

40 Royston Road

Royston

Glasgow

G21 2NF

Tel: 0141 552 1045

Email address: headteacher@royston-nursery.glasgow.sch.uk

OFFICIAL

Contents

- Welcome, Vision & Aims
- Establishment Information, Learning Community
- Nursery Staff
- Holidays
- The School Year Events, Celebrations and Festivals
- Admission to Nursery, Enrolment, Snacks & Toyfund
- Settling In, Attendance, Sickness
- Medication, Arrival & Collection from Nursery
- Dressing for Nursery, Social Moral and Cultural Values
- Curriculum: Pre-Birth to Three
- Curriculum for Excellence
- Curriculum for Excellence
- Planning, Assessment
- Additional Support Plans, Parents Information Day, Parent Helpers, Parent Involvement
- Students, Links with other Agencies, Parents Groups, Trips,
- Child Protection Procedures
- Additional Support Needs/Accessibility Strategy, Data Protection Act 1998
- Freedom of Information Act 2002, Dealing with Racial
- Harassment
- Bullying, Comments/ Compliments/Complaints
- Glasgow City Council Addresses & Contacts, SCSWIS

Dear Parent or Carer

We would like to welcome you and your child to Royston Nursery. We aim to make you and your child's time at nursery an enjoyable and fun experience where you both feel welcomed and very much part of the establishment.

This handbook is designed to give you a valuable insight into our nursery and provide you with information that you may find helpful. We look forward to you joining us for fun, laughter, learning and many memories!

Donna Mc Fadden

Head of Nursery

Visions, Values and Aims

Vision

Here at Royston Nursery you will be welcomed into a fun, happy and exciting place to be. Your children will be safe and cared for with warm and trusting relationships at the heart of all we do. All children will have the opportunity to learn through play, natural curiosity and creativity to reach their fullest potential. We are part of your community and offer support to all our families.

Come and make friends, have fun and join the Royston Nursery Family.

Aims

- To offer children active learning and play that facilitates learning and development of the whole child.
- Ensure our children are safe, happy and healthy.
- Meet the needs of individual children and value their contribution.
- Value parents/carers and work closely with them to provide children with the best start in life.
- Provide well balanced curriculum that enables all learners.
- To raise attainment and achievement of all learners and celebrate achievement together.
- To work in partnership with St Roch's Learning Community and other agencies to ensure continuity of learning and appropriate support for our children.

Establishment Information

Royston Nursery

40 Royston Road

Royston

Glasgow

G21 2NF

Tel: 0141 552 1045

Email address: headteacher@royston-nursery.glasgow.sch.uk

Royston Nursery is a non-denominational nursery situated in the North East of Glasgow. The area is very urban and has social and deprivation problems in some areas. The population is a mixture of local families, asylum seeker families and foreign students from around the world.

The nursery building is situated in the grounds of St Roch's Secondary School. Royston Nursery can offer places for children aged from

2 – 5 years. We can offer places between 8am – 6pm on a Term Time or

52-week contract per year depending on circumstances and demand.

Please ensure your child arrives at the start of their session to fully engage in all the experiences on offer everyday.

Remember to sign your child in and out every day.

Learning Community

We are part of the St Roch's Learning Community comprising of St Roch's Secondary School, local primary schools and early years establishments. We work together to offer improved learning opportunities for all the children in our learning community and beyond.

Staff Members

All Staff are fully qualified according to Glasgow City Council policy and procedures

Donna Mc Fadden - Head of Nursery

Naomi Wright - Team Leader

Lynn McAlindon - Team Leader

Emma Taylor - Child Development Officer

Hayley McKay - Child Development Officer

Shaniece Hardie - Child Development Officer

Lauren Scott - Child Development Officer

Angela McInnes - Child Development Officer

Angela McElhone - Child Development Officer

Elaine McLean - Child Development Officer

Danielle Quail – Child Development Officer

Catherine Wales - Child Development Officer

Caitlin Banbury - Child Development Officer

Allison Livingstone - Child Development Officer

Jayde Kerr - Child Development Officer

Michael Greechan - Child Development Officer (Temporary)

Amanda Brown - Child Development Officer

Ashley Higgins - Child Development Officer

Catherine Armstrong - Support for Learning

Tabara Touray - Support for Learning

Lee-Ann Dougall – Support for Learning

Carol Lyon / Sandra Stirling - Clerical

Angela Russell - Catering

Gordon Hutchison - Janitor

Jean McNee /Angela Munro - Cleaners

OFFICIAL

August 2024 - June 2025 Holiday Dates

Return Date for Staff

Monday 12th August 2024

In-Service Day

Tuesday 13th August 2024

Return Date for Children

Wednesday 14th August 2024

September Weekend

Friday 27th and Monday 30th September 2024 (Inclusive)

In-Service Day

Friday 11th October 2024

First Mid-Term

Monday 14th to Friday 18th October 2024 (Inclusive)

Christmas/New Year

Schools close Friday 20th December 2024 at 2.30pm

Monday 23rd December 2024 to Friday 3rd January 2025 (Inclusive Term Time)

OFFICIAL

OFFICIAL

2025 Return to School

Monday 6th January 2025

February Mid-Term

Monday 17th and Tuesday 18th February 2025 (Inclusive)

In-Service

Wednesday 19th February 2025

Spring Break/Easter

Schools closes on Friday 4th April 2025 at 2.30pm

Monday 7th April 2025 - Monday 21st April 2025 (inclusive)

Good Friday

Friday 18th April 2025

Easter Monday

Monday 21st April 2025

Children Return

Tuesday 22nd April 2025

May Holiday

Monday 5th May 2025

In-Service Day

Thursday 22nd May 2025

May Weekend

Friday 23rd May and Monday 26th May 2025

Nursery Term Time Close

Wednesday 25th June 2025 at 1pm

OFFICIAL

The School Year:

Events, Celebrations and Cultural Festivals

August - December

Home to Nursery Transition

Diwali – Festival of Light Sikh and Hindu Festival

Halloween (Dress Up Day)

Firework Safety

St. Andrews – Scottish Festival (Scottish food and traditional music)

Christmas – Christian Festival (Decorating, party, Santa)

January - June

Burns Day – Scottish Festival (Burns Supper, Scottish foods and music)

Chinese New Year – Chinese festival (foods and traditional music)

Mother's Day/Father's Day/Someone Special Day

Easter Celebrations (Christian Festival) & Daffodil Tea

Eid Al-Fitr - Muslim festival (Music, foods, gifting)

Easter - Christian festival (bonnet parade and egg hunt)

Nursery to school transitions

Graduation

Admission to Nursery

All nursery places are allocated in line with Glasgow City Council's Admissions Policy and management will be happy to advise you how this policy operates when you apply for a place for your child. If you would like to know more about nursery placement in Glasgow further information can be found on the Glasgow Family Information Service website: <http://www.gfis.org.uk>

An admissions panel meets at regular intervals throughout the year to decide how nursery places will be allocated. The panel consists of establishment heads in the Glasgow North area, a representative from Glasgow City Council and a representative from other agencies such as a Health Visitor.

A register of applicants is kept by the nursery. Please note that the length of time an applicant is on the list does not affect priority for admission. If you have any changes in circumstances please let us know as this may affect priority. Please inform us if your phone number or address changes while on the waiting list as this may hinder us contacting you regarding your application.

Enrolment

You will receive a phone call and a letter to inform you of your child's place at nursery. You and your child will be invited to our induction workshop days. This will offer you an opportunity to receive further information about the nursery and see what our learning environment looks like. At enrolment you will be given a date to start settling into nursery.



Snacks & Toyfund

Children have a super snack and full-cream milk or water every day within each am and pm session. The nursery promotes healthy eating by providing fresh fruit and a varied healthy snack menu. Children are encouraged to be independent and to help themselves to snacks. The Council follows the Nutritional Guidance and Food Standards for Early Years, “setting the table”.

We also ask our parents to contribute £2 to our Toy Fund every week. The contribution allows us to provide the children with extra resources to support children’s learning, interest, outings, birthday celebrations, special treats and celebrating different festivals throughout the year.

Settling In

When you come on the first day you will be introduced to your child’s keyworker and you will be asked to stay with your child for 1 hour in the playroom. You and your child will be asked to complete an ‘All About Me’ booklet. This will allow your child’s key worker to plan for your child’s learning.

Your child’s keyworker will consult with you about settling times for the week. We adjust times to suit your child’s needs. Every child settles in a different way and ensuring your child feels safe and secure in their new environment is paramount. There will be normally a settling in period of around one week. This will allow your child, staff and you to get to know each other and exchange useful information about your child’s experiences.

OFFICIAL

Attendance

If your child is absent, please always phone us and let us know you are safe, **Telephone Number 0141 552 1045**. Continued non-attendance may result in your child losing their placement.

Sickness

If your child is ill or feeling poorly, it is usually much better for him/her to be at home rather than in the busy nursery. Very often children say they want to come even though they may have been sick during the night. Judge carefully – children do not get the best out of nursery, nor are they able to give their best, when they are feeling under par. **If your child is unwell, please keep him/her at home and notify the nursery on 0141 552 1045.**



If a child has had sickness or diarrhoea, it is advisable to allow 48 hours after the symptoms disappear before returning to nursery. Please let us know if your child has an infectious illness immediately such as chicken pox, measles, whooping cough, mumps, rubella or infective hepatitis.

If your child becomes unwell at nursery we will contact you in the first instance or your child's emergency contacts. Please keep us up to date with emergency details and phone numbers.

Medication in Nursery

Most children will at some time have a medical condition that may affect their participation in nursery activities. For many this will be short term perhaps finishing prescribed medication even though the child's doctor regards the child as fit to attend school. Others have medical conditions which, without help, could limit their access to nursery.

Parents have prime responsibility for their child's health and should provide schools with information about their child's medical condition.

Please contact the Head of Nursery to discuss this.

If your child is required to take prescribed medicine during Nursery time, a form must be completed by a parent. All medication must be handed to the management team and will be kept in a locked cupboard. Any child who requires medication on a regular basis will be added to our medical needs list for staff to access to ensure that they care for all children's medical needs. Some medical conditions may require a health care plan which will be organised in consultation with the Head of the Nursery.

Please note staff can only administer medicine if the parent has given the first dosage to ensure their child has no allergies to the medication. Any medications will be accepted at the Head of Nursery's discretion.

OFFICIAL

OFFICIAL



Arrival and Collection from Nursery

To make the nursery a secure place for children, there are security locks in place. Every child must be collected from nursery by a named adult who must be over 16 years of age. Children will not be allowed to leave the nursery with anyone under 16 years of age, or anyone under the influence of drugs or alcohol. Your child will not be entrusted to a person not known to us.

Please let your child's keyworker know if you change arrangements. In an emergency you can phone the nursery on 0141-552-1045 and inform us who will be collecting your child, we will ask for a password if we have not met this person before.

Dressing for Nursery

Encourage your child to dress themselves everyday as this will develop their independence

They should wear:

- comfortable play clothes which are easily fastened and easily washed
- slip on or Velcro fastening indoor shoes
- outdoor shoes which are easy for them to put on or take off by themselves. Velcro fastenings are ideal.
- suitable jackets/coats for the weather as we play outdoors everyday

Please note we do have some 'wellies' and waterproof suits for outdoors in wet weather but you may prefer to provide your child with their own.

Children should not wear

- belts- these can be difficult for children trying to use the toilet independently.
- football colours/tops etc
- flip-flops, sandals or heavy trainers/boots indoors.

For safety reasons, we would be grateful if your child does not wear any jewellery. Studs may be worn in pierced ears.

Personal toys should be left at home, as lost or damaged toys can cause great distress. However, our younger children may bring comforters.

Please mark all items, including footwear, with your child's name.

OFFICIAL

Social, Moral and Cultural Values

In our nursery we promote an ethos of positive behaviour and mutual respect. At Royston Nursery we implement the Triple P programme to positively influence children's distressed behaviours. Children are encouraged to be responsible, respectful and mindful of others feelings views and opinions. To foster these values, we participate in the Promoting Alternative Thinking Strategies (PATHS) programme which supports positive self-esteem and emotion coaching. We will also be introducing the Think Equal Programme. This programme mediates all aspects of value-based, experiential social and emotional learning for children aged 3-6 (including empathy, emotional literacy, resilience, self-regulation, critical thinking, gender equality, peaceful conflict resolution, self-esteem etc.).

Our Royston 'Twiggles' Rules

- Be gentle
- Kind hands
- Sit comfortably
- Listen and take turns in conversations



At Royston Nursery our 'Philosophy with Friends' programme is utilised to support children in listening and talking and to exercise their right to form and express their opinions with others and to explain and justify these. This encompasses the principles of Getting it Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC).

Curriculum

As we provide a service for both 2-3-year olds and 3-5-year olds, we deliver two curricula to meet each age groups developmental needs. The curriculums are outlined as follows:

Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families

Our children in our 2-3 room experience curriculum based on the 4 key principles of the Pre-Birth to Three curriculum.

Each of these principles are interrelated and interdependent:

Rights of the Child	Relationships
Responsive Care	Respect



Rights of the Child

Children's rights are defined in many ways, including a wide spectrum of civil, cultural, economic, social and political rights. The *United Nations Convention on the Rights of the Child* (UNCRC, 1989) is underpinned by the principle that all children are valued and respected and have the right to have their views heard and acted upon.

From a very early age as active citizens children are finding out about their rights, often through relationships and the ways in which others treat them. They are learning about expressing themselves, their interdependence with others, how valued they are, and about sharing, making choices and their place in the world.

Relationships

It is recognised that babies' experiences of relationships begin in the womb; as a result of this they are born with a predisposition to make connections with others and form relationships. Our staff are aware of their responsibilities in ensuring and promoting positive relationships and the impact this has on children's future potential and life chances. Our positive relationships in nursery begin when staff value parents and carer's information, experience and knowledge about their child.

Responsive Care

Responsive care is about knowing and accepting children and respecting that they are unique individuals. In nursery we listen intently to children and respond to them with consistency so that we are trusted to respond to their needs.

Establishing responsive care is crucial in ensuring effective and high-quality provision for young children and their families. In many early years settings, a clearly defined key person system enables staff to build close, one-to-one, reciprocal relationships with young children and members of their family.

Respect

Our staff take a genuine interest in all of our children to ensure that they feel respected and included. We encourage self-respect and respect for others through experiences and relationships within the nursery. We believe that children need a sense of belonging and a feeling of being appreciated and valued if they are to participate in and contribute to society, feel happy and thrive.

Curriculum For Excellence

The 3–18 curriculum aims to ensure that all children living in Scotland develop the knowledge, attributes and skills they will need to flourish in life, learning and work. The attributes and skills children will develop will enable them to become successful learners, confident individuals, responsible citizens and effective contributors.

<https://education.gov.scot/media/wpsnsgv/all-experiencesoutcomes18.pdf>

Successful learners

Attributes

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

Capabilities

- 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 types of learning in new situations

Confident Individuals

Attributes

- Self respect
- A sense of physical, mental and emotional wellbeing
- Secure values and beliefs
- Ambition

Capabilities

- 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 take informed decisions
- Achieve success in different areas of activity

Responsible Citizens

Attributes

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life

Capabilities

- Develop knowledge & 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

Attributes

- An enterprising attitude
- Resilience
- Self-reliance

Capabilities

- 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

The experience and outcomes are set out in lines of development which describe progress in learning organised into 8 curriculum areas:

- Health and Wellbeing
- Languages
- Mathematics
- Expressive Arts
- Sciences
- Social Studies
- Technologies
- Religious and Moral Education

Planning

Staff plan in line with both curriculums on a daily and weekly basis. The observations and assessments of individual children inform staff of next steps to be taken to promote the individual child's learning and development.

Staff also skilfully facilitate children's learning through their choices and interests. Children are encouraged to take ownership of portfolios and use their ideas, thoughts and opinions to direct their own learning. Staff ensure that learning experiences and opportunities are available for children to explore their interest in depth.

Assessment

Through continuous observations and assessment of children at play we make informed judgements on their learning and development. Staff record observations of children on a daily and weekly basis which informs our 'individual learning plan'. All experiences are curriculum linked and outcomes are recorded for assessment purpose using our online SeeSaw program, which parents can access from home, using their own personal, secure log-in details. This forms part of your child's portfolio.

Staff also track learning across the curriculum to ensure that each child experiences a breadth of curriculum, using Glasgow City Council early years Trackers and Benchmarks issued by the Scottish Government. The information we gather about your child's learning and development throughout your child's time at nursery will inform and provide information for your child's Transition Record for Primary School.

We encourage our children to take ownership of their portfolio of their journey of learning throughout their time in the nursery. The portfolio will contain photographs, pieces of work, comments and observations of your child.

You and your child are vital contributors to this journey of learning and development and are encouraged to participate in this throughout your child's time at nursery. You will also be asked by your child's keyworker to contribute to your child's 'individual learning plan' at the end of each term, via SeeSaw. Please feel free to view the portfolio or add to it at any time. Achievements from home are also very important and should be included! When your child leaves nursery the portfolio of their learning journey will be given to you to take home.

Additional Support Plans

Any parent who is concerned about their child's progress should request a meeting with the child's key worker. If concerns still exist, a meeting should be requested with the Head of the establishment.

If a child is found to have difficulties with speech, learning, coping with other children etc., the first step we would take in helping the child would be to discuss the difficulty with the child's parent.

We could then plan how to work together to help the child. Specialist help e.g., Speech Therapy, would only be sought with the parent's full agreement. The specialists would then use their skills and experience to advise parents and staff while working to help the child. The rights and responsibilities of parents are respected and they are encouraged to be involved in making decisions about the approaches taken when developing additional support plans for the child. Additional support plans are reviewed termly.

Parents Information Day

As a nursery we will be hosting a parent's information day, this will give you the opportunity first hand to see and participate in some of the experiences your child will have in their journey through nursery. Twice a year we will be hosting individual parent's meetings, this will allow you to have an opportunity to discuss your child's progress with your child's keyworker.

Parent Helpers

Parental involvement is welcomed. If you would like to participate please speak to your child's keyworker who can arrange a suitable time for you to get involved in our nursery day.



Parent Involvement & Family Learning

We have a policy of Parents as Partners in learning. We welcome your involvement in your child's development and learning at all times.

We will support you as a parent in your development and learning through our support programmes. Throughout the year we try to offer a variety of programmes from our support agencies such as Rosemount Lifelong Learning Centre.

Students

Throughout the year here in Royston we offer a service of support and training to a variety of students, we have Child Development Officer Students from a variety of colleges, Post Graduate Students from a variety of Universities and Work Experience Students from secondary schools within the local area.

Links with other Agencies

Whenever there are concerns about a child's social, emotional or intellectual development, parents are encouraged to share these issues with the Head of Nursery and the child's keyworker. Our nursery has links with Psychological Services, Health Service Professionals and Social Services, and if your child needs the help of specialist agencies, we can establish links. Links will not be made without parent's prior knowledge and consent.

Parents Groups

We have parents' groups within the nursery including our:

Parents Committee Group, who plan and implement different forms of fundraising throughout the year, and are involved in monitoring the provision all year with others.

Eco Group, who contribute some of their time to make our community a cleaner safer environment to live.

If you are interested in joining any of these groups please speak to a member of staff, your support and contribution in the nursery is gratefully appreciated.

Trips/Outings

Every year the children will have the opportunity to go out on trips/outings to different places with the nursery staff, as there are so many children we do this on a rota system so that every child has the opportunity to go out.



Child Protection Procedures

All staff have been trained in Child Protection in line with Glasgow City Council policy and procedures. Child Protection is implemented in all nurseries. A copy can be found in our Parent Policy folder situated in the family room.

Child Welfare and Safety- Management Circular 57: Appendix 9

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place, a curriculum that ensures children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

We 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 all staff are aware of child protection issues and procedures;
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Should any member of staff have any concerns regarding the welfare or safety of a child the concerns must be reported to the Head of the nursery. In cases with cause for concern regarding welfare and safety a social work services will be immediately notified of the circumstances.

Copies of Management Circular 57 are available from the Head on request.

The Named Person

GIRFEC stands for 'Getting it Right for Every Child'. Part of The Children and Young People Act (Scotland) 2014, it is the Scottish Government-led approach to making sure that our children and young people – and their parents or carers – can get all the help and support they need from birth right through to age 18 (or beyond if still in school).

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it.

To provide that support when needed, every child in Scotland has a named individual, the Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents. Please do not hesitate to contact your child's Named Person at any time. The Named Person for all children from birth till age five, when they start primary school, is the Health Visitor.

Additional Support Needs/ Accessibility Strategy

The establishment has a duty to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of planned activities and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of children with physical or sensory impairments. 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/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a phone contact system to provide direct feedback to parents and carers.

Data Protection Act (1998)

Information on parents and guardians 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 1998, and may only be disclosed in accordance with the Codes of Practice. For further information please contact the establishment.

The 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: The Scottish Government and its agencies; Scottish Parliament; local authorities; NHS Scotland; universities and further education colleges; and the police.

Public authorities have to allow access 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 date held by the Scottish public authorities. From 1st 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

Dealing with Racial Harassment

The Race Relations Act 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 teaching 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 recognises 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 establishment.

Bullying

Bullying behaviour will not be tolerated within Glasgow City Council’s educational establishments. All children in Glasgow’s educational establishments have an entitlement “to work (and play) in a 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 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational 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 the parents and carers of their children.

OFFICIAL

Comments/Compliments/Complaints

If you have a comment or complaint please approach the Head of Establishment in the first instance. If the Head of Establishment does not resolve the issue to your satisfaction you should contact our Customer Liaison Unit who will:

Take a totally neutral stance in fully investigating your complaint;

Acknowledge receipt of your complaint within five working days;

Give a full written response within a further 10 working days, unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or e-mail.

Phone : 0141 287 0900

E-mail : education@glasgow.gov.uk

Customer Liaison Unit

Education Services

Glasgow City Council

40 John Street

City Chamber East

Glasgow, G1 1 JL

OFFICIAL

Addresses and Contacts

Douglas Hutchison
Service Director: Education
Tel: 0141 880 5305

Heather Douglas
Early Years Manager
Tel: 0141 287 4493

Education Services
Glasgow City Council
City Chambers
40 John Street
Glasgow
G1 1JL

Early Years' Service Management

Education Offices
City Chambers
40 John Street
Glasgow
G1 1JL
Tel: 0141 287 4719

If dissatisfied with the standard of care offered by these services then you can complain to the Care Inspectorate as well as making a complaint to us.

Care Inspectorate

Renfrewshire House
Cotton Street
Paisley PA1 1BF
Phone 0345 600 9527

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

1. Before the commencement or during the course of the establishment year in question;
2. In relation to subsequent establishment years.