

# Royston Nursery



## Handbook 2025/2026

Royston Nursery

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Dear Parent or Carer

We would like to welcome you and your child to Royston Nursery. We aim to make you and your child's time at nursery an enjoyable and fun experience where you both feel welcomed and very much part of the establishment.

This handbook is designed to give you a valuable insight into our nursery and provide you with information that you may find helpful. We look forward to you joining us for fun, laughter, learning and many memories!

Donna Mc Fadden

Head of Nursery

## Visions, Values and Aims

### Our Vision

At our nursery, we create a nurturing and respectful environment where every child feels safe, happy, and valued. Rooted in trust, openness and dignity, we build strong, caring relationships that place each child's voice, wellbeing and learning at the heart of everything we do. We believe in the power of fun, purposeful play and offer an exciting, inclusive setting where children thrive, grow, and progress confidently through a high-quality curriculum.

A strong staff approach fosters equity and achievement, ensuring every child is encouraged to reach their full potential. We are more than just a nursery—we are an extended family, deeply connected to our local community. Together with families, we create a warm, supportive space where children feel a true sense of belonging and joy in learning. Come and join our Royston Nursery Family!

*Our children tell us that what's important is that they can play with friends indoors and out because it makes them happy.*

*Created by staff, family and children August 2025*

### Our Values

- Respect – Every voice matters.
- Love & Care – Every child feels safe, valued, and cherished.
- Equity & Inclusion – Everyone belongs.
- Curiosity & Creativity – Learning is fun and meaningful.
- Partnership – Together with families and community, we grow and develop.
- Ambition – High expectations for all, with support for all.

## Our Aims

### **1. Achievement & Resilience**

- Support children to reach their full potential.
- Build confidence, resilience, and a love of learning
- Celebrate progress and success in all forms.

### **2. Positive Relationships**

- Nurture strong, caring relationships and friendships with children and families.
- Create a culture of trust, respect, and open communication.

### **3. Individual Needs & Family Engagement**

- Be attuned and responsive to each child's interests, strengths, and needs.
- Provide personalised support and challenge through play and learning.
- Support families in helping children achieve their milestones.
- Involve parents meaningfully in their child's learning.

### **4. Stimulating Environment**

- Offer a fun, engaging, and nurturing space for exploration and discovery.
- Foster creativity, independence, and joy in learning.
- Strengthen understanding and variety of both indoor and outdoor learning experiences.

### **5. High-Quality Learning & Promoting Child-Led Learning**

- Deliver excellence through skilled staff and reflective practice.
- Align with Curriculum for Excellence (CfE), Nurturing My Potential and National Care Standards.
- Empower children to be leaders of their own learning and agents of change.
- Encourage independence, agency, and curiosity.

### **6. Rights, Equity, and Inclusion**

- Promote the rights of the child.
- Embed equality, equity, and inclusive practices in everything we do.
- Empower our diversity and families from around the world as one community and extended family at Royston Nursery.

### **7. Transitions & Lifelong Learning**

- Support happy, smooth transitions into nursery, through nursery, and into Primary School.
- Build strong links with the wider community to support lifelong learning.

### **8. Best Outcomes for All**

- Strive for the very best outcomes—cognitively, physically, socially, and emotionally.
- Empower children with communication and language to support their development. Encouraging active listening and talking, conversation and expressive speech.
- Create a safe, loving, and respectful environment where everyone can thrive.

## **Royston Nursery Staff Team**

All Staff are fully qualified according to Glasgow City Council policy and procedures.

**Donna Mc Fadden** - Head of Nursery

**Gill Waddell** – Acting Team Leader

**Lynn McAlindon** - Team Leader

**Danielle Quail** - Lead Practitioner of Attainment (Temporary)

**Hayley McKay** - Child Development Officer

**Shaniece Hardie** - Child Development Officer

**Lauren Scott** - Child Development Officer

**Angela McInnes** - Child Development Officer (Job Share)

**Angela McElhone** - Child Development Officer

**Elaine McLean** - Child Development Officer

**Catherine Wales** - Child Development Officer

**Caitlin Banbury** - Child Development Officer

**Allison Livingstone** - Child Development Officer

**Michael Greechan** - Child Development Officer (Temporary)

**Amanda Brown** - Child Development Officer (Job Share)

**Ashley Higgins** – Child Development Officer (Job Share)

**Catherine Armstrong** - Support for Learning Worker- lunch cover

**Tabara Touray** - Support for Learning Worker- lunch cover

**Lee-Ann Dougall** - Support for Learning Worker- lunch cover

**Carol Lyon / Sandra Stirling** – Clerical (Job Share)

**Angela Russell** - Catering

**Gordon Hutchison** - Janitor

**Jean McNee** - Cleaner

# Holiday Dates - August 2025 - June 2026

**Return Date for Staff-** Tuesday, 12 August 2025

**In-Service Day-** Wednesday, 13 August 2025

**Return Date for Children-** Thursday, 14 August 2025

**September Weekend-** Friday, 26 September and Monday 29 September 2025

**In-Service Day-** Friday, 10 October 2025

**First Mid-Term-** Monday, 13 to Friday, 17 October 2025

**Christmas/New Year-** Schools close at 2.30 pm on Friday, 19 December 2025

Monday, 22 December 2025 - Friday, 2 January 2026

**2026 Return to School-** Schools return on Monday, 5 January 2026

**February Mid-Term-** Monday, 16 February 2026

Tuesday, 17 February 2026

**In-Service-** Wednesday, 18 February 2026

**Spring Break/Easter-** Schools close at 2.30 pm on Thursday, 2 April 2026

Monday, 6 April - Friday, 17 April 2026

Schools return on Monday, 20 April 2026

**May Holiday-** Monday, 4 May 2026

**In-Service Day-** Thursday, 7 May 2026

**May Weekend-** Friday, 22 May 2026 and Monday, 25 May 2026

**Nursery Term Time Close-** Schools Close at 1.00 pm on Thursday, 25 June 2026

## The School Year: Events, Celebrations and Cultural Festivals

### August - December

Home to Nursery Transition  
Diwali – Festival of Light Sikh and Hindu Festival  
Halloween (Dress Up Day)  
Firework Safety  
Parents Meetings  
St. Andrews – Scottish Festival  
(Scottish food and traditional music)  
Christmas – Christian Festival  
(Decorating, party, Santa)

### January - June

Burns Day – Scottish Festival (Burns Supper, Scottish foods and music)  
Chinese New Year – Chinese festival (foods and traditional music)  
Mother's Day/Father's Day/Someone Special Day  
Easter Celebrations (Christian Festival)  
Eid Al-Fitr - Muslim festival (Music, foods, gifting)  
Easter - Christian festival (bonnet parade and egg hunt)  
Nursery to school transitions  
Sports Day  
Graduation

## **Establishment Information**

Royston Nursery is a non-denominational nursery situated in the North East of Glasgow. The area is very urban and has social and deprivation problems in some areas. The population is a mixture of local families, asylum seeker families and foreign students from around the world. The nursery building is situated in the grounds of St Roch's Secondary School.

Royston Nursery can offer places for children aged from 2-5 years. We can offer places between 8am – 6pm on a Term Time or 52-week contract per year depending on circumstances and demand. Please ensure your child arrives at the start of their session to fully engage in all the experiences on offer every day.

**Remember to sign your child in and out every day.**

## **Learning Community**

We are part of the St Roch's Learning Community comprising of St Roch's Secondary School, local primary schools and early years establishments. We work together to offer improved learning opportunities for all the children in our learning community and beyond.

## **Admission to Nursery**

All nursery places are allocated in line with Glasgow City Council's Admissions Policy and management will be happy to advise you how this policy operates when you apply for a place for your child. If you would like to know more about nursery placement in Glasgow further information can be found on the Glasgow Family Information Service website: <http://www.gfis.org.uk>

An admissions panel meets at regular intervals throughout the year to decide how nursery places will be allocated. The panel consists of establishment heads in the Glasgow North area, a representative from Glasgow City Council and a representative from other agencies such as a Health Visitor.

A register of applicants is kept by the nursery. Please note that the length of time an applicant is on the list does not affect priority for admission. If you have any changes in circumstances, please let us know as this may affect priority. Please inform us if your phone number or address changes while on the waiting list as this may hinder us contacting you regarding your application.

## **Enrolment**

You will receive communication from nursery to inform you of your child's place at nursery. You and your child will be invited to our induction workshop days. This will offer you an opportunity to receive further information about the nursery and see what our learning environment looks like. At enrolment you will be given a date to start settling into nursery.

## Snacks & Toyfund

Children have a super snack and milk or water every day within each am and pm session. The nursery promotes healthy eating by providing fresh fruit and a varied healthy snack menu. Children are encouraged to be independent and to help themselves to snacks. The Council follows the Nutritional Guidance and Food Standards for Early Years, “setting the table”.

We also ask our parents to contribute £2 to our Toy Fund every week. The contribution allows us to provide the children with extra resources to support children’s learning, interest, outings, birthday celebrations, special treats and celebrating different festivals throughout the year.

## Settling In

When you come on the first day you will be introduced to your child’s keyworker, and you will be asked to stay with your child for 1 hour in the playroom. You and your child will be asked to complete an ‘All About Me’ booklet. This will allow your child’s key worker to plan for your child’s learning.

Your child’s keyworker will consult with you about settling times for the week. We adjust times to suit your child’s needs. Every child settles in a different way and ensuring your child feels safe and secure in their new environment is paramount. There will be normally a settling in period of around one week. This will allow your child, staff and you to get to know each other and exchange useful information about your child’s experiences.

## Sickness

If your child is ill or feeling poorly, it is usually much better for him/her to be at home rather than in the busy nursery. Very often children say they want to come even though they may have been sick during the night. Judge carefully – children do not get the best out of nursery, nor are they able to give their best, when they are feeling under par. **If your child is unwell, please keep him/her at home and notify the nursery on 0141 552 1045.**

If a child has had sickness or diarrhoea, allow 48 hours after the symptoms disappear before returning to nursery. Please let us know if your child has an infectious illness immediately such as chicken pox, measles, whooping cough, mumps, rubella or infective hepatitis.

If your child becomes unwell at nursery, we will contact you in the first instance or your child’s emergency contacts. Please keep us up to date with emergency details and phone numbers.

## Attendance

If your child is absent, please always phone us and let us know you are safe, **Telephone Number 0141 552 1045**. Continued non-attendance may result in your child losing their placement.

## Medication in Nursery

Most children will at some time have a medical condition that may affect their participation in nursery activities. For many this will be short term perhaps finishing prescribed medication even though the child's doctor regards the child as fit to attend school. Others have medical conditions which, without help, could limit their access to nursery.

Parents have prime responsibility for their child's health and should provide schools with information about their child's medical condition.

Please contact the Head of Nursery to discuss this.

If your child is required to take prescribed medicine during Nursery time, a form must be completed by a parent. All medication must be handed to the management team and will be kept in a locked cupboard. Any child who requires medication on a regular basis will be added to our medical needs list for staff to access to ensure that they care for all children's medical needs. Some medical conditions may require a health care plan which will be organised in consultation with the Head of the Nursery.

Please note staff can only administer medicine if the parent has given the first dosage to ensure their child has no allergies to the medication. Any medications will be accepted at the Head of Nursery's discretion.

## Arrival and Collection from Nursery

To make the nursery a secure place for children, there are security locks in place. Every child must be collected from nursery by a named adult who must be over 16 years of age. Children will not be allowed to leave the nursery with anyone under 16 years of age, or anyone under the influence of drugs or alcohol. Your child will not be entrusted to a person not known to us.

Please let your child's keyworker know if you change arrangements. In an emergency you can phone the nursery on 0141-552-1045 and inform us who will be collecting your child, we will ask for a password if we have not met this person before.

## Dressing for Nursery

Encourage your child to dress themselves everyday as this will develop their independence

### They should wear:

- comfortable play clothes which are easily fastened and easily washed
- slip on or Velcro fastening indoor shoes
- outdoor shoes which are easy for them to put on or take off by themselves. Velcro fastenings are ideal.
- suitable jackets/coats for the weather as we play outdoors everyday

Please note we do have some wellies and waterproof suits for outdoors in wet weather, but you may prefer to provide your child with their own.

### Children should not wear:

- belts- these can be difficult for children trying to use the toilet independently.
- football colours/tops etc
- flip-flops, sandals or heavy trainers/boots indoors.

For safety reasons, we would be grateful if your child does not wear any jewellery. Studs may be worn in pierced ears.

Personal toys should be left at home, as lost or damaged toys can cause great distress. However, our younger children may bring comforters.

**Please mark all items, including footwear, with your child's name.**

## Social, Moral and Cultural Values

In our nursery we promote an ethos of positive behaviour and mutual respect. At Royston Nursery we implement the Triple P programme to positively influence children's distressed behaviours. Children are encouraged to be responsible, respectful and mindful of others feelings views and opinions. To foster these values, we participate in the Promoting Alternative Thinking Strategies (PATHS) programme which supports positive self-esteem and emotion coaching. We will also be including the 'Think Equal Programme'. This programme mediates all aspects of value-based, experiential social and emotional learning for children aged 3-6 (including empathy, emotional literacy, resilience, self-regulation, critical thinking, gender equality, peaceful conflict resolution, self-esteem etc.).

From this we follow the rules from the Think Equal Programme and P.A.Th.S :

- Be kind and help one another
- Listen carefully
- Have helping hands
- Have an open heart
- Have fun!

At Royston Nursery our 'Philosophy with Friends' programme is utilised to support children in listening and talking and to exercise their right to form and express their opinions with others and to explain and justify these. This encompasses the principles of Getting it Right for Every Child (GIRFEC) and the United Nations Convention on the Rights of the Child (UNCRC).

## Curriculum

As we provide a service for both 2-3-year-olds and 3-5-year-olds, we deliver two curricula to meet each age groups developmental needs. The curriculums are outlined as follows:

### **Pre Birth to Three: Positive Outcomes for Scotland's Children and Families**

Our children in our 2-3 room experience curriculum based on the 4 key principles of the Pre-Birth to Three curriculum.

Each of these principles are interrelated and interdependent:

- Rights of the Child
- Relationships
- Responsive Care
- Respect

**Rights of the Child:** Children's rights are defined in many ways, including a wide spectrum of civil, cultural, economic, social and political rights. The *United Nations Convention on the Rights of the Child* (UNCRC, 1989) is underpinned by the principle that all children are valued and respected and have the right to have their views heard and acted upon.

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

**Relationships:** It is recognised that babies' experiences of relationships begin in the womb as a result of this they are born with a predisposition to make connections with others and form relationships. Our staff are aware of their responsibilities in ensuring and promoting positive relationships and the impact this has on children's future potential and life chances. Our positive relationships in nursery begin when staff value parents and carer's information, experience and knowledge about their child.

**Responsive Care:** Responsive care is about knowing and accepting children and respecting that they are unique individuals. In nursery we listen intently to children and respond to them with consistency so that we are trusted to respond to their needs.

Establishing responsive care is crucial in ensuring effective and high-quality provision for young children and their families. In many early years settings, a clearly defined key person system enables staff to build close, one-to-one, reciprocal relationships with young children and members of their family.

**Respect:** Our staff take a genuine interest in all our children to ensure that they feel respected and included. We encourage self-respect and respect for others through experiences and relationships within the nursery. We believe that children need a sense of belonging and a feeling of being appreciated and valued if they are to participate in and contribute to society, feel happy and thrive.

## Nurturing My Potential

When working with our youngest children it is important to establish genuine respectful and caring relationships with children and families where we work together to develop quality learning experiences relevant to children in their local context that builds continuity between home, community and the early learning and childcare setting. Genuine partnerships with families improve learning outcomes for children.

This Glasgow City Council good practice framework 'Nurturing my Potential' has been developed to support practitioners working with babies and toddlers in their first 1000 days. This guidance refers to Scotland's Early Learning and Childcare National Practice Guidance Realising the Ambition (Education Scotland, 2020) <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>. It also takes account of guidance from Care Inspectorate, Education Scotland and Scottish Government. In addition, the guidance draws on International practice and research for example <https://www.unicef-irc.org/article/958-the-first-1000-days-of-life-the-brains-window-of-opportunity.html>

# Curriculum for Excellence

The 3–18 curriculum aims to ensure that all children living in Scotland.

develop the knowledge, attributes and skills they will need to flourish in life, learning and work.

The attributes and skills children will develop will enable them to become successful learners, confident individuals, responsible citizens and effective contributors.

<https://education.gov.scot/media/wpsnsgv/all-experiencesoutcomes18.pdf>

## Successful Learners:

### ***Attributes***

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

### ***Capabilities***

- 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:

### ***Attributes***

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

### ***Capabilities***

- 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
- Achieve success in different areas of activity

## **Effective Contributors:**

### **Attributes**

- An enterprising attitude
- Resilience
- Self-reliance

### • **Capabilities**

- 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

## **Responsible Citizens:**

### **Attributes**

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

### **Capabilities**

- Develop knowledge & 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

The experience and outcomes are set out in lines of development which describe progress in learning organised into 8 curriculum areas:

- Health and Wellbeing
- Languages
- Mathematics
- Expressive Arts
- Sciences
- Social Studies
- Technologies
- Religious and Moral Education

## **Planning**

Staff plan in line with both curriculums on a daily and weekly basis. The observations and assessments of individual children inform staff of next steps to be taken to promote the individual child's learning and development.

Staff also skilfully facilitate children's learning through their choices and interests. Children are encouraged to take ownership of portfolios and use their ideas, thoughts and opinions to direct their own learning. Staff ensure that learning experiences and opportunities are available for children to explore their interest in depth.

## **Assessment**

Through continuous observations and assessment of children at play we make informed judgements on their learning and development. Staff record observations of children on a daily and weekly basis which informs our 'individual learning plan'. All experiences are curriculum linked, and outcomes are recorded for assessment purpose using our online Showbie program, which parents can access from home, using their own personal, secure log-in details. This forms part of your child's portfolio.

Staff also track learning across the curriculum to ensure that each child experiences a breadth of curriculum, using Glasgow City Council early years Trackers and Benchmarks issued by the Scottish Government. The information we gather about your child's learning and development throughout your child's time at nursery will inform and provide information for your child's Transition Record for Primary School.

We encourage our children to take ownership of their portfolio of their journey of learning throughout their time in the nursery. The portfolio will contain photographs, pieces of work, comments and observations of your child.

You and your child are vital contributors to this journey of learning and development and are encouraged to participate in this throughout your child's time at nursery. You will also be asked by your child's keyworker to contribute to your child's 'individual learning plan' at the end of each term, via Showbie. Please feel free to view the portfolio or add to it at any time. Achievements from home are also very important and should be included! When your child leaves nursery the portfolio of their learning journey will be given to you to take home.

## **Additional Support Plans**

Any parent who is concerned about their child's progress should request a meeting with the child's key worker. If concerns still exist, a meeting should be requested with the Head of the establishment.

If a child is 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.

We could then plan how to work together to help the child. Specialists help e.g., Speech Therapy, would only be sought with the parent's full agreement. The specialists would then use their skills and experience to advise parents and staff while working to help the child. The rights and responsibilities of parents are respected, and they are encouraged to be involved in making decisions about the approaches taken when developing additional support plans for the child. Additional support plans are reviewed termly.

## **Parent/Carer Information Day**

As a nursery we will be hosting a parent's information day, this will give you the opportunity first hand to see and participate in some of the experiences your child will have in their journey through nursery. Twice a year we will be hosting individual parent's meetings; this will allow you to have an opportunity to discuss your child's progress with your child's keyworker.

## **Parent/Carer groups, Involvement & Family Learning**

Parental involvement is welcomed and greatly appreciated at Royston Nursery. We have a policy of Parents as Partners in learning; we welcome your involvement in your child's development and learning at all times. We will support you as a parent in your child's development and learning through our support programmes. Throughout the year we will give you the opportunity to participate in a variety of programmes led by the nursery staff. We can also support you with help from other agencies within the community in the Royston area, such as Rosemount Lifelong Learning Centre and The community hub. We have parents' groups within the nursery including our:

**Parents Committee Group:** who plan and implement different forms of fundraising throughout the year and are involved in monitoring the provision all year with others.

**Eco Group:** who contribute some of their time to make our community a cleaner safer environment to live.

If you are interested in joining any of these groups please speak to a member of staff, your support and contribution in the nursery is gratefully appreciated.

## **Breastfeeding Friendly Early Learning Scheme**

Scotland is breastfeeding friendly, and so are we. We are members of the Breastfeeding Friendly Scotland Early Learning scheme which promotes supports and protects breastfeeding. We want parents to feel comfortable in our centre, and that includes supporting breastfeeding families. If you are in our centre, you can breastfeed in any space where parents have access. If, however you would prefer a private space to breastfeed, please ask and we will do our very best to help.

## **Students**

Throughout the year here in Royston we offer a service of support and training to a variety of students, we have Child Development Officer Students from a variety of colleges, Post Graduate Students from a variety of Universities and Work Experience Students from secondary schools within the local area.

## **Link with other Agencies**

Whenever there are concerns about a child's social, emotional or intellectual development, parents are encouraged to share these issues with the Head of Nursery and the child's keyworker. Our nursery has links with Psychological Services, Health Service Professionals and Social Services, and if your child needs the help of specialist agencies, we can establish links. Links will not be made without parent's prior knowledge and consent.

## **Trips/Outings**

Every year the children will have the opportunity to go out on trips/outings to different places with the nursery staff, as there are so many children we do this on a rota system so that every child will have the opportunity to go out.

# Child Protection Procedures

All staff have been trained in Child Protection in line with Glasgow City Council policy and procedures. Child Protection is implemented in all nurseries. A copy can be found in our Parent Policy folder situated in the family room.

## Child Protection and Safeguarding – Keeping Children and Young People Safe

### Management Circular 57: Appendix 6

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

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

Name of CP Coordinator: Donna Mc Fadden (Head of Centre)

Name of Depute CP Coordinator(s): Lynn McAlindon (Team Leader)

Danielle Quail (LPA)

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

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

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

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

## The Named Person

GIRFEC stands for 'Getting it Right for Every Child'. Part of The Children and Young People Act (Scotland) 2014, it is the Scottish Government-led approach to making sure that our children and young people – and their parents or carers – can get all the help and support they need from birth right through to age 18 (or beyond if still in school).

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it.

To provide that support when needed, every child in Scotland has a named individual, the Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents. Please do not hesitate to contact your child's Named Person at any time. The Named Person for all children from birth till age five, when they start primary school, is the Health Visitor.

## **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. 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.

## **Data Protection Act (1989)**

Information on parents and guardians is stored on a computer system, and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the establishment.

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

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

Public authorities must 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 date 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)

## Dealing with Racial Harassment

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

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

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

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at establishment.

## Bullying

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's educational establishments have an entitlement "to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination". (A Standard for Pastoral Care in Glasgow Establishments).

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason, any anti-bullying strategy must stress the importance of partnership with the parents and carers of their children.

### Comments/Compliments/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 0900

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

Address:

Customer Liaison Unit

Education Services

Glasgow City Council

40 John Street

# Addresses and Contacts

Douglas Hutchison  
Service Director: Education  
Tel: 0141 880 5305

Heather Douglas  
Early Years Manager  
Tel: 0141 287 4493

Education Services  
Glasgow City Council  
City Chambers  
40 John Street  
Glasgow  
G1 1JL

## **Early Years' Service Management**

Education Offices

City Chambers  
40 John Street  
Glasgow  
G1 1JL  
Tel: 0141 287 4719

If dissatisfied with the standard of care offered by these services, then you can complain to the Care Inspectorate as well as making a complaint to us.

Care Inspectorate

Renfrewshire House  
Cotton Street  
Paisley PA1 1BF  
Phone 0345 600 9527