



ESTABLISHMENT HANDBOOK



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SECTION ONE: VISION, VALUES AND AIMS

The Vision for our Nursery is to provide a high quality up to date service designed to meet the needs of children and their families in a nurturing environment.

In order to accomplish this, our values and aims are as follows:

Vision

- To offer a high quality service designed to meet the needs of the children and their families in a nurturing environment with a commitment to continuous improvement.

Values

- Our values at Bellrock Nursery are to create an ethos of respect which facilitates positive relationships and learning
- We value good working partnerships with our parents and wider community to allow us to provide a high quality service which meets the need of our individual children and families.

Aims

- To create an environment where children are happy, safe and secure with effective care routines in place, promoting opportunities to participate responsibly in the social and cultural life of the community.
- To ensure staff are highly skilled, responsive practitioners who create a rich stimulating learning environment which enables all children to reach their full potential.



Standards & Quality Report/Improvement Plan

The Standards & Quality reports reflect the achievements of the nursery over the last 12 months. The improvement plan outlines the main priorities that we will be working on. Copies of these documents can be found in the nursery reception area.

Non Denominational Policy of the Nursery

The nursery is non-denominational. We respect and welcome children and parents of all religions, faiths and beliefs or none.

Our Equal Opportunities Policy

All Early Years Services should reflect the council's equal opportunities policies and be anti-racist, anti-sexist, multi-cultural and recognise the rights of both men and women to work or to care for children. Provision takes account of the needs of children with additional support needs or chronic illness. These principles are reflected in the criteria used to admit children to nursery and in the curriculum of all the establishments

SECTION TWO: GENERAL INFORMATION**Names and Job Titles of Our Staff Members**

Below is a list of staff at the nursery.

NAME	JOB TITLE
SONYA MORRISON	HEAD OF NURSERY (child protection coordinator) Email: headteacher@bellrock-nursery.glasgow.sch.uk
STACY HARDIE	TEAM LEADER
CATRIONA JAMIESON	LEAD PRACTITIONER
LINDA ALEXANDER	CHILD DEVELOPMENT OFFICER
JOSEPHINE WILSON	CHILD DEVELOPMENT OFFICER
CARLENE LONGWELL	CHILD DEVELOPMENT OFFICER
PATRICIA NEESON	CHILD DEVELOPMENT OFFICER
LISA OWENS	CHILD DEVELOPMENT OFFICER
JEANETTE PEARSON	CHILD DEVELOPMENT OFFICER
LEANNE McDONALD	CHILD DEVELOPMENT OFFICER
LAURA MARSHALL	CHILD DEVELOPMENT OFFICER
CANDICE DAVIDSON	CHILD DEVELOPMENT OFFICER
STACEY MCCREADIE	CHILD DEVELOPMENT OFFICER
ALLISON POLLAND	CHILD DEVELOPMENT OFFICER
JODIE HUTTON	CHILD DEVELOPMENT OFFICER
MARGARET CASSIDY	CHILD DEVELOPMENT OFFICER
JANICE CAREY	CHILD DEVELOPMENT OFFICER
GEMMA RODGERS	SUPPORT FOR LEARNING WORKER
SHANNON WRIGHT	SUPPORT FOR LEARNING WORKER

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General Information

ELAINE McMILLAN	SUPPORT FOR LEARNING WORKER
SAMANTHA McKAY	SUPPORT FOR LEARNING WORKER
DOT MENNIE	ADMINISTRATION ASSISTANT
NICOLA DOODY	JANITOR – CRANHILL PRIMARY CAMPUS

We are joined at various points in the year by students. We assist in the training of teachers, post graduate teachers, Child Development Officers, NC, HNC, BA Early Years, B.Ed. post graduate students.

We also support colleges with project work and several Secondary Schools Work Experience Programmes for young people.

Hours of Opening

Details of holidays and training days specific to 2023/2024 are detailed below.

Hours of Opening The nursery is open Monday – Friday from 8.00 a.m. until 18.00 p.m.

Daily Sessions The morning session is from 8.00 a.m. until 12.45 noon
The afternoon session is from 13.00 p.m. until 18.00 p.m.

Full Time places available to suit individual needs in line with Glasgow City Council Admission Policy.



Please allow 10 minutes before the end of the session to allow your child to gather artwork, baking, etc., and change their shoes before going home.

We will keep parents notified of holidays and in-service days throughout the year, using parent notices and regular newsletters.

Details of Holidays:

Return Date for Teachers	Monday 12 th August 2025
Return Date for Pupils	Thursday 14 th August 2025
September Weekend	Friday 26 th and Monday 29 th September 2025
In-Service Day	Friday 10 th October 2025
First Mid-Term	Monday 13 th to Friday 17 th October 2025 (inclusive)
Christmas/New Year	Schools close at 2.30pm on Friday 19 th December 2025 Monday 22 nd December 2025 to Friday 2 nd January 2026 (inclusive) * Please note that schools will close at 2.30pm on the last school day before the holiday
	2026
2026 Return to School	Monday 5th January 2026
Second Mid-Term	Monday 16 th and Tuesday 17 th February 2026
In-Service Day	Wednesday 18 th February 2026
Spring Holiday	School closes 2.30pm Thursday 2 nd April 2026 Monday 6 th April – Friday 17 th April 2026 (Spring Break) Schools return on Monday 20 th April 2026 * Please note that schools will close at 2.30pm on the last school day before the holiday
May Day	Monday 4 th May 2026
In-Service Day	Thursday 7 th May 2026
May Weekend	Friday 22 nd May and Monday 25 th May 2026
School Close	Thursday 25 th June 2026 * Please note that schools will close at 1pm on the last school day before the holiday

Admissions Policy

All nursery places are allocated in line with Glasgow City Council's Admissions Policy. Nursery staff will be happy to advise you on how this operates. Glasgow City Council's Admissions and Charging Policy for Early Years Leaflet is available at Reception and details charges which apply depending on individual situation of child.

Admissions Panel

A placement application form (Form 1) is available from the establishment and should be completed by the parent/carer and returned.

An admissions panel meets at regular intervals throughout the year. The panel works together to best meet the needs of children and families.

The panel consists of all heads of Early Years establishments in the area and representatives of the other agencies involved in supporting children and their families e.g. Social Work Department, Health Board, PACT (Parent's and Children Together) and Quarriers.

After the admission panel decision parents/carers are invited to enrol their child and a settling in period is agreed.

Age Range of Children in the Establishment

The nursery is open to children from the age of 2 years until they go to primary school. Parents are advised to put their child's name on the waiting list when they reach their first birthday.

Numbers of Children at Each Daily Session & Patterns of Attendance

The nursery can accommodate 71 children (full time equivalent). Eligible children will receive 30 hours free childcare with some children receiving additional hours depending on their circumstances.



Register of Applicants

The establishment will keep an electronic register of all applicants using the NAMS system. The information contained in the application forms will be considered by the admissions panel to assist in the allocation of places.

Parents can ask to see their application form at any time. If circumstances change which affect the application you should speak to the head of the establishment. Information from another agency e.g. health visitor, doctor can be offered in support of an application.

Parents requesting additional sessions or longer sessions also need to apply using the appropriate forms. All of these places are reviewed throughout the year and none are allocated for more than a term at a time.

Charging Rates 2023/24

Government funding is available to support the provision of free, part time, term time nursery places for children aged 4. Children aged 3 years old become eligible for free funding from the start of the term previous to their 3rd birthday. Charges may apply for any nursery provision in excess of a part time place or for children under 3 years. Full details regarding hourly rates can be found in the Early Years Admissions Policy Leaflet. Please collect a copy from our reception area.



Two Year Olds

Children become eligible for a funded place from the start of the term AFTER their 2nd birthday where they meet the criteria for Free School Meals.

Child's 2 nd Birthday falls on or between:	Eligible for 1140 hours or part of from:
1 st September to 31 st December 2025	January 2026
1 st January to 29 th February 2026	April 2026
1 st March to 31 st August 2026	Start of term in August 2026

Three Year Olds

Children become eligible for a funded place the Monday following the child's 3rd birthday.

Enrolment Procedures

Parents will be informed by letter when a place becomes available for their child. You will be advised on important documents you need to bring.

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

Parent and child will be invited to a pre-entry visit where a suitable starting date and settling-in time will be agreed.

Review of Extended Hours

All places allocated will be subject to a six monthly review at which the Head will have the right to modify the placement offered or charges levied. This review will consider any changes in circumstances. Any changes agreed at this review will be implemented in the following school term.

Attendance

Children are expected to attend during the sessions as arranged with parents/carers. If your child is sick or likely to be off nursery for any length of time please let us know. Your child's attendance at nursery is beneficial to their all-round development.



Managing Attendance

On the first day of an unexplained absence the nursery will phone the child's parent or carer. If the home contact number is unavailable then staff will phone the emergency contact. If contact cannot be made further action will be taken to confirm the child's safety and wellbeing.

Arrival and Collection of Children

It is expected that a responsible adult will bring a child to and from the nursery.

In the interests of your child's safety tell the Head of the Establishment, Team Leader OR Lead Practitioner if he or she is to be collected by someone not known to the nursery staff.

This avoids difficult situations when a child **CANNOT** be allowed to leave with an adult who is a stranger to the staff.

Insurance

Sometimes children like to bring something special or new to nursery for their friends to see. However parents should ensure that valuable items are not left at nursery, particularly as the authority has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the authority can be shown to have been negligent.

Excursions and Consent Forms

When outings or excursions for children are planned a member of staff will advise you in advance. You will be asked to complete consent forms to 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 or carer.

Transport

Transport is not normally provided for children attending early years establishments. Parents should make their own travel arrangements.

The Council may, however, provide transport to and from nursery for children or families with particular needs who may require to travel to take up their placement.



Emergency Closure Arrangements

The nursery will be open during the times already outlined. On some occasions circumstances arise which mean the nursery may have to close.

Establishments may be affected by, for example, severe weather, transport problems, power failures or difficulties with fuel supplies. If this happens, we will do all we can to let you know about the details of closure and re-opening. The school has a contingency plan to cope when this happens.

Education Services may keep in touch by telephone, notices in local shops and community centres, announcements in local churches, in the press and on local radio and via the website and twitter.

Emergency Contacts

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

You are also asked to keep the nursery up-to-date with any changes in this information particularly new mobile numbers.

Be sure that you or an emergency contact is available with mobiles switched on so that we can contact you in an emergency.

Meals

All children are provided with a meal at nursery.

Meals are supplied by Schools Catering Service. Menus are displayed in the nursery corridor.

Snacks and the Promotion of Healthy Eating

The children will be offered a healthy nutritional snack e.g. breadsticks, fruit and milk/water. Which is provided by the school kitchen.

A member of staff will supervise snack in each room. The children in the 3-5 room are encouraged to choose their own snack independently.



Please tell us if you think your child is allergic to any foods or drinks. Children are also involved in baking or cooking activities and will be encouraged to taste new foods. Please tell us about any dislikes or allergies.

Accommodation for Parents

The Campus has community facilities – Our community room or we can book the use of the conference room, hall and football pitch.

Staff and notice boards will keep you informed of classes and group meetings that will take place in the school.

We have an area designated for parents in our community room.

No Smoking Policy

Smoking is not permitted in Bellrock Nursery School or anywhere on the campus.

Suitable Clothing & Footwear

Children have the best fun when they are doing messy work. We will always try to make sure children wear aprons but accidents happen so please dress your child in suitable clothes. . Polo shirts are available for children, see Dot in the office. Please ensure that children wear non-slip footwear indoors since much of our flooring is vinyl.

To prevent infection from dirt or dogs dirt on the soles of shoes please change your child's shoes when they come to nursery. Sandshoes are the safest and easiest footwear for a small child. Store sandshoes in your child's shoe bag. Tell relatives collecting children to do the same. **SANDSHOES SHOULD NOT HAVE LACES. PLEASE WRITE YOUR CHILD'S NAME INSIDE THEIR SANDSHOES.**



SECTION THREE: MEDICAL INFORMATION

Medication

If your child is in need of medication during his/her time at nursery you should discuss his/her requirements with the Head, Team Leader or Lead Practitioner. Prescribed drugs will be given at the discretion of the Head. Parents must fill in a form that authorises nursery staff to administer the drugs to your child. The Head, Team Leader will give you the necessary form to complete.

Parents must sign the 'Child's Record of Administered Medication' form before leaving the building.

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

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

If Your Child Becomes ill

The establishment requires a telephone call if your child is not able to attend nursery on a particular day. We will call to find out why a child is not at nursery.

If your child becomes ill while at nursery or has a serious accident we will do all we can to make the child comfortable and contact parents immediately. If it is felt that the child requires medical attention he/she will be taken to the nearest hospital casualty department.

We currently have 2 staff who have up to date first aid training. One is a named First Aider.

Minor Accidents and Upsets

A member of staff will administer basic first aid - you will be informed of this when you come to collect your child.

LIST OF FIRST AIDERS

Patricia Neeson – Named First Aider

Sonya Morrison – Named First Aider



SECTION FOUR: THE NURSERY CURRICULUM

Aims

The aim of this nursery is to help children to become independent, creative and motivated learners who are in control of their own learning.

We believe that young learners should have opportunities to experience learning that is:

Active	hands on involvement
Meaningful	builds on children's own interests
Experimental	by encouraging doing, talking, experimenting
Exploratory	invites possibilities and values curiosity
Developmentally Appropriate	carefully suited to the age and stage of the child
Social	supports getting along together and stresses co-operation rather than competition
Creative	encourages imagination and invention
Process Based	recognises "steps" in learning
Integrated	learning whole - not divided into parts

ADAPTED FROM: "EARLY CHILDHOOD EDUCATION - TAKING STOCK"
EDITORS: P. GAMMAGE AND J. MEIGHAN

Curriculum for Excellence

The purpose of Curriculum for Excellence is to ensure that all the children and young people of Scotland develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future.

Values

The curriculum is underpinned by the four values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity. These words have helped define values for Scottish society, and should help young people in Scotland define their own position on matters of social justice and personal and collective responsibility.

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

Four Capacities

The aims of Curriculum for Excellence are that every child and young person should know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen.

The experiences and outcomes in the range of curriculum areas build in the attributes and capabilities which support the development of the four capacities. This means that, taken together across curriculum areas, the experiences and outcomes contribute to the attributes and capabilities leading to the four capacities.

Curriculum for Excellence (cont'd)

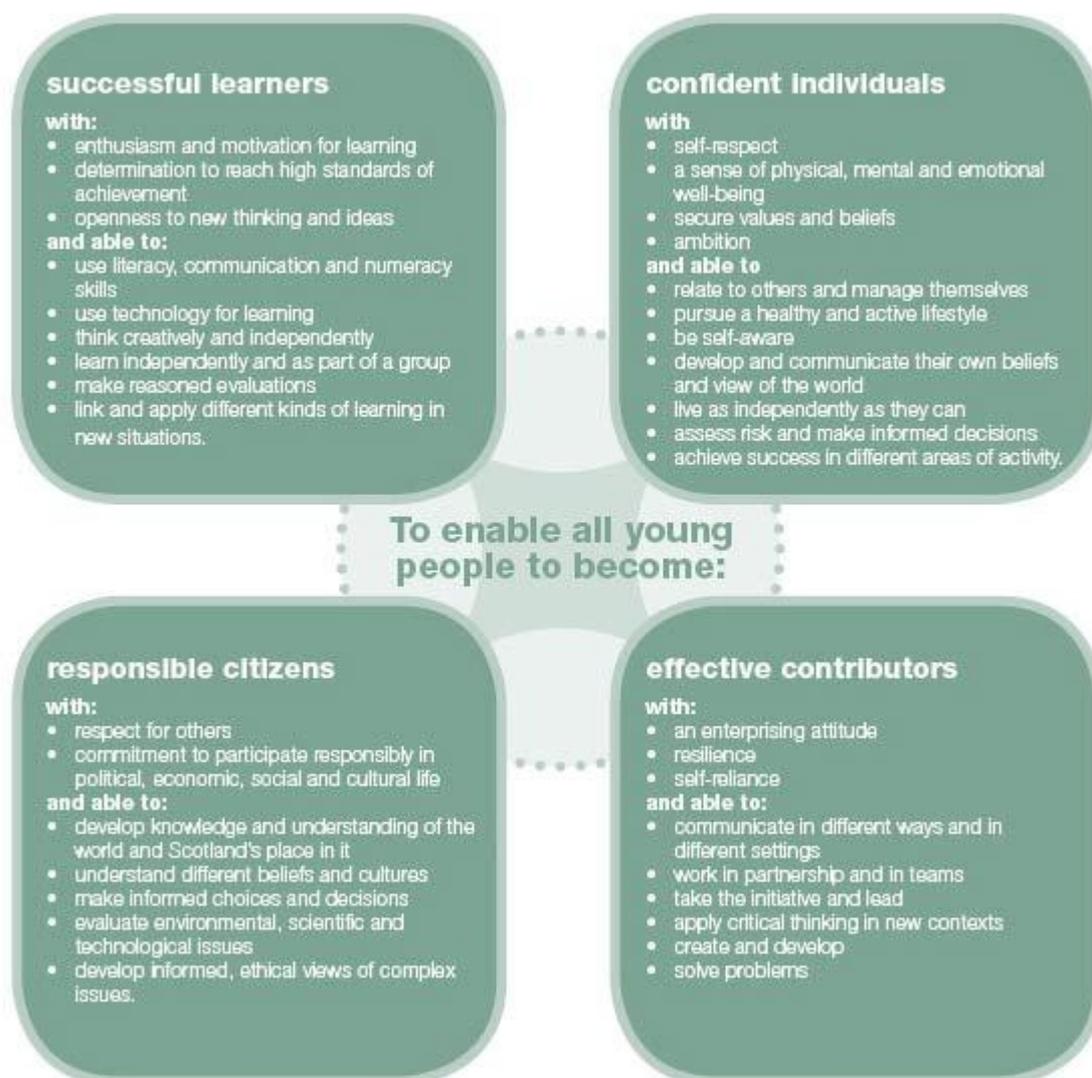
Early education in particular adopts a holistic approach to young children's learning which responds to each child's changing developmental needs and values a child's prior knowledge from home.

Work in Bellrock nursery reflects the individuality of our local community and provides unique, quality learning experiences for all our children.

From the outset, young children in Bellrock are partners in the learning process, actively participating in the planning, shaping and directing of their own learning. With sensitive adult support they learn how to make good, informed choices and take responsibility for their own learning, whilst undertaking activities and experiences within the eight curricular areas of Literacy, Numeracy, Health and Wellbeing, Religious and Moral Education, Expressive Arts, Social Sciences, Technologies and Science.

The Early Level serves a number of purposes, for most children it provides a framework for their work in early years and Primary 1.

While undertaking activities and experiences within the curriculum areas, of Literacy, Numeracy, Health and Wellbeing, Religious and Moral Education, Expressive Arts, Social Studies, Technologies and Science.



Assessment

Our Assessment policy is concerned with individual development and tracks how the child is progressing in relation to his or her own previous achievements. We aim firstly to obtain an overall picture of what a child can do and is interested in. We will ask you to complete a First Transition Record when your child starts nursery, as parents have key information about their child interests, as a learner.

Your child will have a Learning Journal to document progress and achievements in learning based on careful planning, interactions and observations made by staff. Parents are encouraged to view this regularly and add comments. Regular meetings take place to share information about your child's progress. Parents' comments are requested and added to the Learning Journal and Transition Record.

Each child will have a Transition Record which will summarise their learning in nursery. This will be completed in collaboration with parents and passed on to your child's Primary 1 teacher at the end of your child's nursery education.



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, including the relocation of playrooms to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to the 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.

Supporting Children

Children's progress is discussed regularly amongst staff. Should we feel that a child would benefit from a formal assessment involving a Speech Therapist, Educational Psychologist or any other professional this would be discussed fully with the parents and arrangements made. Parents are always welcome at these assessments; no child will be referred without the parents' full consent.

Working Together to Support Learning

We are eager to encourage a partnership approach to our work with young children. We can offer help and support when needed. Some children may display difficult behaviour at home. If you would like help we are happy to refer you to the Speech Therapist or Educational Psychologist. These people are skilled in working with small children and their families. We recognise parents as the PRIME EDUCATORS OF THEIR CHILDREN

GCC Policy in relation to children with ASN

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 severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child’s 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 from their school education.

Sources of additional information to support parents of children with additional support needs

- (a) Children in Scotland: Working 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;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

SECTION FIVE: PARENTAL PARTNERSHIP

Aims

The nursery aim is to develop a partnership of home, school and the community by sharing with parents an interest in the growth and development of their child.

- ❖ We encourage parent and child activities.
- ❖ We share responsibility during outings and visits.
- ❖ We share information about the curriculum, children's development via Learning walls and See Saw.
- ❖ We share all assessment information with parents.
- ❖ We offer help in times of crisis in partnership with other agencies.
- ❖ We support the work and interests of parents groups.
- ❖ We celebrate the success of our children and their families.

Working With You

In particular, we hope that we can work with parents, offer help and advice regarding the needs of both the child and adults in the family. Above all we aim to provide a caring community resource.

Glasgow City Council have produced a strategy to maximise the involvement that parents can have in their child's education. A copy of this document "The Parental Involvement Strategy" can be found in the Parents Room.

Parents' Involvement

The nursery has a parents group who are consulted about the work of the nursery and local/community issues.

We welcome parents into the nursery to share their interests and skills to enhance children's experiences. Parents are a valuable asset in all our activities including on our trips and outings.



If you are interested in giving of your time please speak to a member of staff.

Working Together to Promote Positive Behaviour

Just as every parent wishes their child to be happy, secure, sociable and successful, the staff at Bellrock, also wishes these things for our children. By forming good relationships with you and working together for the benefit of the children, we can provide good role models in how to communicate and get along with others.

Most children quickly settle into nursery life and respond well to the attention and praise they receive for the good work that they do. Some children take longer to get used to sharing adults' time and equipment or to take turns with others and this can cause some upset for all concerned.

Isolated incidents are only to be expected. The nursery policy is to deal with incidents calmly, quickly and quietly. Children will be encouraged to say sorry, repair damage if appropriate, with help if needed. They will then be distracted and encouraged to become involved in another play activity.

Within the nursery setting certain types of behaviour are unacceptable and quickly dealt with. We actively discourage hitting, biting, bullying and use of unsuitable language.

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.

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.

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Fundraising

Fundraising is carried out from time to time via sponsored activities etc. The money is spent mostly on outings, trips, Christmas gifts, Easter eggs, parties, pencil cases for school etc.

Sometimes money is spent on a particular piece of equipment for the nursery. We will consult and inform parents about these purchases.

Birthday cards, gifts, baking activities, etc., are all paid for from donations made by parents.

SECTION SIX: THE WIDER COMMUNITY

The Establishment and the Community

The nursery is located in Cranhill within the Greater Easterhouse Area, a peripheral housing estate consisting mainly of local authority housing stock. There is however a considerable amount of change and renewal work going on in the immediate locality of the nursery.

We share our campus with Cranhill Primary School (tel no. 774 2821).



Services Within the Community

The local area is served mostly by facilities located out with Cranhill, but access to other areas by public transport is good.

Cranhill Parish Church

The church offers a range of services to families in the community. Current information can be found on the parents' notice board in the cloakroom.

Links with Primary Schools

We have links with all of the primary schools that our children go to. The format of this varies; children go to school between four and a half and five years of age. If you wish to make an early entry application or a placing request please see the head of the establishment for application forms. Most primary schools organise pre-entry visits for children and will contact you regarding this.

Smithycroft Learning Community

We are also part of Smithycroft Learning Community which links Early Years, Primary and Secondary and ASN Establishments with the aim of working together to support children and raising achievement.



SECTION SEVEN: CHILD PROTECTION

MC57: Child Protection and Safeguarding

Insert for Establishment Handbooks

Keeping Children and Young People Safe

Educational establishments and services 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 health and wellbeing is central to the curriculum.
- ensuring that staff are aware of Management Circular 57 and child protection procedures and concerns.
- ensuring that any CP or Safeguarding concerns are progressed as per MC57 guidance.
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.
- ensuring the name of the Child Protection Coordinator and Depute Child Protection Coordinator(s) is on display within the establishment.

Name of CP Coordinator: Sonya Morrison

Name of Depute CP Coordinator(s): Stacy Hardie and Catriona Jamieson

All educational establishments and services must take positive steps to help children and young people by ensuring that safeguarding is promoted through all elements of education including leadership, values, vision, the curriculum, learning and teaching, positive relationships, ethos and building resilience in our learners.

Safeguarding supports the development of learner's knowledge, skills and resilience to keep themselves safe and to protect themselves and develop an understanding of the world so that they can respond to a range of issues and potential risky situations arising throughout their lives.

Safeguarding and wellbeing issues are addressed through our personal, social and health education curriculum and care should be taken to ensure our children have opportunity to develop such knowledge and understanding within our establishments.

As with other areas of the curriculum, you will be kept informed of the health and wellbeing programme for your child's establishment.

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MANAGEMENT CIRCULAR NO. 57 Appendix 6 Insert for Handbook



SECTION EIGHT: OTHER INFORMATION

Data Protection Act 1998

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 Date 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 on 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

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

Suggestions and Complaints

We are always anxious to maintain and improve our service. If you have any suggestions to make please contact the head of the establishment in the first instance. Similarly if you have a complaint about any aspect of the service you should contact the establishment head. At Bellrock Nursery School we do everything we can to make sure you have confidence in the service we offer to you and your family. However, occasionally things can go wrong. If you have reason to complain we will always listen carefully to you. We promise to take a balanced and fair view and take whatever action is necessary to resolve the problem

OFFICIAL

Other Information

If you feel your complaint has not been satisfactorily resolved with the educational head, then the next stage is to contact a more senior person with the relevant knowledge to successfully resolve the problem.

Please contact our Customer Care Team 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 20 working days, unless another timescale has been agreed.

The Customer Care Team can be contacted by phone or visiting their website:

Phone 0141 287 0900

Web site: www.glasgow.gov.uk/ContactUs

Customer Care Team,
Chief Executive's Department,
Glasgow City Council,
G2 9RZ

Or you may wish to contact the Care Inspectorate. This is an independent body that regulates and inspects nurseries and other care settings. Our last Inspection report is available for parents to view.

The Care Inspectorate has several offices around Scotland. Please refer to: <http://www.scswis.com/>

Or phone 08456009527

Fax 01382207289

Online **complaints form** at www.scswis.com

Email enquiries@careinspectorate.com



Useful Addresses

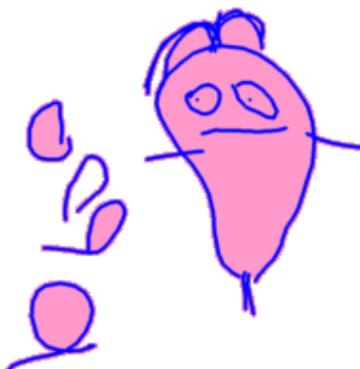
You may wish to be aware of the following names, addresses and telephone numbers:

Cranhill Development Trust	0141 774 3344
Cranhill Primary School	0141 774 2821
Easterhouse Health Centre	0141 531 8100
Easterhouse Sports Centre	0141 276 1630
Quarriers	0141 774 8202
Social Work Department (Ruchazie Road)	0141 276 3500
Social Work Department (Easterhouse)	0141 276 3400

Useful Websites

You may wish to be aware of the following websites relating to our work:

A Curriculum for Excellence	www.itscotland.org.uk/understandingthecurriculum
SCSWIS – Care Inspectorate	www.scswis.com
Learning & Teaching Scotland	www.ltscotland.org.uk/earlyyears
Scottish Government	www.scotland.gov.uk/Home
Glasgow City Council	www.glasgow.gov.uk



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, either before your child's placement begins or during the course of their time in nursery. The head of the establishment will tell you of any important changes to the information.

Our Location

