

# Craigton Primary Nursery Class

**Handbook 2021/2022**



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**CRAIGTON PRIMARY  
NURSERY CLASS  
HANDBOOK**

**ACTING HEADTEACHER:**  
Miss Mary Clare Boyce

**ACTING DEPUTE HEAD TEACHER:**  
Mrs Laura Kennedy  
Miss Lynsey Anderson

**Team Leader:**  
Mrs Jan Mullan

**CHILD DEVELOPMENT OFFICER:**  
Miss Liz Traynor  
Mrs Laura Shields(Maternity)  
Miss Danielle McGuinness  
Mrs Li Yong

**NURSERY CLERICAL ASSISTANT:**  
Miss Emma Hanley

**CRAIGTON NURSERY CLASS CRAIGTON PRIMARY SCHOOL**

**9 MORVEN STREET GLASGOW**

**G52 1AL**

**NURSERY CLASS TELEPHONE – 0141 892 2070**

**SCHOOL TELEPHONE – 0141 882 2856**  
**[www.craigton-pri.glasgow.sch.uk](http://www.craigton-pri.glasgow.sch.uk)**  
**[www.glasgow.gov.uk/en/residents/goingtoschool](http://www.glasgow.gov.uk/en/residents/goingtoschool)**  
**@CraigtonNursery**

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# **WELCOME FROM THE HEAD TEACHER**



Dear Parents/Carers,

As Headteacher of Craigton Primary School, I would like to welcome you and your family to our nursery and primary school, where my staff and I will endeavor to provide a happy and caring atmosphere in which we will encourage your child to develop and learn and reach their full potential.

Craigton is a member of the Rosshall Learning Community, which is a family of local schools working closely together to ensure your child has a broad, balanced and cohesive education. Integrated working across the nurseries, primaries and secondary allow many successful pupil and staff activities to take place throughout each session.

This handbook sets out our aims and priorities for the session, which I hope you find helpful. The Craigton Monthly newsletter and our school website will keep you up to date with the life of the school and the community. There are many opportunities for parents to play an active role in school activities and we hope you will join us at as many events as you can. We always appreciate help and assistance from parents and more is always gladly accepted.

Our school promotes an ethos of equal opportunities for all. We promote a policy of Positive Behavior. We encourage our children to have a responsible attitude towards each other and towards our school building. Parental involvement and co-operation is essential and if you have any questions, queries or concerns about your child please do not hesitate to make an appointment to meet with me.

We look forward to working with you for the benefit of your child at Craigton Primary and Nursery Class.

Yours sincerely,

Mary Clare Boyce

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Acting Head Teacher

This Handbook will provide you with information about our Nursery. If you have any other questions, the Headteacher and Nursery Staff will be happy to help you.

### OUR MISSION STATEMENT

We aim to provide high standards of childcare and education in a safe, secure, caring and nurturing environment, allowing children to develop to their full potential by providing equal opportunities \*.



\*The nursery is non-denominational. We respect and welcome children and parents of all religions, faiths and beliefs.

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## **CRAIGTON PRIMARY NURSERY CLASS**

Craigton Primary Nursery class is a place where...

- each one of us is safe and has fun while we learn
- our opinion counts
- we are encouraged to be thoughtful and caring towards others
- we are becoming more independent and confident
- we are beginning to understand our school values
- We know when we are doing well!



## **RIGHTS RESPECTING SCHOOL**

Our Values are being further enhanced through our development of a 'Rights Respecting School' philosophy. Learners are being given a range of opportunities to explore rights and responsibilities. Further details of children's rights can be found at <http://www.glasgow.gov.uk/childrensrights>

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# OUR NURSERY CLASS

Craigton Primary School Nursery Class provides many children with their first association with Craigton Primary School. The nursery, being an official Education Services provision for pre-school children, is part of Craigton Primary School.

The nursery class currently offers part time places only, 40 places in the morning session and 40 places in the afternoon session. Places are available for three and four year olds.

### Nursery Class Information

#### Staff

Team Leader	Mrs Jan Mullan
Child Development Officers	Miss Liz Traynor Mrs Laura Shields(Maternity) Miss Danielle McGuinness Miss Li Yong
Clerical Assistant	Miss Emma Hanley

#### Roll of nursery

Morning Session 40

Afternoon Session 40

Age range 3-5 years old

#### Nursery Hours

Morning Session 8.50 am – 12.00pm

Afternoon Session 12.45pm – 3.55pm

Please try to keep to the Nursery Class times. The start of each session is an important time when much quality learning takes place.

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# SCHOOL HOLIDAYS 2022/2023

<b>Return date for teachers</b>	Monday 15 August 2022
<b>Return date for pupils</b>	Wednesday 17 August 2021
<b>September weekend</b>	Friday 23 and Monday 2 September 2022
<b>First mid-term</b>	Monday 17 to Friday 21 October 2022 (inclusive)
<b>Christmas/New Year</b>	Thursday 22 December 2022 to Tuesday 3 January 2022 (inclusive)

\* Please note that schools will close at 2.30pm on the last school day before the holiday.

## 2023

<b>Return to school</b>	Wednesday 4 January 2023
<b>Second mid-term</b>	Monday 13 February 2023 Tuesday 14 February 2023
<b>Spring Holiday (Easter)</b>	Monday 3 April to Friday 14 April 2023 (Inclusive)

\* Please note that schools will close at 2.30pm on the last school day before the holiday.

<b>May Day</b>	Monday 1 May 2023
<b>May Weekend</b>	Friday 26 and Monday 29 May 2023
<b>School close</b>	Friday 23 June 2023

\*(Please note that schools will close at 1.00pm on the last school day before the Summer Holiday)

## In-service days

- Monday 15 August 2022
- Tuesday 16 August 2022
- Friday 14 October 2022
- Wednesday 15 February 2023
- Thursday 25 May 2023

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## **EARLY YEARS EDUCATION**

The first five years of your child's life encompass a complex period of rapid growth and development. The experiences that children have during these formative years profoundly influence them to a significant extent in:

- Their physical wellbeing
- Their sense of self-worth
- Their feelings about other people their capacity to learn and attitudes towards learning

All of these will exert a powerful influence on your child's long-term development and more immediately their successful transition to formal education.

At Craigton Primary Nursery Class we are very much aware of this and operate in such a way that maximises your child's potential and well-being.

### **PHILOSOPHY**

At Craigton Primary Nursery Class we aim to provide a warm, friendly and stimulating environment, in which your child can feel happy and safe. Our qualified and experienced staff team will provide a high quality provision, leaving you secure in the knowledge that your child is receiving the highest standard of care and educational opportunities for their personal development.

We believe that each child is unique and our aim is to ensure that all children who attend Craigton Primary Nursery Class have the opportunity to learn, develop and grow to achieve their full potential.

We create a positive ethos by providing a welcoming atmosphere where all children and their families feel supported.

At Craigton Primary Nursery Class we recognise that the care of your child is of paramount importance and are therefore committed to working in partnership with you to support your child in developing confidence, self-esteem and enthusiasm for future learning.

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### **ADMISSION TO NURSERY**

It is the aim of the Education Service to provide a Nursery placement for all children

In their pre-school year. There will also be provision for three year olds. The process of making an application for a place in the Nursery is as follows:

Interested parent/carers may obtain an application from the school office. This may be done once your child is two years of age.

Parents /carers complete the form and return it to the school.

Parents whose application has been successful are notified and are required to make formal acceptance if they wish to take up the offer of a place.

All Nursery places are allocated in line with the Council's Admission Policy. A leaflet detailing this policy is available from the Nursery Class or school office.

An Admissions Panel meets at regular intervals throughout the year to decide on the allocation of Nursery places.

Any parent/carer wishing to see the nursery class with a view to making an application should contact the school to arrange a visit.

### **CHARGES**

Government funding is available to support the provision of free, part-time, term-time nursery places for children aged 4 years old and for three years old children at the start of the term following their third birthday.

The charges for nursery provision will vary according to family circumstances and some families will be exempt from charging or entitled to a reduced fee level. The Head of Establishment can provide more information on the criteria for the exemption or reduction.

Please refer to Glasgow City Council 'Early Years Admission Policy' for full

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details of charging rates for children not yet eligible for Government funding.

### TOY FUND

Parents/carers are asked for a voluntary contribution of £2.00 per child, per week. These funds allow us to buy additional resources and cover the cost of baking ingredients and treats e.g. end of term parties and shows.

The Nursery Clerical Assistant will collect the money at the beginning of the week from those parents/carers who wish to contribute.

## STARTING NURSERY

### SETTLING IN PERIOD

Prior to your child's start date, we recommend where possible, that you both visit the Nursery Class for short periods to familiarise yourself with the environment, staff and other children. We believe that this will ease your child gently in to the Nursery Class and also at the same time give you reassurance that they will be happy and well cared for in your absence.

### NURSERY ROUTINES

For security reasons the front door is locked from 9.00 - 11.50 a.m. and 1.00 - 3.45 p.m. Please arrive for the morning session at 8.50am and at 12.45 p.m. for the afternoon session. If, on occasion, you are later, please ring the doorbell. You may have to wait for a few minutes until a member of staff is available to answer the door.

Children should be collected by 12.00pm from the morning session and 3.55pm from the afternoon session.

For health and safety reasons any dogs must be left restrained outside the school gate and smoking is not permitted in or around the building.

***Parking outside the school*** can sometimes cause problems. I would remind you that rules 217 and 218 of the most recent edition of the Highway Code state: "Do not park your vehicle on the road where it would endanger,

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inconvenience or obstruct pedestrians of other road users. For example opposite or within 10 metres (32 feet) of a junction”, and “do not park partially or wholly on the pavement unless signs permit. Parking on the pavement can obstruct and seriously inconvenience pedestrians, people in wheelchairs, the visually impaired and people with prams and pushchairs”.

I trust I can rely on your co-operation in this matter.

When bringing your child to the Nursery Class please help him/her hang up his/her jacket and change his/her shoes and then pass him/her over to a member of staff. Please sign the attendance sheet on the wall when delivering and collecting your child. When collecting your child please wait at the playroom door until a member of staff brings your child to you. Children will not be handed over to any adult unknown to us. Safety procedures are explained in more depth below and in the section on ‘child safety’.

Parents/carers must inform the Head Teacher/Depute Head Teacher or Nursery Team Leader, in advance of any change in the collection of children.

Parents/carers are requested to provide a photograph of any adult expected to collect their child.

### **IF YOUR CHILD BECOMES ILL**

If your child is unwell during the night or early morning before nursery, please keep him/her at home until the symptoms have cleared completely. Where a child has sickness and diarrhea they must not attend/return to Nursery for at least 48 hours. If your child has an infectious disease you must notify the Nursery Class as soon as possible.

The Nursery Class would welcome a telephone call if your child were not able to attend nursery on a particular day.

If your child becomes ill whilst at Nursery, we will contact you immediately. If we cannot contact you, we will contact the emergency contact number given to us at enrolment. Please ensure these numbers are kept up-to-date.

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If this proves difficult or speed is essential, the Head Teacher / Depute Head Teacher will be responsible for the arrangement of the child going to Yorkhill hospital for the appropriate treatment. A member of school staff will remain at the hospital until the parent/carer arrives.

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### **MEDICATION/ILLNESS**

Please ensure that the nursery class has all the relevant medical information about your child. Please be assured that shared information about your child is confidential.

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

Medicine must have child's name on it from doctor.

You should note that the only non-prescribed medicine, which nursery staff may administer, is paracetamol.

If your child suffers from asthma you must tell the Head Teacher and Nursery Teacher 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 Teacher and Nursery Team Leader what emergency treatment to give.

### **MINOR ACCIDENTS AND UPSETS**

These are treated with care and sensitivity. The parent/carer is informed on his/her return to the nursery.

### **DRESS**

#### **Clothing for indoor and outdoor play:**

We recommend that comfortable clothing and footwear is worn to enable Children to move around the nursery freely and comfortably. For the safety and comfort of all children please provide soft shoes/gym shoes (no slippers please) for your child to wear in the nursery class. Please write your child's name inside his/her gym shoes.

Although we provide aprons for messy play, children may still get paint and/or glue on their clothes. Therefore, it would be advisable not to dress

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children in their 'good clothes' as we cannot be held responsible for any damage. Please remember this when dressing your child for nursery.

Children playing in water will frequently manage to get wet despite protective clothing. In instances such as these and with 'toilet accidents' the nursery staff will change your child, in an effort to ensure their comfort. You may wish to consider providing an emergency change of clothing, although we try to keep such a supply in the nursery.

Outdoor activities are central to the children's learning and play; with a period of outdoor play being offered every day. Children will require appropriate outdoor clothing and footwear.

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

- Potentially encourage factions (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings;
- are made from flammable material for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Glasgow City Council is concerned at the level of claims being received regarding the loss of children's 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 school. 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.

T-Shirts, sweatshirts and some other clothing items are available to purchase with our logo direct from Myclothing Uniforms.

School App <https://www.myclothing.com/direct/ues>

Please search for Craigton Nursery Class.

## MEALS/SNACKS

This will include healthy snacks such as fruit and milk. All food and drink will be free of artificial colouring and additives, where possible.

It is important that you inform us if your child has any allergies. During their time at Nursery the children will gradually play an active part in preparing and serving their snacks, some of which may be produced during their baking and making activities.

Please be aware of the school policy asking that your children do not bring peanuts into the school environment as we do have

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children in the school who have peanut allergies.

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### **THE CURRICULUM**

The curriculum offers a wide range of learning opportunities and experiences to promote your child's emotional, personal and social development as well as encouraging intellectual, physical and creative skills. Through play activities and learning by example your child will develop positive attitudes to self and others.

At this stage of development, children are active, curious, talkative and imaginative. The staff will provide interesting and challenging activities in order to maintain children's interest and enthusiasm for learning.

### **CURRICULUM FOR EXCELLENCE**

#### **Bringing learning to life and life to learning**

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning; life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections.

It develops skills so that children can think for themselves, make sound judgment, challenge, enquire and find solutions.

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There's personal support to help young people fulfill their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

In line with the principles of Curriculum for Excellence, our nursery class has developed learning and teaching approaches which allow learners to be involved in planning and reflecting on their learning. Day to day experiences, events and the celebration of achievements both within and out with school enable our children to progress.

An emphasis is placed on learning rather than teaching. The Nursery staff are facilitators of learning - providing materials, experiences and opportunities that challenge and interest children. They are committed to assisting children to develop the necessary skills for a smooth transition into formal education. Development of respect for others, co-operation, independence, a love of learning, self-confidence and pride are skills, which are promoted in readiness for school.

### **Pre-School Activities include:**

- Painting
- Baking
- Gardening
- Climbing
- Play dough



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- Woodwork
- Construction
- Water
- Collage
- Clay
- Drawing
- Computer
- Music/Movement
- Sand
- Balancing
- Stories



Large spacious rooms provide plenty of opportunities for the children to be separated so that activities can be structured specifically for their age and stage of development.

Young children primarily learn through play, particularly when they feel safe and secure. Play should, however, be planned and purposeful and we take this into consideration when we organise our daily curriculum.

A variety of toys and equipment are available to avoid the children becoming bored or frustrated with the same toys all of the time. Some toys are selected to promote social interaction, e.g. large train sets, etc.

In our wet area the children can express themselves in art and crafts, experimenting with paints, play dough, clay, water, and sand. Baking will be part of our curriculum. Safety of course, is a high priority, and a ratio of one staff to three/four children is practiced in this activity.

There are also opportunities for role-play and dressing up, dance and music, encouraging the children to express themselves in simple techniques demonstrated by our staff.

In our 'pretend' corner simple pretend situations are set up to allow the

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children to imitate life at home or in other daily situations.

We also recognise the need for children to be physically active and time is set aside daily for the children to use a variety of apparatus and to participate in many other physical activities. The children use the school gym hall once a week.

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# **COMMUNICATION**

Effective communication between home and nursery is vital to the well-being of your child. Therefore we will keep you informed of events and activities in the following ways:

- Informal chats/discussions where appropriate
- Our notice board
- Newsletters
- The Nursery Handbook
- Twitter
- School App
- Text Messaging
- We will let you know details of any planned outings and your permission will be sought

## **PARTNERSHIP WITH PARENTS/CARERS**

We aim to create a welcoming and inviting environment where parents/carers feel comfortable and able to approach the Head Teacher and staff with any questions, concerns or complaints.

A monthly Newsletter is issued to all parents. The letter informs you of all the events happening in the school and Nursery Class, i.e. outings, themes, holidays, visitors etc.

## **WORKING WITH YOU**

We believe that you are your child's first and best teacher and will always be the major influence in your child's development. You, the child's parent/carer, can help us by sharing with us your very extensive knowledge of your child.

## **WORKING TOGETHER TO PROMOTE POSITIVE BEHAVIOUR**

Our school behavior policy is based on reinforcing positive behaviour by giving respectful attention to a child, noticing children positively, noticing any contributions, efforts and improvements and giving children responsibility and encouragement.

We have high expectations of children's behaviour and learning and we use praise effectively. We have a clear code of behaviour which is consistently applied by staff and understood by children. We respond to challenging behaviour in a caring and sensitive manner and in partnership with parents.

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We provide positive role models with regard to friendliness, care and courtesy

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### **CRAIGTON SCHOOL AND NURSERY CLASS VALUES**

Our whole school community was involved in choosing the 5 values which represent our school. These values are

- Respect
- Responsibility
- Co-operation
- Honesty
- Love

These values feature strongly in the ethos of our school and nursery class and our school community is regularly reminded of the need to keep our values.

### **NURSERY EXPECTED BEHAVIOUR**

At Craigton Primary Nursery Class we expect children to: -

- Be kind to others
- Walk in the nursery
- Use a quiet voice
- Listen
- Look after nursery toys and equipment

Partnerships between parents and staff play an important part in ensuring positive outcomes for children.

Parental involvement is high in our agenda. We believe that parents are the child's first educator and therefore we will work in partnership with parents. In addition we would welcome parents sharing their skills and interests with the nursery class. If you could help in this way, please talk to nursery staff who will welcome your involvement.

We have a hierarchy of strategies for managing challenging behaviour, ranging from verbal rebukes to 'Time Out' situations. On rare occasions it may be necessary to use physical restraint as a way of managing violent behaviour, to prevent a child harming themselves or others. This can take several forms e.g. staff physically imposing between children, blocking a child's path, leading a child by the hand or arm or shepherding a child away by placing a hand in the centre of the back. A clear policy exists for the use of physical restraint, a copy of which is available in the nursery class.

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### **HOW WELL IS MY CHILD DOING?**

Our nursery staff constantly observe children at play, nurturing their skills and independence. Their progress and development is recorded in a variety of ways, through samples of completed activities, photographs and through more formal methods. This profile provides a wide overview of your child's developing skills and abilities and will be a shared document with the nursery staff, parents and children, all contributing to its completion. We anticipate sharing this information with your child's Primary School, as we believe this will facilitate a smoother transition for your child. In addition, you will have opportunities throughout the year to be kept informed of your child's progress. This will be done through day to day informal chats as and when appropriate and at two formal Parents' Evenings in October and then in March.

### **ASSESSMENT AND REPORTING TO PARENTS**

Assessment of pupil progress is conducted in a variety of ways.

Continual assessment by nursery staff allows for quick identification of any difficulties being experienced by the children and therefore the ability to amend the planning to compensate for this.

A folder is kept for each child containing samples of their work. These records are a means of ensuring that each child is making progress and that continuity in the curriculum is taking place. Pupil Planning targets are monitored and evaluated on a termly basis and adjusted to meet the needs of the child.

Pupils undertake a programme of study which reflects the Curriculum for Excellence level at which they are working. Early Level - Nursery - Primary 1 pupils,  
1st Level - Primary 2 - Primary 4 pupils,  
2nd Level - Primary 5 - Primary 7 pupils

Parent meetings are held twice a year, in October and March to allow parent / teacher interviews. A written transition report for preschool children is issued to parents and receiving primary school each June and parents will be invited to submit a written comment on their child's report.

I would ask that all parents make every effort to attend parent consultations, as the two way communication between parent and nursery staff is of vital importance.

Parents may also telephone or write to the school to request a meeting with either key worker, Depute Head or Head Teacher, to discuss their child's progress at any time during the school session. Similarly, staff may ask for an interview with parents where they are concerned about a child's progress. Contact between home and school at the early stage of a problem can help avoid worry and distress for both the child and the parent.

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### **SUPPORTING CHILDREN WITH DIFFICULTIES**

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

We could then plan how to work together to help the child. Specialist help, e.g. Speech Therapy, would only be sought with the parent's/carer's full agreement. The specialists would then use their skills and experience to advise parents/carers and staff while working to help the child.

A Well-being Assessment and Plan will be written and implemented for all children with Additional Support Needs. This will detail the child's developmental needs, aptitudes and abilities, long and short term goals and how they will be achieved using varied efficient strategies for learning and teaching.

The Professionals involved with the child will work co-operatively and contribute to the Well-being Assessment and Plan in consultation with parents in order that everyone is using a consistent approach to promote the child's development.

The rights and responsibilities of parents are respected and they are actively encouraged to be involved in making decisions about the approaches taken to meet their child's special needs. Parents will also be involved in regular review meetings.

### **LINKS WITH OTHER AGENCIES**

Whenever there are concerns that a child has additional support needs in terms of his/her social, emotional or intellectual development parents are encouraged to share these issues with the Head teacher and Nursery Team Leader. Our school has links with Psychological Services, Health Service professionals and Social Services and if it was felt to be desirable to seek the help of specialist agencies we can help to establish links. Links will not be made without parents' knowledge and consent.

At various times throughout the year we will have student teachers, student child development officers and pupils from local Secondary schools working in the school and Nursery Class.

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### **TRANSFER TO PRIMARY SCHOOL**

Children will normally transfer to their local Primary School in the August following their pre-school year at nursery. Parents can apply, through the Placing Request system, to enrol their child at the school of their choice; Placing Request Forms are available from primary schools. In addition parents who wish to defer their child's entry to Primary 1 may apply to do so. This is most often requested for children with birthdays in January and February.

At Craigton Primary School we place particular emphasis on working with our Nursery children and staff to ensure that the transition to Primary 1 is a very positive and enjoyable experience for all concerned.

Those children who attend the nursery from age 3 are well prepared to begin Primary 1, as there will have been many opportunities throughout their nursery years to become familiar with our school, our pupils and our staff. Children from Craigton Primary Nursery Class will experience the following programme of events:

- Informal visits by Head Teacher/Depute Head Teacher to nursery class
- Informal visit of P1 teacher to nursery class
- Team teaching between P1 and Nursery Team Leader
- Depute Head Teacher working in the nursery class
- Nursery children visiting the school to enjoy events throughout the year e.g., Christmas Concert, Poetry Day, assemblies
- Nursery children will visit P1 class to participate in project work with current P1 pupils.
- Primary 1 children will visit and work with pre-school children in the nursery e.g. sharing topic activities, displaying work, sharing skills/snacks etc.
- Nursery children will have sessions in class with their P1 teacher, prior to starting school.
- A buddying system between Primary 6 and Nursery children. This will help our youngest pupils become familiar and confident with playground life at school, when they arrive after the summer holiday.
- An invitation to parents of nursery children to attend an information session, to discuss their children's entry to Primary 1, usually in late May.

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## **CHILD SAFETY/CHILD PROTECTION POLICY**

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

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

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 listen 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

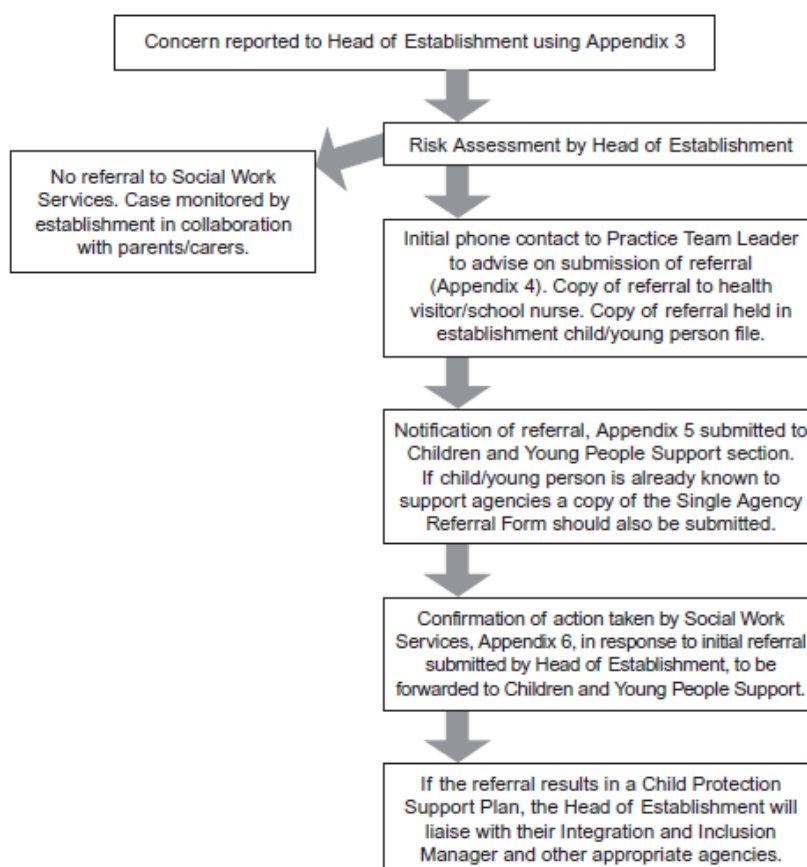
Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment, or the person deputising for the Head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

# Child Welfare and Safety

## Summary of Reporting, Recording and Monitoring Procedures: Public Display

A concern prompted by any of the following should be reported in accordance with the stated procedures outlined below:

- a specific incident;
- a disclosure made by a child or young person or parent/carer;
- information from a third party;
- adult behaviours/circumstances that may place the child or young person at risk of harm;
- child behaviours/circumstances that may place the child or young person at risk of harm;
- a culmination of minor concerns over a period of time.



The Children and Young People Support section will monitor all referrals and provide termly reports to the Education Services Child Welfare and Safety Group and Education Leadership Team. The reports will also inform returns to the Child Protection Committee.

## **INSURANCE**

Sometimes children like to bring something special or a new item into the nursery for their friends to see.

Parents should ensure, however, that valuable items are not brought to the nursery class, 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, the head teacher or a member of staff will advise you in advance. You will be asked to complete a consent form at the beginning of the year, which gives your permission for your child's participation in excursions. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/carer.

## **TRANSPORT**

Transport is not normally provided for children attending pre-five establishments. The Council may, however, provide transport to and from nursery for children with special needs who may require to travel some distance to take up their placement. A few establishments have their own transport but this is exceptional and generally parents should make their own travel arrangements.

## **EMERGENCY CLOSURE ARRANGEMENTS**

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

In such an event we may keep in touch with you by telephone, by issuing notices or letters, via the press/TV or by using local radio.

## **EMERGENCY CONTACTS**

May we again remind you of the importance of emergency contact numbers. Parents/carers are 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 the nursery up-to-date with any changes in this information

### ***OUR EQUAL OPPORTUNITIES AND SOCIAL INCLUSION POLICY***

Craigton Primary and Nursery Class are firmly committed to equal opportunities and social inclusion. Every member of the school community is valued as an individual who has a contribution to make to the life of the school.

The school encourages all staff and pupils to work together to create an atmosphere of tolerance and respect for each other.

Equal opportunities is reinforced throughout the curriculum and we ensure that no materials or books are used which reflect prejudice of any sort. We try to include materials and books which handle issues such as disability in a positive manner, in an attempt to allow each child to appreciate that every human being has similar needs and emotions.

Through this approach we aim to help pupils develop an understanding of, and respect for, all fellow human beings.

A priority for our school and nursery class is to develop positive links between home and school and our school and other agencies. The Head Teacher and Depute Head Teacher will have the responsibility of developing such links. Should any parents require further information please contact the Head Teacher at the school.

Staff and management are committed to equal opportunities and will treat all persons equally and without prejudice taking into consideration their culture, religion, gender, disability and race. The children will be encouraged to respect one another and value their peer group's differences.

Since attitudes and values are formed at an early age the school seeks to provide a caring multicultural curriculum in order that children grow up experiencing these caring values together with sufficient information to form a reasoned understanding of other cultures.

Our curriculum also recognises the rights of both men and women to work and care for children. It also takes account of children with special needs, disabilities and chronic illnesses.

In seeking to provide the best possible education for the children in our school we must be aware that the attitudes held by the staff will affect the way the school functions, the way in which the children learn and the attitudes and values which they will come to hold.

The attitudes of the staff, however, are only one influence on the children



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and we are greatly aware that our aims can only be met with the wholehearted support of parents and the wider community.

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# ADDITIONAL SUPPORT NEEDS/ ACCESSIBILITY STRATEGY

## STATEMENT

1. The school 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 lessons 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 classes 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. 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.

2.       **Physical access:** The main school entrance and nursery class entrance have ramped access and handrails. Each playroom in the nursery class is on the same level. However, internal design and elevation of the school which includes link stairs between the nursery class and school makes it difficult for people with a disability. There is no internal stair lift.
- Communication:** If a parent has difficulty accessing the nursery class, Parent/Teacher consultations, progress reports and general information reports can also be undertaken by telephone.
- Staff Development:** Staff have open access to development materials produced by the council which relate to disability, social inclusion and race equality.
- Curriculum:** All children learn and develop at a different rate and some children experience difficulty with a particular part of their learning or development. Key Workers try to ensure that each child in their group is learning and developing at their own level. However, where staff have a concern about

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a child, their first point of contact is Miss Boyce who is responsible for the management of support for learning within the school and nursery class. Miss Boyce offers support in many ways, working with individual children to allow them more intensive one to one learning experiences, drawing up Wellbeing Assessment and Pupil Planning and providing materials to support staff. Any children with severe learning or behavioural problems may be referred to Psychological Services, who provide more specialised help and decide what action is required to allow the child to gain maximum benefit. Parents would always be consulted before any such referral took place.

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.

Any parent/carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

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## 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 school.

## 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 Schools).

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

## Education Scotland Inspection

In September 2011 our school and nursery class were inspected by Her Majesty's Inspectors of Education (Education Scotland). The inspectors were very impressed with the work of our school and nursery class and Craigton Primary and Nursery Class received a very good report.

A full copy of our Education Scotland report is available from our nursery reception or school office.

The high standards of pupil's behaviour and attitude were commented on by

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the Inspectors and our Values were noted as being well embedded in the life of our school.

## HOW CAN YOU HELP?

We do hope that children are able to toilet themselves, but obviously we are sensitive to the occasional accident, and if this happens we will change your child's clothes and hang the soiled ones in a bag on their peg. A change of clothes should be left in the nursery for your child. Please wash and return any borrowed clothes to the nursery class.

Please dress your child in clothes they can manage. Please encourage them at home to put on their own coat and practise fastenings.

You can help your child by talking to them about what they have done at nursery. Ask questions, make comments and give lots of praise! When your child brings home a piece of work, please remember that each creation is very special to them, so always try to be enthusiastic about their work.

Read stories as much as possible; share and enjoy books together. If your child knows how much enjoyment books have to offer, then teaching them to read is much easier.

Let your child experiment with pencils, felt tips and crayons. Give your child a pair of blunt scissors and let them snip old birthday cards or pages from a catalogue etc.

Introduce your child to the world of mathematics by using mathematical language such as above, below, less, more, higher, lower. There are always opportunities around the home for introducing mathematics such as counting stairs or buttons on a cardigan.

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# **THE PARENT FORUM AND THE PARENT COUNCIL**

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

## **PARENT FORUM**

The membership of the Parent Forum is made up of all parents who have a child at an education authority school. Membership of the Parent Forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents.

One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

## **PARENT COUNCIL**

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. The type of things a Parent Council could get involved in includes:

- Supporting the work of the school;
- Gathering and representing parents' views to the Head Teacher, education authority and HMIE;
- Promoting contract between the school, parents, pupils and the local Community;
- Fundraising
- Involvement in the appointment of senior school staff.

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response.

Every school's Parent Council will be different because it will be parents in each school who make the key decisions. The Parent Council is also entitled

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to support from the education authority in fulfilling its role.

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### **1. Membership of the Parent Council**

Generally, members of the Parent Council must be parents/carers of children who attend the school and the chairperson must have a child in the school.

However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

### **PARENT COUNCIL CONSTITUTION AND MEMBERSHIP**

A constitution has been formed, the main details of which are:-

- Membership – minimum of 5 parents, maximum of 10
- Parent council members selected for a period of 3 years
- Parent council may co-opt up to 2 members of staff and 2 people from the local community
- Annual general meeting held in September
- Office bearers of chair, vice-chair and Treasurer selected by the members
- Head teacher has a right to attend the meetings but does not have a right to vote
- Sub-groups may be set up e.g. fund-raising sub group

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## **SCHOOL AND COMMUNITY**

The school and nursery class has an important role to play in the local community and we are aware of our responsibilities to the community. We are keen to develop caring and considerate children in our school and nursery.

We make use of facilities in our local area such as Bellahouston Park and local shops. The school and nursery also enjoys close links with the community police officer who regularly visits the school and nursery to speak to the children on a variety of subjects. Other services within the local area such as health colleagues and fire brigade support the children's learning by visiting and sharing information on their role with the children.

## **COMMUNITY FACILITIES**

The school premises are used by a variety of community groups' outwith school hours. The school pitch is also used outwith school hours. Further information on letting may be obtained from -

Cultural & Sport Services  
Letting Section  
20 Trongate  
GLASGOW  
G1 5ES  
Tel: 0141 302 2814/5  
Fax: 0141 302 2820

## **OTHER INFORMATION**

### **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 Care Team can be contacted by phone or e-mail: Phone 0141 287 0900

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

Customer Care Team,  
Chief Executive's Office,  
Glasgow City Council,  
G2 9RZ (you do not need a stamp)

### **CARE INSPECTORATE**

You can make a complaint direct to Care Inspectorate in the following ways:-

- Online at <http://www.careinspectorate.com/index.php/online-complaint-form>
- Calling 0345 600 9527
- Writing to CARE INSPECTORATE

4th Floor

No1 Smithhills Street

Paisley

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PA1 1EB

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**ADDRESSES AND CONTACTS**

EXECUTIVE DIRECTOR OF  
EDUCATION Maureen McKenna

Customer Care Team  
Glasgow City Council  
City Chambers  
Glasgow  
G2 1DU

GLASGOW CITY COUNCILLOR Mrs. Iris Gibson  
City Chambers  
George Square  
Glasgow  
G2 1DU

GLASGOW LIFE Letting Section  
Telephone 0141 302 2814/2815

CARE INSPECTORATE  
4th Floor  
No1 Smithhills Street  
Paisley  
PA1 1EB  
0845 600 9527

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## **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 school.

## **THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: The Scottish Government and its agencies; Scottish Parliament; local authorities; NHS Scotland; universities and further education colleges; and the police.

Public authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reasons for decisions made by it.

The legal right of access includes all types of “recorded” information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council web-site: [www.glasgow.gov.uk/en/yourcouncil/freedomofinformation](http://www.glasgow.gov.uk/en/yourcouncil/freedomofinformation)

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

## THE NURSERY CLASS IS SUBJECT TO ANNUAL INSPECTIONS BY:

- Care Inspectorate
- Environmental Health
- Fire Services

The responsibility for inspecting/overseeing the registration lies with “Care Inspectorate”. It is their duty to register all Childhood Services, monitor the level of provision provided and ensure that each Nursery complies with Health and Safety Regulations.

### **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 within it, either before your child’s placement begins or during the course of their placement. The head teacher will tell you of any important changes to the information.

### **Finally**

Thank you for reading our handbook. I hope you found it useful and informative. We hope that as parents/carers you will find our nursery class a friendly, welcoming place, where your children will spend many happy hours!