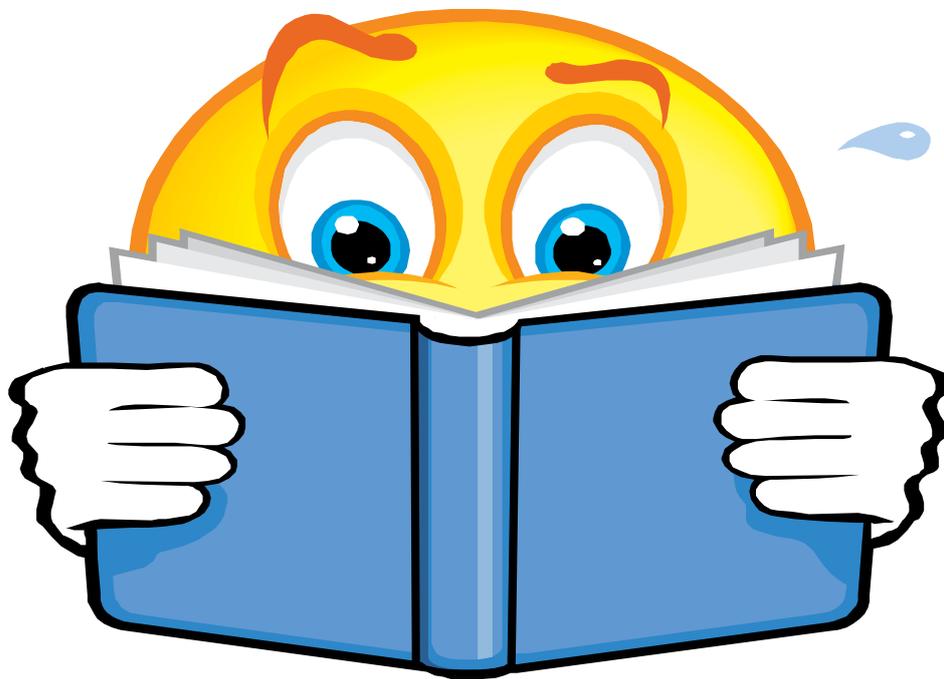


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St Clares Day Nursery



Staff Handbook

Last Updated August 25-26

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Establishment Name:

ST CLARES DAY NURSERY

ADDRESS:

22, DRUMLANRIG AVENUE

EASTERHOUSE

GLASGOW

G34 OJD

TELEPHONE NO: 0141 771 3512

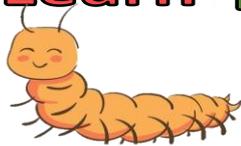
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St Clare's Vision



At St Clare's we...

Grow **Learn** **Develop** **Flourish**



SECTION TWO: GENERAL INFORMATION

NAMES AND JOB TITLES OF OUR STAFF MEMBERS

Below is a list of staff at the nursery and details of our regular opening hours.

Please ask the establishment head for information about these dates.



HEAD OF ESTABLISHMENT: **THERESA GRAHAM**

STAFF	JOB TITLE
Shevon Mcleod	Acting Depute
Cheryl McLaren	Child Development Team Leader
Elaine Duke	Child Development Officer
Yvonne Yule	Child Development Officer (Term Time)
Pamela Liddle	Child Development Officer (Job Share)
Michele Kerrigan	Child Development Officer (Term Time)
Diane Finnieston	Child Development Officer (Job Share)
Tracy Crawford	Child Development Officer (Part Time)
Geraldine Devine	Child Development Officer (Job Share)
Margaret Silkowski	Child Development Officer
Ashton Caldwell	Child Development Officer
Jacqueline Murray	Child development Officer
Julie Wagstaff	Child development Officer (Job Share)
Sarah Campbell	Child Development Officer
LesleyAnne Fox	Child Development Officer (Job Share)
Lisa McNairn	Child Development Officer
Lynne Thomson	Child Development Officer (Job Share)
Laura Carlin	Child Development Officer (Job Share)
Claire Paterson	Support for Learning Worker
Cheryl McKellar	Support for Learning Worker

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Samantha McCreddie
Suzanne McKee

Clerical Assistant
Day Cleaner

James Campbell Hood

Janitor

HOURS OF OPENING

Our hours of operation are 8am-6pm with opening hours reflecting the need of the majority of users.

Please ask the establishment Head of Centre for information about these dates

LENGTH OF YEAR INCLUDING DETAILS OF HOLIDAYS

The nursery is a 52 week establishment with the exception of Public Holidays and In Service days.

PUBLIC HOLIDAYS:

FRIDAY	26th	SEPTEMBER	2025
MONDAY	29th	SEPTEMBER	2025

CHRISTMAS HOLIDAYS

Wednesday 24th DECEMBER 2025 to Friday 2nd JANUARY 2026
(inclusive)

Please note children who attend Term Time will finish on Friday 19th December 2025 and return on Monday 5th January 2026

EASTER/SPRING HOLIDAYS

FRIDAY 3rd April 2026 (Term Time children -Friday 3rd April to Monday 20th April 2026) (inclusive)
MONDAY 6th APRIL 2026

PUBLIC HOLIDAYS

MONDAY	4 th	MAY	2026
FRIDAY	22 nd	MAY	2026
MONDAY	25 th	MAY	2026

Mid Term (Term Time children - Monday 13th October to Friday 17th inclusive 2025)

Second Mid Term (Term Time children - Monday 16th Tuesday 17th February 2026)

IN-SERVICE TRAINING

FRIDAY	10 th	OCTOBER	2025
WEDNESDAY	18 th	FEBRUARY	2026

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MONDAY 10th AUGUST 2026
TUESDAY 11th AUGUST 2026

On taking up post you will be issued with a leaflet entitled 'Code of Conduct'. It is important you take time to read this and seek clarification on any issue you are unsure of.

Annual Leave Entitlement

Full time employees are entitled to 26 days (182 hours) paid annual leave each year, rising to 29 days (203 hours) after 5 years' service

What to do if you are ill and are unable to attend work

If you are unwell, please contact the nursery at 8am or certainly before you are due to start your shift. You should ask to speak to a member of the management team and inform them of the reason for your absence. You will be asked when you expect to return to work. On the fourth day of absence, you should contact the nursery to keep management updated of the current situation and again on the seventh day. If your absence continues for seven days or more, you should submit a medical certificate and keep in contact every seven days thereafter.

It is important that you make every effort to attend work as this ensures continuity for children, parents and staff. However, if you do become ill it is equally important that every effort is made to take care of your health and if appropriate seek advice from your G.P.

Glasgow City Council has a scheme whereby they will offer a wide variety of support to staff to enable them to look after their health.

Working together with parents

It is vital that we develop positive relationships with parents. As keyworker you should take every opportunity to communicate their child's day at nursery to them. This can be done in a variety of ways such as daily contact, displays of children's work, photographs etc. You should also encourage parents to share information about their child which will help you plan for their child's individual needs.

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Remember confidentiality should be adhered to at all times.

Respecting Children

It is vital that children are encouraged to be confident and independent learners. Children should always be given the time to explore and complete any task they have started. Praise should be given appropriately.

Children should be shown respect at all times. They should be treated as we would wish to be treated ourselves. Children should always be treated as individuals and time should be taken to explain why they should or should not do something, just to say no is not enough.

All Educational Establishments now implement fully the Curriculum for Excellence

The Curriculum for Excellence is delivered in the 3-5 room which enabling our children to become:

Confident Individuals
Successful Learners
Responsible Citizens
Effective Contributors

For our younger children we use
Realizing the Ambition Being Me.
Nurturing my Potential

- ❖ Curiosity
- ❖ Literacy
- ❖ Health and Wellbeing Movement and Coordination
- ❖ Health and Wellbeing Emotional, Personal and Social
- ❖ Numeracy and Mathematics

While the list below is not exhaustive these are the main documents and guidance we use:

- Curriculum for Excellence
- ❖ How Good is Our Early Learning and Childcare

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- ❖ National and Local Guidance
- ❖ Building the Ambition
- ❖ Realizing the Ambition Being Me
- ❖ Getting it Right for Every Child
- ❖ Five to Thrive
- ❖ Space to Grow
- ❖ Our Creative Journey
- ❖ My World Outdoors
- ❖ Health and Social Care Standards

Resources

Resources are stored in several places. There is a storage cupboard in the corridor which contains arts and crafts and an outdoor storage unit

Each playroom has storage cupboards for resources. It is the responsibility of staff to ensure resources are well maintained and returned to the appropriate area.

Displaying Children's Art Work

Remember to keep in mind that the artwork produced by the children belongs to them and is important to them. Great effort and time will have been spent in producing their work. In order to show the child's work to its best advantage please adhere to the following procedures: -

- All work should be displayed at the child's height (where possible)
- Every child should have the opportunity to have their work displayed
- Parent's attention should be drawn to any work their child has produced.

When a child's work has been taken from a display it should be given to the child at the earliest opportunity to take home or to be added to their profile

Confidentiality

We must remember the importance of confidentiality when working with children, parents and each other. In the course of working with families some of whom are vulnerable, we are entrusted with information which

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should not be shared in an inappropriate manner. By adhering to this we are creating an ethos of mutual trust and respect.

Should a parent tell a member of staff confidential information which she feels is inappropriate, the member of staff has an obligation to bring this to the attention of the head of establishment.

Student Training

You may be asked to be responsible for a student. This is an important role and you will be expected to support, guide and advise the student throughout their placement.

The Team Leader is responsible for student training in the centre and she will have regular meetings with you to discuss student training.

If at any time you are concerned about any aspect of your role as a key worker to the student or the student's progress, please speak to the Team Leader as soon as possible

Meetings

Staff meetings where the whole staff can come together are held regularly, however, each room has regular 'room meetings'

Registers

Each room has a register and it is vital that an accurate daily record of the children in the room is kept.

Where appropriate, staff should inform either the Head of centre or the depute of the absence or continued absence of a child.

Registers must be kept at hand in order that in the event of a fire, staff can easily retrieve the register as they leave the premises with the children. An overall daily register is completed by Clerical assistant
All staff should sign in/out on the staff register at entrance of establishment

Fire Alarm

You should make yourself familiar with the emergency exits throughout the centre and the evaluation procedures in the event of a fire.

Fire tests take place weekly. Monday--- 11am

Wednesday --- 2.30pm

If you hear the fire alarm you should gather the children and leave the building by the nearest Fire Exit and gather at the designated assembly point.

DO NOT RE - ENTER THE BUILDING UNTIL ADVISED TO DO SO BY THE PERSON IN CHARGE.

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Outings

Staff who wish to take children out of the nursery must at all times consult with a member of the Management Team of their request. Check with management if a risk assessment has been carried out for the planned outing.

The members of staff must ensure that they take the child's consent form with them in case of an emergency.

Details of where you intend to go and the length of time away from the Centre plus the names of the children must be left in the office.

CLOTHING

There are forms of dress which are unacceptable in establishment, such as items of clothing which:

- ❖ potentially, encourage friction (such as football colours);
- ❖ could cause offence (such as anti-religious symbolism or political slogans);
- ❖ could cause health and safety difficulties, such as loose-fitting clothing, dangling earrings;
- ❖ carry advertising, particularly for alcohol or tobacco;

DATA PROTECTION ACT 2018

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 Law 2018 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the establishment.

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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 data 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 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 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".

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(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.

Establishments may wish to add reference to relevant legislation as detailed on Page 2 of the authority's Anti-bullying Policy.

The Language and Communication Friendly Establishment

INTRODUCTION

The ability to communicate is an essential life skill for all children and young people in the twenty first century. Communication is a fundamental skill as recognised by the formal, public and multi-lateral declaration by UNICEF, UNESCO and the World Health Organisation which lists communication as one of its ten core skills. The Curriculum for Excellence emphasises that:

"Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of development and the expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture...children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by media and by their peers."

Literacy underpins all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes to the development of the four capacities for Curriculum for Excellence. Education Services will work to improve levels of literacy for all children and young people by implementing and supporting:

1. The Scottish Government's framework for improvement and national initiatives to support learners in developing literacy skills.

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2. Glasgow's Improvement Challenge in targeting improvements for all in literacy (3-18) and meeting the needs of the most disadvantaged.
3. Glasgow's Support Services in delivering improved outcomes for learners.
4. Literacy projects and initiatives in Local Improvement Groups.
5. Partnership working with agencies/services and parents and carers.

Glasgow City Council and NHS Greater Glasgow and Clyde are working in partnership to develop the capacity of all educational establishments to support and develop the language and communication skills of all children. Our aim is for all Glasgow establishments to become language and communication friendly.

Participants are supported to make simple changes in the learning environment which will benefit the language and communication skills of all learners, including those with additional support needs. Glasgow's approach to supporting the development of an appropriate environment for learning supports The Scottish Government Priorities for the Attainment Challenge (2015) and the recommendations of the Joseph Rowntree Foundation Report on "Closing the Attainment Gap in Scottish Education" (2014).

We know that 50% of children in areas of social disadvantage start school with poor language skills

(Growing Up in Scotland - longitudinal study). Save the Children reported in 2016 that toddlers struggling with their first words is the biggest single issue affecting child development in Scotland and tackling it is critical to closing the attainment gap. They claimed that at least 7,000 pre-school children have issues with speech and language development - and children from poorer families are twice as likely to have delays or difficulties as those from better-off homes. We have many children in Glasgow growing up in poverty, so the need to foster and develop speech, language and communication is a shared responsibility.

Adults in educational settings play a key role in supporting spoken language and the development of a learning environment which prioritises the development of communication and language

THE LANGUAGE AND COMMUNICATION FRIENDLY ESTABLISHMENT KEY INDICATORS FRAMEWORK

There are five key indicators which form the basis of Supportive practice:

Indicator One: A physical environment that enhances and promotes opportunities for speech, language and communication for all children.

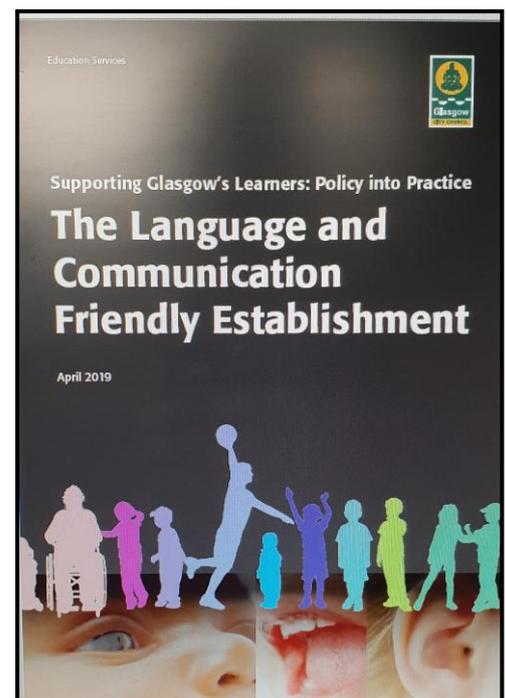
Indicator Two: Adult talk that encourages and promotes participation from all learners.

Indicator Three: Adult interaction styles that are responsive to individual children's needs.

Indicator Four: The use of supportive learning strategies to develop language and communication skills.

Indicator Five: The establishment can demonstrate a strong commitment to staff training and development

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to meet the speech, language and communication needs of all children.

This document contains practical suggestions on good practice which, when implemented, will provide evidence of how each indicator is being met.

Keeping the Promise Award

This award was originally created by a broad range of staff to support children and young people, who are care experienced on their journey through early years, school and beyond. Everyone involved in creating the original Award and this refreshed Award wanted to create a vehicle to raise awareness of care experienced children and young people and some of the challenges they face.

It was designed to develop our understanding around the national commitment made by the Scottish Government and supported by GCC to improve the learning experience and educational outcomes of our care experienced young people. The professional learning in the Award helps us identify our responsibilities to these learners.

The Award itself is a way to recognise educational settings who are striving to understand and meet the needs of these learners and in their delivery of support to them. The Award is simple and straightforward. It consists of two short training sessions delivered in conjunction with an e-

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learning course. When completed by a threshold of staff in an educational setting the establishment will receive accreditation for The Keeping the Promise Award.

Most staff have completed the e-learning course.

New members of staff are asked to complete the training sessions including the e-learning course.

St Clares has received accreditation for the Promise Award



St Clares Nursery aims to be an establishment where children's rights are at the heart of our ethos and culture.

As part of this plan we are working towards recognition as a Rights Respecting School.



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THE NAMED PERSON

GIRFEC - 'Getting It Right For Every Child'. Part of the Children and Young People Act (Scotland) 2014. This 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.

GIRFEC and the Named Person

GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organization whose staff come into direct contact with children. It makes it easier for those different organizations to communicate consistently with each other, and with parents, carers, children and young people. GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.

It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements.

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Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means:

For children, young people and their families:

- *They understand what is happening and why*
- *They have been listened to carefully and their wishes have been heard and understood*
- *They will feel confident about the help they are getting*
- *They are appropriately involved in discussions and decisions that affect them*
- *They can rely on appropriate help being available as soon as possible*
- *They will have experienced a more streamlined and coordinated response from practitioners*

For practitioners:

- *Putting the child or young person at the center and developing a shared understanding within and across agencies*
 - *Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners*
- If you would like to access support from the Named Person Service, please contact the school. (For Early Years establishments this should be “please contact your Health Visitor”)*

Further Information

Roles and Responsibilities

Fire Wardens ---

Theresa Graham (Head of Centre)
Shevon McLeod (Acting Depute)

Child Protection Co-Ordinator --- Theresa Graham (Head of Centre)

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Shevon McLeod (Acting Depute)

First Aiders -

Cheryl McLaren

Diane Finnieston

Co-ordinator for looked after and accommodated - Theresa Graham

PLEASE NOTE

Although the information in this handbook is correct at the time of printing there could be changes affecting any of the matters dealt with in it.

The Head of the Establishment will tell you of any important changes to the information.

Privacy Statement for Inclusion in School Handbooks/Websites

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (2018). This means, amongst other things that the data held about children and young people must only be used for specific purposes.

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However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, 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 further information please see our full privacy statement leaflet:

<https://www.glasgow.gov.uk/CHttpHandler.ashx?id=41222&p=0>

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