

**Burnbrae Children's Centre  
271 Househillmuir Road  
Glasgow  
G53 6NL**

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## **Contents**

- 1. Introduction by Head of Establishment**
- 2. Establishment Information**
- 3. Glossary of Terms**
- 4. Establishment Staff**
- 5. Establishment Hours**
- 6. Establishment Year/Holidays**
- 7. Enrolment/Admissions**
- 8. Curriculum, Assessment and Arrangements for Reporting to Parents and Carers**
- 9. Curriculum Provision – 0-3 years and 3-5 year old**
- 10. Social, Moral and Cultural Values**
- 11. Child Protection Procedures**
- 12. Equal Opportunities and Social Inclusion**
- 13. Additional Support Needs/Accessibility Strategy**
- 14. Home and Establishment Links**
- 15. Promoting Positive Behaviour**
- 16. Clothing**
- 17. Meals**
- 18. Medical and Health Care**
- 19. Information in Emergencies**
- 20. Parental Involvement**
- 21. Data Protection Act 1998**
- 22. The Freedom of Information (Scotland) Act 2002**
- 23. Dealing with Racial Harassment**
- 24. Comments and Complaints**

**OFFICIAL**

25. Addresses and Contracts

26. Privacy statement

**1. Introduction to Burnbrae Children's Centre**

Dear Parents

Welcome to Burnbrae Children's Centre.

This handbook is designed to give parents and carers an insight into our nursery and provide you with information which we hope you find both interesting and informative.

Parents and Carers are invited to play an active role in this very important stage of your child's development.

We aim to keep you up to date with the life and work of the Centre through regular newsletters, information leaflets, regular chats, parents meetings and through our notice board

Janis Maguire  
Head of Centre

## **Our Vision, Values & Aims**

**Our vision is to work closely with our families to build positive respectful partnerships which will enrich learning both at home, in nursery and in our community.**

**We will foster and develop an inclusive approach ensuring that children are aware of their rights as individuals, in a nurturing environment which encourages exploration, creativity and fun to aspire them to be the best they can be.**

**Burnbrae – In our community**

**Unique – every child will be treated as an individual**

**Respected – children will be listened to and know who to speak to if they need support**

**Nurture - to provide a safe and secure environment**

**Building – trust through communicating in an open and honest way**

**Resilient – up for a challenge never give up !**

**Achieving – children will experience exciting active learning both indoors and out**

**Equality – everyone will have active involvement in all areas of the nursery and the community**

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### 2. Establishment Information:

**Burnbrae Children's Centre**  
**271 Househillmuir Road**  
**Glasgow**  
**G53 6NL**

**Tel: 0141 881 0923**

**E-mail: [headteacher@burnbrae-nursery.glasgow.sch.uk](mailto:headteacher@burnbrae-nursery.glasgow.sch.uk)**

**Glasgow City Council going to school Website:**

**[www.glasgow.gov.uk/en/residents/goingtoschool](http://www.glasgow.gov.uk/en/residents/goingtoschool)**

**Capacity: Full Time Equivalent:**

❖ 0-2 years	6	Actual Roll	5
❖ 2-3 years	15	Actual Roll	14
❖ 3-5 years	32	Actual Roll	36

**Stages Covered:** 0-2 years, 2-3 years & 3-5 years

**Denominational Status:** The nursery is non-denominational.

**Nurtured and Included:** All staff have training in Nurture Principles every year and ensure that all children are supported to develop by stage and not age

The principles of Nurture:

- ❖ Children's learning is understood developmentally
- ❖ The playroom offers a safe base
- ❖ Nurture is important in developing self esteem
- ❖ Language is a vital means of communication
- ❖ All behaviour is communication
- ❖ Transitions are important in children's' lives

These principles are fostered throughout the whole nursery and in our everyday practice

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### Community Facilities:

Burnbrae Children's Centre is part of Cleeves Campus, which opened in April 2009. The campus has facilities which are suitable for letting by organisations; you will find details of contacts for this in section 25.

### Parental Involvement:

- Parents are always welcome to come into the playroom and spend time with your child.
- We also do weekly Family Learning sessions for parents/ carers/ grannies /grampas, aunties & uncles
- We regularly send out questionnaires to get views of our service users

### Learning Community

Burnbrae Children's Centre is part of Hillpark Learning Community, working in partnership with local schools and other early years establishments.

## 3. Glossary of Terms

**Key Worker-** A qualified Child Development Officer; Each child is allocated a Key Worker, this will be your child's 'special person' and someone who a parent can contact if they need any information or want to raise any issues concerning their child. The Key Worker will also ensure that your child is accessing the curriculum and ensure that she/he has a personal profile recording their successes and achievements.

**A Curriculum for Excellence (CfE)** – A flexible and enriched curriculum, focused on the needs of each child and designed to enable them to develop the 4 capacities, resulting in:

**Confident individuals'**   **successful learners**   **responsible citizens'**   **effective contributors**

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**Staged Intervention Framework** - A framework for ensuring that children and young people have their needs met in an open, fair and consistent way is called staged intervention. Staged intervention recognises that children facing barriers to their learning and development require differing levels of support and intervention. It is essential to planning for and organising additional support for learning within the establishment. Staged Intervention should also support work to promote greater consistency across establishments in assessing and providing for children with additional support needs.

### 4. Burnbrae Children's Centre Staff

#### Head of Centre

Janis Maguire  
[jmaguire@burnbrae-nursery.glasgow.sch.uk](mailto:jmaguire@burnbrae-nursery.glasgow.sch.uk)

#### Depute Head of Centre

Sharon Boyle  
[sboyle@burnbrae-nursery.glasgow.sch.uk](mailto:sboyle@burnbrae-nursery.glasgow.sch.uk)

#### Child Development Team Leader

Laure Reoch  
[lreoch@burnbrae-nursery.glasgow.sch.uk](mailto:lreoch@burnbrae-nursery.glasgow.sch.uk)

#### Child Development Officer's

Amy Prentice  
Vacancy (job share)  
Pamela Sinclair  
Kimberley Taylor  
Nicola McPhee (Job share)  
Monica McLaughlin (job share)  
Kaci Campbell( Temporary)  
Lynne Taylor  
Mairi Johnson  
Sadia Naeem (Temporary)  
Nadia Gibson (Job Share)  
Stefan Strzelecki  
Caitlin Ewing (Job Share)  
Vacancy ( part time)  
Margaret Littlejohn

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### Support For Learning Worker

Chelsea Smith  
Dionne McDougall

### Admin. Support

Caitlin Gallen  
Tricia Moore (Wednesday only)

### Janitor

Kath Fulton

### Catering Manager

Alison Humes

## 5. Centre Times



### Hours of opening Daily Session

8.00am to 6pm  
We offer both morning , afternoon and full day sessions

## 6. Centre Year/Holidays

We operate for 50 weeks of the year, closing for public holidays and staff in-service training.  
Our service accommodates children who attend on a term time only basis and also on an extended year basis.

### The Main Holidays for Session 2021/22

#### August

- Monday, 12 August 2024 (Return date for Teachers & In-Service Day)
- Tuesday, 13 August 2024 (In-Service Day)
- Wednesday, 14 August 2024 (Return date for Pupils)

#### September

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- Friday, 27 September and Monday, 30 September 2024 (September weekend holiday)

### October

- Friday, 11 October 2024 (In-Service Day)
- Monday, 14 to Friday, 18 October 2024 (October Week)

### December - Christmas and New Year

- Schools close at 2.30 pm on Friday, 20 December 2024
- Monday, 23 December 2024 - Friday, 3 January 2025 (Christmas holidays)

### January

- Schools return on Monday, 6 January 2025

### February mid term break

- Monday, 17 February 2025
- Tuesday, 18 February 2025
- Wednesday, 19 February 2025 (In-service day)

### April - Spring Holiday (Easter)

- Schools close at 2.30 pm on Friday, 4 April 2025
- Monday, 7 April - Monday, 21 April 2025 (Spring Break)
- Schools return on Tuesday, 22 April 2025

### May

- Monday, 5 May 2025 (May Holiday)
- Thursday, 22 May 2025 (In-service day)
- Friday, 23 May 2025 and Monday, 26 May 2025 (May Weekend)

### June

- Schools Close at 1.00 pm on Wednesday, 25 June 2025
- 

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## 7. Enrolment and Admissions

All nursery places are allocated in line with the council's admission policy and the nursery staff will be happy to advise you how this policy operates when you apply for a place for a child. A leaflet explaining Glasgow City Council's Early Years Charging and Admissions Policy are available from the front office.

Applications are considered at a local Admission Panel consists of five early years heads or deputies from local establishments and also representatives from other agencies involved in supporting families such as a health visitor and social worker.



This panel meet at regular intervals during the school term to discuss applications, determine which Priority Band they are and decide on the allocation of nursery places in line with Glasgow City Council's Early Years Charging and Admission Policy. It is important to note that allocation of places is not determined by the length of time the application has been on the waiting list.

Parents can have access to their application form at any time; we would encourage parents to inform us of any change in their circumstances, which may affect the application, to contact the nursery to ensure changes are recorded on the form.

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If your child is allocated a place at Burnbrae Children's Centre we will arrange a induction meeting at your home. This will be with a manager and a Child Development Officer, who will be your child's \*Key Worker. At this meeting you will complete the necessary Glasgow City Council forms including a contract of hours allocated to you which will inform the Early Years Charging Team of the hours you will be invoiced for. You will also be given the opportunity to share information about your child and family and your child's interests. This is the start of your child's personal profile which will inform you of her/his achievements and developments during her/his time at nursery.

We advise all parents' to be prepared for a settling in period with their child. Your child's first few days at nursery will be for short periods of time, you will be encouraged to stay with them in the playroom, to allow them to adjust to the new surroundings and new people with the security of a familiar adult being there. Your child's Key Worker will discuss the daily progress including when she/he feels your child will be ready to cope with a full session without your support. This is very much an individual process for each child therefore we ask that every parent is patient during the settling in process.

### 8. Curriculum, Assessment and Arrangements for reporting to Parents and

We support children's learning by actively engaging them in their own learning. The are encouraged to develop their skills through different types of play

- Spontaneous play - This play comes directly from the child, it is not adult directed and the learning may not necessarily be linked to a previous experience. This type of play will allow a child to express their ideas and feelings and it can happen anywhere and at any time.
- Planned, purposeful play – This play is set up by adults with an outcome in mind. This will consolidate, stimulate or extend learning
- Investigating and exploring – This play is not necessarily outcome driven. It can be spontaneous or planned. It should be open ended, multi-sensory and encourage problem solving skills
- Events and life experience - planned around social, cultural, life experiences and be responsive to life events affecting the children
- Focused learning and teaching - This will teach concepts and skills through an active learning approach. This will be adult led and will build on prior learning. Focused teaching will have a clear success criteria



**Carers**  
children

lead or

### Assessment

It is from continuous observations and assessment of children at play that we learn how and what they learn.

We currently use Seesaw to record significant learning and share this digitally with you. Staff will support you to set this up , this app allows you to see what your child does at nursery and allows you to comment on your child's profile

We have progress visits twice a year for parents to keep abreast of their children's progress. A transition record is completed for every age group and passed onto the child's new key worker or receiving primary school at the end of the school year to ensure continuity in their progress.

Additional Support Plans are reviewed termly. The Head of Centre, key worker, parents and the child evaluate the plan to ensure that the child making progress

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## 9. Curriculum

**We provide a service for both Children 0 to 3 years and three to five year old children therefore we deliver two curriculums to meet the needs of each age group. They are as follows:**

### 3 – 5 years - Curriculum for Excellence

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18. It is about bringing life to learning and learning to life. It has been introduced to raise standards of learning and teaching and help improve our children's life chances. It focuses on the importance of knowledge and skills. It offers a broad and deep general education from early years to S3 with options in the senior phase. It promotes the ability to learn a skill for life that will help young people go on to further study, to secure work and to navigate through life. It brings real life into the playroom or classroom and takes activities beyond the school.

Curriculum for Excellence promises to support children in every way possible so that they can fulfil their potential and make the most of their opportunities. All those working with children and young people will be responsible for delivering skills in literacy, numeracy as well as health and wellbeing and for identifying the personal support a child needs on a day-to-day basis.

Our aim is to enable all young children to become successful learners, confident individuals, responsible citizens and effective contributors.

#### **Successful learners**

With

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

And able to

- Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- Learn independently and as part of a group
- Make reasoned evaluations
- Link and apply different types of learning in new situations

#### **Confident Individuals**

With

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

And able to

- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- Live as independently as they can
- Assess risk and take informed decisions

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- Achieve success in different areas of activity

### **Responsible Citizens**

With

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

And able to

- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues

### **Effective contributors**

With

- An enterprising attitude
- Resilience
- Self-reliance

And able to

- Communicate in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems

### **The curriculum covers eight areas:**

#### **Health and Wellbeing**

#### **Languages**

#### **Mathematics**

#### **Expressive Arts**

#### **Sciences**

#### **Social Studies**

#### **Technologies**

#### **Religious and Moral education**

### **0-3 year old – Nurturing My Potential**

Children aged 0 to 3 are offered a wide range of learning experiences. These experiences are planned using national guidance Realising The Ambition in conjunction with Glasgow City Council's Nurturing My Potential:



Every baby and child has the right to thrive, and be nurtured by adults who will promote their learning and development, and general wellbeing, including health, nutrition and safety. Promoting and upholding children's

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rights, as defined by the United Nation's Convention on the Rights of the Child 1989, must underpin all policy and practice for children.

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

Babies are born already equipped to form relationships. It is a survival mechanism which begins even before birth. Relationships are essential to the new baby's health and wellbeing, and to a large extent will determine the baby's future potential and life chances.

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 favorite toy, song or game.

Babies' brains are very busy trying to make sense of the world. Our responses let them know that the significant adults in their lives are consistent and can be trusted to respond to their needs. As a result of responsive care, and lots of physical contact, babies develop trust and are more likely to feel secure within themselves.

Responsive and caring adults are key to children's development.

It 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.

Encouraging self-respect, and respect for others, begins through the kind of experiences and relationships children have with people around them. Children need to have a sense of belonging and feeling of being appreciated and valued, if they are to participate in and contribute to society.

## **10. Social, Moral and Cultural Values**

The nursery prides itself on having an inclusive and positive ethos that promotes respectful behaviour. Health and Wellbeing is embedded in everything we do, to ensure children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional and social wellbeing now and in the future.

The children will

- Develop self-awareness, self-worth and respect for others
- Meet challenges, manage change and build relationships
- Experience personal achievement and build resilience and confidence
- Understand and develop mental and spiritual wellbeing and social skills
- Understand that adults in nursery have a responsibility to look after, listen to concerns and involve others where necessary
- Assess and manage risk and understand the impact of risk-taking behaviour
- Reflect on strengths and skills to help make informed choices when planning next steps
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination



The nursery has an ethos of equal opportunity and positive attitudes in which all cultures, faiths, customs and beliefs are valued and respected.

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The learning environment reflects a positive attitude towards all cultures and staff will ensure that all barriers are removed to make all parents feel welcome and included

When planning the learning environment staff will always consider the suitability of resources and learning experiences with regard to cultural diversity.

When appropriate, leaflets, newsletters and other relevant information can be translated to accommodate the needs of parents/carers. Likewise we, as staff, have to take into account other forms of communication for our existing parents/carers e.g. photograph and video evidence to keep parents/carers informed on a daily basis. The children are involved in a range of activities that develop their understanding of other world religions and festivals, which will instill respect for other religions and cultural diversity.

Parents are encouraged to participate in our celebration of cultures throughout the year.

## 11. Child Protection Procedures

### Child Welfare and Safety

### *APPENDIX 9 Management Circular 57*

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

The health and personal safety programme for your child's establishment will be fully discussed with you on a regular basis. Schools, 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 programmes of health and personal safety are central to the curriculum;
- > Ensuring that staff are aware of child protection issues and procedures;
- > Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Should any member of staff or parents/carer have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment. The head or person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances. The child protection coordinator is Janis Maguire. Copies of departmental guidelines (Management Circular 57) are available from the Head Teacher on request.

## 12 .Equal opportunities and Social Inclusion

Burnbrae Children's Centre is a nursery which strives to develop and maintain a positive environment where everyone is valued and children, parents and staff work together in partnership.

Equalities legislation has been put in place relating to race, gender, age, disability, religion or belief and sexual orientation and, in line with council policy; it is the responsibility of all staff in Burnbrae to ensure that all children access the whole curriculum.

At Burnbrae we strive to respond in such a way that barriers to participation, learning and achievement are removed, inclusion and equality are promoted and a high quality education for all is developed and sustained. These principles are reflected in the criteria used to admit children to nursery and in the curriculum of all establishments.

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Information on local services and advice is displayed in the foyer. Further queries related to this may be made via the nursery office or to any member of staff.

### **GIRFEC (Getting It Right for Every Child)**

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 organisation whose staff come into direct contact with children. It makes it easier for those different organisations 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. 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 co-ordinated response from practitioners

*For practitioners:*

- Putting the child or young person at the centre 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

### **13. 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 information about their child.

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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.

Physical access: Burnbrae is a one level purpose built nursery. All entrances and exits are accessible and supported by handrails. The nursery has one disabled toilet.

There are two main entrance gates, at Househillmuir Road and Cleeves Quadrant. Access to the school grounds from Cleeves Quadrant is via a staircase.

Communication: Progress visits are carried out twice yearly, these are held in the Parent/Toddlers room. Specific arrangements are made to meet individual need as required.

Curriculum: Staff meet regularly to discuss children's learning and any additional support needs that have been identified.

Staff use the staged intervention framework to address these needs-

**Stage 1** Children's needs will be met through the short term plan. The staff will plan for children individually or as a group. This will be evaluated weekly to assess the progress.

**Stage 2** The key worker will identify that a child requires specified support over a sustained period at a level beyond that which he or she can provide without support from staff within the establishment. Other members of the establishment's staff help to assess the child or young person, to determine his or her additional support needs, and draw up and implement a plan to meet them.

**Stage 3** This is when a child's additional support needs cannot be fully met by staff in the establishment and the resources available there. At Stage 3, heads of establishments seek support from other educational services to provide for the needs of children and young people. For example, the Psychological Service or the Sensory Support Service may be involved. The child will have an Additional Support Plan

**Stage 4** A child or young person requiring additional support and their needs can be met only by education staff working closely with staff from other services and appropriate agencies. Staff in the nursery will work in collaboration with other professionals on assessing, planning for and supporting the child/young person. The Psychological Service should be involved and advice may be sought from the Integration and Inclusion Manager. Meetings to review the progress of the child or young person will be arranged at intervals specified in the ASP at least once per year and more usually, for short term outcomes, once per term.

A small number of children, over the age of three years, or young people, requiring Stage 4 intervention, may meet all of the criteria for a Coordinated Support Plan (CSP)

A CSP is only considered when

- The additional needs of the child as assessed arise from one or more complex factors or multiple factors which have a significantly adverse effect on his or her education.
- The complex or multiple factors affecting the child or young person are likely to continue for more than a year.
- The needs of the child or young person require significant additional support to be provided by Glasgow City Council's educational services and by its other services or by one or more appropriate agencies, such as the Health Board, further education colleges and/or another local authority.

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Staff Development: The Head of Establishment takes the opportunity at regular staff meetings to keep staff updated on recent developments concerning inclusion. Areas for specific development are discussed as part of annual staff review and development meetings.



### 14. Home and Establishment Links

A good partnership between parents and nursery is very important to a child's progress. Pre admissions visits are organised with the parent to allow the Head of Establishment and the key workers to build relationships with every family who will attend the nursery.

Parents are encouraged to discuss their concerns with staff and to work together with them in dealing with any problem.

Parents are welcomed and encouraged to take an active part in the life of the nursery- Play Dates ,Family Learning Sessions , accompanying children on outings, attending performances throughout the year, attending social events and fund raising. In these activities parents play a vital role and themselves make a valuable contribution to nursery life.

#### i. Attendance at the Establishment

On enrolment to nursery all parent/carers sign an agreement that says they will inform the nursery if their child/ren is unwell or unable to attend nursery. This also states that if they do not contact us and their child is absent from nursery for more than two weeks then they are at risk of losing their nursery place. If we had not had any contact from you for 2 days we will contact you.

Staff follow the guidelines set out in the Absence Procedure Policy for All Children in the event of a child being absent. The action the staff member will take may differ depending on the individual child.

#### ii. Establishment/Community

Children are encouraged to see themselves as part, not only of Hillpark Learning Community, but of a wider local community and to value and contribute to that community. Links are formed with the local library. Safety education is supported by community fire and police services and enterprise education allows our nursery to establish close links with the business community and to be involved in many fundraising activities.

### 15. Promoting Positive Behaviour



The main emphasis is on the promotion of positive behaviour choices and on the developing and sustaining of positive relationships between staff and children. The focus is on respect for all people and all things. Underpinning our policy for promoting positive behaviour is the 'Golden Rules' a set of rules drawn up in consultation with children, with a view to creating a stable and safe environment to the benefit of all.

### 16. Clothing

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

- 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; and
- could be used to inflict damage on other children or be used by others to do so.

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Glasgow City Council is concerned at the level of claims being received regarding the loss of Children's' and young peoples' clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to establishment. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

### **Suitable clothing**



Children have the best fun when they are doing messy work! We will always try to make sure they wear aprons but accidents do happen so please dress your child in suitable clothes.

Please also make sure that they have suitable outdoor clothes with them as the children will be outdoors in all

weathers unless it is not safe to do so.

It would be a good idea to label or write your child's name inside their clothes as there can be some children who may have the same or similar jackets etc.

Please ensure your child wears soft style shoes such as trainers or provide a pair of soft shoe for you Child that can be left at nursery, to change into on arrival at Nursery – please ensure these shoes have Velcro fastening. Please provide wellies for your child to wear in the garden



We have organised gym times in Cleeves Primary School and the children all need soft shoes in order to take part in this activity.



## 17. Meals



Children who attend nursery full time will receive lunch. This is a two course meal there normally would be a daily charge for this.

A typical lunch would be Meat, Potatoes and Vegetables and Yogurt with milk or water. Part-time children will be offered a snack; there is a small charge for this.

A typical snack would be a fresh fruit selection, milk or water

At snack time the children are encouraged to make choices and serve themselves.

If your child has any special dietary needs we will try to accommodate them in every way.

Parents will receive an invoice from Glasgow City Council regarding charges for meals/snacks.

## 18. Medical and Health Care

### **Health Care**



The nursery is part of the "Smile Too Project" and regular dental inspections are carried out. The dentist also carries out the fluoride varnishing programme every six months with children aged from 3 years.

Vision screening checks are also carried out regularly with the children who are in their preschool year.

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### **Medication**

If your child is in need of medication during his/her time at nursery you should discuss his/her requirements with the head of the nursery. Prescribed drugs will be given at the discretion of the head of the nursery and you will need to fill in a form which authorises nursery staff to administer the drugs to the child. The head of establishment will give you the necessary form to complete.

All medication has to be prescribed and labeled by the doctor/chemist stating child's name, date of birth and dosage to be given.

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

If your child suffers from epileptic attacks you must tell the head of the nursery what emergency treatment to give.

### **If your child becomes ill**

The establishment would welcome a telephone call if your child is not able to attend nursery on a particular day.



If your child becomes ill while at nursery and we think that he/she would be better at home, we will try to contact you. In the extreme event of it being anything serious we will take your child to hospital and try to contact you or, if you are not available, your emergency contacts.

### **Emergency contacts**

Parents whose children are in the nursery as asked, where possible, to provide the establishment with the names, addresses and telephone numbers of two contact persons for use in case of an emergency. You are also asked to keep us up-to-date with any changes.

## **19. Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Establishments may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

## **20. 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.

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

## OFFICIAL

## OFFICIAL

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

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

## 22. Dealing with Racial Harassment

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

In 1999 the guidelines, ‘*Dealing with Racial Harassment*’ were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved.

Every child in Glasgow has the right to be happy and secure at establishment.

### **Bullying**

Bullying behaviour will not be tolerated within Glasgow City Council’s educational establishments.

All children in Glasgow’s educational establishments have an entitlement “*to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination*”. (A Standard for Pastoral Care in Glasgow Establishments).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments.

Parents and carers have a significant role to play in helping to address this problem.

## 23. Comments and Complaints

If you have a comment or complaint please approach the Head of Establishment in the first instance.

If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

- Take a totally neutral stance in fully investigating your complaint;
- Acknowledge receipt of your complaint within five working days;
- Give a full written response within a further 10 working days, unless another timescale has been agreed.

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

Phone 0141 287 5384

E-mail [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

Customer Liaison Unit

Education Services

Glasgow City Council

City Chambers

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40, John Street  
GLASGOW  
G1 1HL

## 24. Addresses and Contacts

**Douglas Hutchison**  
**Service Director: Education**  
Education Services  
Glasgow City Council  
City Chambers  
40, John Street  
Glasgow, G1 1HL

**Heather Douglas**  
**Early Years Manager**  
Education Offices  
City Chambers  
40, John Street  
Glasgow G1 1HL  
Tel: 0141 287 4493  
[Heather.Douglas@education.glasgow.gov.uk](mailto:Heather.Douglas@education.glasgow.gov.uk)

**Sharon Constable**  
**Early Years' Service Manager**  
Education Offices  
City Chambers  
40, John Street  
Glasgow G1 1HL  
Tel: 0141 287 5815  
[Sharon.constable@education.glasgow.gov.uk](mailto:Sharon.constable@education.glasgow.gov.uk)

**Vanessa Pignatoro**  
**Psychologist/Psychological Services**  
Battlefield Primary School  
44 Carmichael Place  
Glasgow G42  
Tel: 0141 632 0638

**Clothing Grant / Free School Meals:**  
Education Services  
Grants Section  
40 John Street  
Glasgow G1 1HL

**Glasgow Life:**  
Letting Section 0141 302 2814 / 2815

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### Glasgow City Council Education Services

#### Privacy Statement

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

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

#### Types and use of data

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

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

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

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

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

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

#### Data rights and access

## OFFICIAL

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

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

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

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