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# Westerhouse Family Learning Centre



## Handbook 2025/2026

### Useful Web References:

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

[www.education.scotland.gov.uk](http://www.education.scotland.gov.uk)

[www.theparentzone.co.uk](http://www.theparentzone.co.uk)

<http://www.gfis.org.uk> (Glasgow family information service)

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**Nursery Staff Team**

**The Management Team:**

Kathy Wilson	Head of Centre
Lisa Docherty	Acting Depute of Centre
Naomi Wright	Acting Depute of Centre
Cheryl Howe	Team Leader 0-3
Claire Aydin	Acting Team Leader 3-5's
Stacy Reilly	LPA

**Child Development Officers:**

Debbie Anderson	Sean Kennedy
Aileen Kirkwood	Megan Arundel
Marion Campbell	Eve Copeland
Megan Lockard (SFL)	Tiegan Forsyth
Leeann Doherty	Nicole McCafferty
Claire Goldie	Shona McEnaney
Joanne McKinlay (SFL)	Danielle Haggerty
Pamela Grant	Kirstin Miller
Sharon Howie	Christine O'Connor
Lynn Hughes	Chloe Smith
Jaimeleigh Law	Alex Wiseman
Amanda McColgan	Denise Wright
Jennifer Donaghy (MA)	Courtney McDougall
Hayley Jeffrey (MA)	Susan McKinlay
Megan Murphy	Claire O'Neill
Laurin Sneddon	Kiera Stewart (MA)

**The other members of our staff team are:**

Jacqui Warnock/Diane Caldwell	Clerical
Linda Frew/Sharon Hutton	Cleaner (Morning)
Various Temps	Cleaners
Gerry Burke	Community Janitor
Alison Hilling	Dining Attendant

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Westerhouse Family Learning Centre  
62 Lochend Road  
Easterhouse  
Glasgow  
G34 0LT

Telephone: 0141 773 0055  
Email: [KWilson@westerhouse-nursery.glasgow.sch.uk](mailto:KWilson@westerhouse-nursery.glasgow.sch.uk)

Dear Parent/ Guardian,

Welcome to Westerhouse.

Our nursery is located in a bright, modern building with excellent facilities including a wonderful outdoor play area.

Our fully qualified and experienced staff are ready to introduce you and your child to nursery life.

We hope that the time you and your child spend with us will be happy and filled with learning opportunities for you and your family.

All staff involved in learning and teaching are qualified and registered with either GTC or SCSWIS. Glasgow's safe recruitment procedures are followed and continuous professional development for all staff is seen as an essential component of our work.

Westerhouse Family Learning Centre

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### Vision & Values

We will promote strong relationships in a safe, friendly, nurturing and fun environment, to support each other and our families and to provide children and adults with valuable experiences, and encourage lifelong learning. We will create a welcoming environment that promotes equality, inclusion, diversity and encourages creativity and learning through enriched experiences. For the nursery to be an integral part of the community that helps to develop out young children to becoming responsible, effective, confident, successful and motivated learners.

### Aims

1. To work in partnership with parent/carers to achieve the best outcomes for children and families and promote family learning.
2. To promote warm, welcoming and nurturing environments that respects the views and opinions of all service users and offers an open door policy.
3. To provide a safe, secure and caring environment in which children can develop emotionally, socially, physically, morally, spiritually and intellectually.
4. To enable children to develop a positive self-image, become self-confident and increasingly independent.

To ensure children have the best start at life and are offered the correct supports at the earliest stages of their development, to help them achieve their full potential and safeguarding their health & wellbeing.



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### Opening Times

The Family Learning Centre caters for children aged 0 to 5. Open from 8am- 5.45pm, 50 weeks of the year.

The majority of the children attend for the recommended government funded half-day sessions, either mornings or afternoons.

### Session times

Under 3's - 8.30 - 11.30 AM  
1.00 - 4.00 PM

3-5-'s - 8.00 - 12.45 PM  
1.00 - 5.45 PM

F/T 8.00 - 5.45 PM



### 2-3 Age Groups

We have 15 places.

### 0-2 Age Group

We have 12 places.

### Admissions Policy



All places are allocated according to the Glasgow City Council Admissions Policy. Requests for more than 5 x  $\frac{1}{2}$  day sessions are taken to a Local Area Admissions Panel and allocated according to Glasgow City Council Policy. A copy of the Admissions Policy is available on request or on the website.

The times of attendance for full day or extended places are negotiated between the Head, the Admissions Panel and the families concerned.

### 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.

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### Our Equal Opportunities Policy

All early years services should reflect the Council's equal opportunities policies and be anti-racist, anti-sexist and multicultural. They should also recognise the rights of both men and woman to work with, and care for, children.

Provision should also take account of the needs of children affected by disability or chronic illness.

These principles are reflected in the criteria used to admit children to nursery and in the curriculum of the establishment.



### Attendance

It is very important that your child attends regularly and as near the beginning of each session as possible to get the maximum benefit from his/her nursery place.

Please phone or tell us if your child cannot attend. We will have planned learning experiences which include your child.

If your child has a contagious or infectious illness such as conjunctivitis, sickness, diarrhoea or chicken pox, then please keep your child at home until he/she is completely well again.

Children who are unwell find it difficult to learn and may also pass the illness to others.

Always provide emergency contact numbers. If you do not attend we will probably phone to see if you are okay.



### Register of Applications

The nursery keeps a register of applications. The information contained in the applications will be considered by the admissions panel to assist in the allocation of places.

Please note that the length of time on the register of applications will not affect the child's priority for admission.

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If a change of circumstances affects the information on the application form, then please see the Head or clerical staff. When a place for your child becomes available, you will be contacted. If you decide to accept the placement, the nursery will contact you to discuss arrangements for enrolment.

**A booklet offering practical advice and information about starting nursery will be given to you.**

Your child's birth certificate will be required on enrolment.

It is important that a familiar adult stays with your child until he/she is happy and content.

For many children, this can take a few days and staff will be happy to discuss and plan this with you based on your child's individual needs.



### Transfer to Primary School

Children normally go to school between four and a half and five years of age.

Information on registration and enrolment procedures for Primary Schools will be given in the local press and Nursery. Please note that children must register at their local school in November.

### Charges

Most children in their pre-school year attending for the recommended 5 sessions will have the cost of their place met by central government.

Some children in their ante-pre-school year will also have the cost of their place met by central government.

Younger children or those attending for more than five sessions will require to pay charges.

For more details, please see management or office staff.



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### Toy Fund

We operate a Toy Fund which allows staff to use donations to pay for outings, parties, special treats, baking, cooking and additional equipment.

A contribution of £2.00 per week would be much appreciated.

### Arrival and Collection of Children

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



In the interests of your child's safety you should make a point of telling staff or the head of establishment if he or she is to be collected by someone not known to staff members.

A child will not 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, staff will advise you in advance. You will be asked to complete consent forms that give your permission for child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian.

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### Transport

Transport is not normally provided for children attending early year's establishments. The council may, however, provide transport to and from nursery for children with special needs who may require travelling some distance to take up their placement.

### Emergency Closure Arrangements

The nursery will be opened on the times already outlined, but on some occasions circumstances arise which mean the nursery has to close.

Establishments 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.

We may be in touch by telephone, text alerts, notices in local shops and community centres, announcements in local churches, in the press, local radio and Glasgow City Council website: [www.glasgow.gov.uk](http://www.glasgow.gov.uk)

### Emergency contacts



Parents whose children are in the nursery are asked to provide the name, address and telephone numbers of two emergency contacts.

You are also asked to keep the nursery up-to-date with any changes in this information. This is particularly important if you have a mobile phone as these numbers can change regularly.

### Snacks and the Promotion of Healthy Eating

Children have a drink of milk or water, and a snack.

We promote Healthy Eating and so restrict the number of sugary snacks we provide.

Sweets are regarded as a treat for special occasions only.



Please let staff know if your child has allergies to any food or if your family avoids eating particular foods.

<https://www.allergyuk.org/>

### Meals

All of our 3-5 children and eligible 2's are provided with a hot lunch. Special note will be taken of any food allergies or dietary requirements.

For more information, please speak to staff



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### Dressing for Nursery



Children have the best fun when they are doing messy work. We will always try to make sure that they wear aprons but accidents happen so please dress your child in suitable clothes. Please leave a spare set of clothes for them and gym shoes for them to wear when indoors. A bag has been provided to store these in, located at their peg in the cloakroom area.

Children feel more confident about going to the toilet by themselves if they are wearing clothes that are easy to manage and which don't have awkward zips, buttons or buckles.

It is essential to mark your child's coat, shoes and other belongings with his/her name to prevent any mix up.

### Outdoor Play

As part of our programme, the children access outdoor play every day, regardless of the weather.

On cold or wet days please make sure that your child has the following:

- A warm, waterproof coat or jacket
- Hat/gloves/scarf
- Sturdy shoes or wellingtons



On a hot or sunny day please make sure that your child has the following:

- A sun hat and sun cream
- Clothes which cover their shoulders
- Shoes suitable for running and climbing

Please apply sun cream before bringing your child to nursery.

Children enjoy taking part in active, energetic play and learning about risk taking.

Staff talk to children about risk and how to deal with it.

Children are encouraged to try a range of challenging activities in a safe supportive environment.

These could include:

- Climbing
- Den building
- Playing in the rain and snow
- Playing in the mud kitchen
- Using tools

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### Health and Safety



Smoking is not permitted anywhere in the nursery building. This policy has been introduced by Glasgow City Council for the health and safety of all children and adults using the building.

Furthermore, for the health and safety of all children on campus, no dogs are allowed into the playgrounds or car park



### Accommodation for Parents

The nursery has a parent area with comfortable seating, magazines and displays of photographs and nursery information.

Copies of the handbook, policies and other relevant information are also available. We welcome parents to comment on our service using the comments book and box.

Parents find this area particularly useful when settling their children but should feel welcome to use the area at any time.

The accessible toilet has nappy changing facilities.

Parents are welcome to join in nursery activities. You may wish to help on outings, tell stories or just join in the fun. Just ask any member of staff.

### Family Learning

We also offer a range of groups, classes and workshops for parents.

These can range from Reading to your Child to Adult Cookery Classes.

Watch out for details in the monthly newsletter and notice board at the front door.

Staff are here to help with any advice or information you may need and can sign post you to other agencies.



### Medical Information

#### Medication

If your child needs medication during his/her time at nursery you should discuss his/her requirements with staff. Prescribed drugs may be given at the discretion of the Head but you will need to fill in forms which authorise nursery staff to administer the drugs to your child. Staff can give you these forms.

If your child requires medication for medical conditions such as asthma or epilepsy then please discuss this fully with Mrs Owens so that everyone involved understands what is required. Risk Assessments will be done for medical conditions e.g. Asthma, broken limb.



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### If Your Child Becomes Ill

Many children have minor bumps or upsets at some point during their time at nursery. If these need only a cold compress and some comforting to bring relief, then staff will tell you when you arrive to pick up your child.



If your child becomes ill or has an accident at nursery, staff will make your child comfortable and contact you as soon as possible. If you are not available, the emergency contact numbers will be used, so please make sure these are kept up to date.

If staff feel urgent medical attention is required, then your child will be taken to the nearest casualty department and you will be asked to join him/her and the accompanying staff member there.

If your child has sickness or diarrhoea, they must stay at home for 48 hours after the last bout to avoid the spread of infection. Even if your child is feeling a bit better and asking to go to nursery, think of the other children and keep them away.



### First Aid

We have 5 staff that hold current Paediatric First Aid Certificates.

### Curriculum - Learning and Teaching Pre Birth to Three Guidelines



<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/prebirthtothree/>

These are guidelines endorsed by the Scottish Executive.  
They are further supported in this planning by GCC guidelines.

'Pre Birth to Three' describes how babies and young children

Can best be cared for as they begin to learn about themselves and the world about them.

It shows how this is most successful when adults are aware of the important role of four key features of effective practice. These 4 key features are very closely linked:

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

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### Relationships

Relationships are important. They provide the starting point for young children's development and learning. Relationships are built as we get to know, trust and understand one another. For example, good relationships begin between parents and other carers when parents' knowledge, skill and experience are valued and where everyone shares what they know. This could be sharing how babies like to be held, when they have their bottles, or about a child's favourite toy, song or game.

### Responsive care

Responsive Care means knowing, accepting and respecting each child as an individual, for example, listening with interest and affection when a child is telling you about something that is important to them, or by talking, singing and smiling at a baby whilst changing its nappy.

### Respect

Each child is an individual person who has the right to be treated with real respect at all times, for example, by valuing children's friendships, by making sure that we spend time with each child so that they know they are important, and by helping children to understand ways to behave.

## Our Curriculum

### Learning through play and active learning

In the nursery we support each child's development by planning learning experiences and supporting children's learning through play and active learning. We provide a wide variety of play experiences based on each child's interests. Learning occurs as the child experiences things for themselves.

It is not the final outcome of the experience that matters as much as how the child arrives there. For example, it is not really important whether or not a baking experience looks or tastes exactly how it should. Rather, it is more important that the child is developing skills such as how the ingredients change when they are mixed together or how they change when they are cooked and so on. When the children learn in this active way it is not only fun but the learning experiences will be more purposeful and meaningful, not only now but in later life.

Staff will regularly photograph and observe our child during their play these are used to assess your child's progress.

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### How we promote learning

We promote learning by ensuring that activities and resources are appropriate in terms of children's interests, stage of development, ability and experiences. Learning is enhanced by the sensitive intervention of professionally qualified skilled staff.

### Assessment

This is on-going throughout the year. Each member of staff observes children, tracking developments to ensure that they are making progress. Through observation and discussion of each child's strengths and areas for development, we are able to plan more effectively for the next steps and to provide appropriate resources and support.

### A curriculum for excellence

Our children aged 3-5 enjoy 'A Curriculum for Excellence 3- 18' which is challenging and appropriate to the needs of the individual child. The types of activities offered to the children are designed to cover the entire range of learning experiences and outcomes. Our planning sets out what we intend the children to learn in appropriate contexts, and takes into account children's individual needs and stages of development. Assessment and recording is based on focused observations and is an integral part of the daily routine in an early years setting.

Each child's progress is monitored and evaluated systematically, and we encourage parents to take all opportunities to discuss their children's progress with staff.

Each child will build up his/her learning story throughout their nursery career. We will share this with parents/carers.

We want children to become:

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

The curriculum covers eight areas:

### Health and Wellbeing

The encouragement and support of staff will help children to develop self-esteem and self-confidence. Through secure and stable relationships and careful supervision, this will help each child to feel safe and be able to express feelings. The children will also learn how to keep safe and healthy. They will also be learning examples of the following: recognizing and respecting other cultures; learning to share and to care for

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oneself and others; what foods are healthy and how physical activity is crucial to general well-being.

### **Communication and Language (Literacy)**

The development of children's language skills is central to their abilities to communicate in relationships, in learning to understand ideas and to order and explore and refine their thoughts. We will do this by: building vocabulary and language structures; listening and responding to stories and music; sharing ideas; exploring pictures and print; developing an awareness of letter sounds and the vocabulary of reading.

### **Numeracy and Mathematics**

From their earliest days, children try to make sense of their world. Mathematics equips us with many of the skills required for life, learning and work. The children's curiosity will drive them to investigate through: sorting and matching activities; looking at shape and pattern; exploring number, measuring and comparing; becoming aware of time and money; and using data to create graphs and charts to display information.

### **Expressive Arts**

Expressing and creating ideas, feelings and imagination, as well as having opportunities to enjoy all manner of sounds, sights, shapes and textures are vital parts of the young child's development. We will develop this through: making and appreciating music; exploring a range of art and design techniques; taking part in movement and dance; engaging in dramatic play.

### **Sciences**

Through learning the sciences, children will develop their interest in, and understanding of, the living, material and physical world. They will be encouraged to participate in a wide range of investigative tasks, which enables them to develop the skills necessary to become creative, imaginative and inventive adults. We will develop this through: Investigating what plants, animals and humans need to grow, and the relationship between them; explore sources and types of energy through toys; research climate change; investigating water and how it impacts on our lives and how it changes form; looking and learning about the stars and planets.

### **Social Studies**

Social studies help develop children's understanding of the world by learning about other people and their values, in different times, places and circumstances. This will be developed through: Learning about the past and present; looking at our own Scottish culture and heritage; learning to be tolerant and to appreciate peoples

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differences: beliefs and cultures; learning to take part in discussions and decision making and learning to interact with others and to develop their awareness of self and others.

### **Technologies**

Technologies offer challenging activities which involves research, problem solving and exploring new concepts, skills and ideas. It encourages young people to be informed, skilled, thoughtful, adaptable and enterprising. We will develop this by: Building the children's understanding of the role and impact technology can have on everyday life; developing skills in using tools, equipment, software and materials; taking part in discussions and debates; promoting curiosity and problem solving skills; and developing presentation skills using graphs and charts.

### **Religious and Moral education**

Religious and moral education allows children to explore and learn about the beliefs of Christianity and its place in Scotland, and also other selected world religions. It promotes the development of tolerance and respect for others whose beliefs and practices are different from their own. This will be developed by: Learning about the beliefs and major festivals within the Christian faith: Christmas and Easter; looking at and celebrating other world religion festivals: Chinese New Year, Diwali and Eid, which will assist in building sensitivity, and value religious and cultural diversity; encourage children to participate in service to others by raising funds for charities, and helping others.

### **Supporting Children Experiencing Difficulties**

The staff at Westerhouse Family Learning Centre are committed to the education and care of all our children. Staff are trained to notice if a child is not progressing as they should and will bring their concerns to your attention.

Sometimes it is helpful to have a specialist assessment done to pinpoint where a child may be having difficulties. We are able to call on the help of Doctors, Psychologists, Speech Therapists etc. where required. If we think that this would help us to help your child, then we will discuss our reasons with you beforehand. No child would be referred to any specialist without your consent and you will be involved in any follow up discussions or plans.

### **Assessment**

Throughout time at nursery, staff will assess progress in a number of ways. These might include:

- Asking you to complete a questionnaire about your child.

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- Talking with you about how you feel they are getting on at nursery.
- Observing them as they take part in play and in structured learning experiences.
- Asking them to take part in a specific game or discussion.
- Noticing how often they choose particular activities in the nursery.
- Interact and ask questions.

Staff will use the information gained to help plan new learning experiences.

We are happy to have informal chats about your child's progress at any time but will also:

- Invite you to come along at specific times for more detailed discussions.
- Offer your ideas and activities to support your child's learning at home.
- Keep a folder with samples of your child's work which belongs to you and your child.
- Provide you with a summary of your child's progress and achievements at nursery for older children.
- Create an assessment record and track children's progress.
- Create plans to meet individual needs when appropriate.
- Share assessment information at transitions to support continuity and progression

### **Working Together to Support Learning**

The staff at Westerhouse Family Learning Centre want to work together with you for the benefit of your child.

We put this partnership into practice in a number of ways:

- By listening and talking to you about your child.
- By sharing information about nursery life and the curriculum through: newsletters, notice boards, curriculum leaflets, talks and workshops, learning at home tasks.
- By welcoming you into the nursery to join in if you wish or just watch what's going on.
- By inviting you to contribute your skills and interests e.g. making resources, loaning items for display, telling stories, playing a musical instrument. Please let us know what you would like to do.

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- We encourage home links by using resources such as Tickle Giggle, Take home Ted, Bedtime story club, Rhyme of the month and Play along Maths
- By consulting you and asking for your views regularly.

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

Most children quickly settle into nursery life and respond well to the attention and praise they receive.

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.

By dealing with these little problems calmly and quickly, we find that, in most cases, they are quickly resolved. If problems such as aggressive behaviour persist, we will work with you on ways to improve things, so that your child copes better in the nursery setting.

### **Fundraising**

From time to time we apply for Grant Funding for pieces of equipment and we may ask for your help in raising funds for particular projects, e.g. for special outings or to buy books or equipment.

Ideas or offers of help from parents are always welcome.

We greatly appreciate your weekly donations to the toy fund.

Without this income we could not provide the children with snacks, outings, parties, special treats and many other things.

### **Open Access**

Parents are welcome to talk to staff at any time. Staff are always willing to discuss children's progress, share information or resolve concerns. For safety and supervision reasons, staff may not be able to leave the playroom floor for a long discussion. In this event, staff will arrange a convenient time to meet with you.

The Head, Mrs Owens is also available to meet with parents, staff and other professionals. The office door is always open for parents to call in.

If the door is closed then a meeting is taking place. Feel free to come back later or speak to staff to arrange a more convenient time.

### **Links with Primary Schools-Supporting Transition**

Each year, Westerhouse sends children to approximately 14 different primary schools.

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The links with each school varies and may range from simple communication about enrolment procedures to being involved in pre-school visits and joint curricular projects.

We welcome visits from school staff and will provide you with a summary of your child's progress to share with their Primary Teacher.

### **The Wider Community**

Westerhouse has provided educational services to local families for many years. It is very much part of the local community.

Our involvement with the community includes:

- Visits to the library for storytelling sessions.
- Offering training placements for work experience, childcare and education students, nursing and teaching.
- Working together with local projects such as Quarriers and The Salvation Army
- Links with Health and Social Work personnel.
- Liaison with the Community Police, Fire Service, Oral Health Team.
- Membership of the North East Glasgow Childcare Forum.

### **St Andrew's Learning Community**

We are also part of the St Andrew's Learning Community, which links Nursery, Primary and Secondary and ASN establishments, with the aim of working together to support children and raise achievement. We are also part of a Local Improvement Group, which is referred to as the LIG. This group serves two purposes.

- To develop new approaches to Quality Improvement.
- To challenge schools and nurseries to greater improvements.

### **Child Welfare and Safety**

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. There should be a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child.

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

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

Should any member of staff have concerns regarding the welfare or safety of any child, they must report these concerns to the nursery Child Protection Coordinators.



Head of Establishment - Kathy Wilson  
Acting Depute - Ashley Allen

After judging that there may be grounds for concern regarding the welfare or safety of any child must then immediately contact Social Care Direct.

### **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 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

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

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

### **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 their 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).

Glasgow City Council has an Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. 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

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### What to Do If You Have a Compliment/Concern or a Complaint

At Westerhouse Family Learning Centre we do everything we can to make sure you have confidence in the service we offer to you and your family.

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 of the situation and take whatever action is necessary to resolve the problem.

### What is the procedure for complaints?

Contact Kathy Wilson or any other staff member with details of your complaint. Most concerns are successfully resolved at this stage.

If your complaint is not resolved to your satisfaction, then the nursery may escalate the complaint to an Investigation. These procedures are laid out in **Glasgow's Management Circular 89**. You may wish to contact:

**Customer Liaison Unit 0141 287 5384**

### YOU MAY WISH TO CONTACT THE CARE INSPECTORATE

They are an independent body who regulate the work of nurseries and other care settings. A leaflet with more information is displayed in the entrance hall. A copy is available on request, or you can contact:

**National enquiries helpline 0845 600 9527**

OR

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

OR

**Care Inspectorate, Central West,  
4<sup>th</sup> Floor,  
1 Smithhills Street  
Paisley  
PA1 1ED.**

**Tel: 0141 843 6840**

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**Westerhouse Family Learning Centre Holidays 2024-2025**

<b>Westerhouse Family Learning Centre</b>	<b>Holidays 2024- 2025</b>
<b>INSERVICE DAY</b>	Mon 12 August 2024
<b>INSERVICE DAY</b>	Tue 13 August 2024
<b>Return date for pupils</b>	Wed 16 August 2024
<b>September weekend</b>	Fri 27 and Mon 30 September 2024
<b>INSERVICE DAY</b>	Fri 11 October 2024
<b>First mid-term</b>	Mon 14 to Fri 18 October 2024 (inclusive)
<b>Christmas/New Year</b>	Mon 23 December 2024 to Fri 3 January 2025 (inclusive) (School will close at 2.30pm on the Fri 20 December 2024)
<b>Return to school 2025</b>	Mon 6 January 2025
<b>Second mid-term</b>	Mon 17 and Tue 18 February 2025
<b>INSERVICE DAY</b>	Wed 19 February 2025
<b>Spring Holiday/Easter Holiday</b>	Mon 7 April to Mon 21 April 2025 (inclusive) (School will close at 2.30pm on 4 April 2025) Good Friday 18 April and Easter Monday 21 April 2025
<b>Return to School</b>	Tue 22 April 2025
<b>May Day</b>	Mon 5 May 2025
<b>INSERVICE DAY</b>	Thu 22 May 2025
<b>May Weekend</b>	Fri 23 and Mon 26 May 2025
<b>School close</b>	Wed 25 June 2025 (Please note that schools will close at 1pm)

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