

# Kincardine Nursery School Handbook (August 2015)



Kincardine Nursery School  
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## Introduction

In Kincardine Nursery School our vision is to provide a welcoming and secure learning environment where children can develop into happy, healthy and self-assured individuals in a climate of mutual respect and who contribute fully to the community. We are committed to supporting staff and parents/carers in the development of their skills, thereby enhancing our Nursery performance and community.

We strive to offer the highest quality service through the following aims:

- To provide children with a happy, safe environment where they can develop in confidence and work cooperatively, respecting others.
- To provide stimulating, quality curriculums, making children eager and enthusiastic learners.
- To ensure that the needs of all children are met and those who require additional support reach their full potential.
- To promote learning through play in an inspiring environment which motivates learners to explore, experiment and enjoy an Active Learning experience with peers.
- To value children's contributions and encourage their involvement in all aspects of the Nursery.
- To promote all aspects of our children's health through Health and Wellbeing education, involvement of outside health-promoting agencies and by guiding parents/carers in this area where requested.
- To encourage a positive attitude towards the environment and become responsible citizens.
- To promote equality and foster attitudes of cooperation and understanding.
- To value staff and parents/carers by supporting them in the development of their skills.
- To work cooperatively and in harmony with schools on Avenue End campus, Smithycroft Learning Community, and the wider Scottish community.
- To bring an international awareness to the children and promote overseas learning opportunities, particularly those with charitable causes.





# Children's Rights

for young people in Glasgow's educational establishments

## CHILDREN'S RIGHTS

Our ambition is for all children and young people in Glasgow to know their rights and have these rights protected.

To achieve this we need all adults to support children and young people in knowing their rights and working together to ensure these rights are protected.

## THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

### WORLDWIDE

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that most countries have formally agreed to honour.

The agreement protects the human rights of children under the age of 18.

It sets out in detail what every child needs to have for a safe, happy and fulfilled childhood. The UNCRC came into force in the United Kingdom in 1992.

[www.unicef.org/uk/crc](http://www.unicef.org/uk/crc)

### IN SCOTLAND

As a young person you have the same human rights as an adult. The principles in the report *Getting it Right For Every Child* (GIRFEC) are based on the UNCRC.

[www.scotland.gov.uk/Topics/People/Young-People/families/rights/uncrc](http://www.scotland.gov.uk/Topics/People/Young-People/families/rights/uncrc)

In Scotland there is an independent commissioner for children and young people. The commissioner is there to help promote awareness of children's rights and to make sure that every child and young person in Scotland has their rights protected.

[www.sccyp.org.uk/rights/UNCRC](http://www.sccyp.org.uk/rights/UNCRC)

### IN GLASGOW

Article 12 of the UNCRC gives children and young people the right to be consulted in matters affecting them and to have their views listened to and considered.

In Glasgow we are committed to listening to children and young people. Glasgow City Council's *Listening to Children and Young People* framework promotes children's rights.

[www.glasgow.gov.uk/en/YourCouncil/Council\\_Committees/Joint\\_Boards/ChildrensServicesExoGroup](http://www.glasgow.gov.uk/en/YourCouncil/Council_Committees/Joint_Boards/ChildrensServicesExoGroup)

We want children's rights and the UNCRC to have positive influence in the corporate decisions that are made for the city.

We want all adults who work in council services and partner organisations to be aware of children's rights and respect them in their dealings with children and young people.

*The Glasgow Child and Family Plan* states the vision for Glasgow children and young people as: "We want every child to be supported to achieve their full potential and contribute positively to their communities, throughout their lives".

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



your rights, your freedom to enjoy those rights

Our vision, values and aims dovetail with Children's Rights with regards to supporting children, creating a safe, happy environment for them, seeking children's views, listening to and considering their opinions, and enabling them to effectively contribute to society.

## Establishment Information

Kincardine Nursery School

290 Mossvale Road

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Email: [headteacher@kincardine-nursery.glasgow.sch.uk](mailto:headteacher@kincardine-nursery.glasgow.sch.uk)

Glasgow City Council Going to School web-site: [www.glasgow.gov.uk/en/residents/goingtoschool](http://www.glasgow.gov.uk/en/residents/goingtoschool)

Present Roll:	138 statutory hours, 12 (varied) full-time placements.
Planning Capacity:	150 (2-3yrs 15/15) (3-5yrs 60/60).
Current Working Capacity:	150 (2-3yrs 15/15) (3-5yrs 60/60).
Stages covered:	30 places for 2-3yrs children. 120 places for 3-5yrs children.
Denominational Status:	Kincardine Nursery School is non-denominational, and respects and teaches awareness of all the main religions.
Letting procedures:	Kincardine Nursery School resides as part of Avenue End Campus and is therefore a community school which is available for community events through use of the dining hall, gym and sports pitch. Interested groups should contact Letting Section: 0141 302 2814/2815.
Parent's Group:	The Nursery is keen to develop a Parent's Group to nurture parental involvement.
Learning Community:	Kincardine Nursery is part of Smithycroft Learning Community along with 7 Primary schools, 4 other Nursery schools and 2 ASL Schools.
Nursery structure:	We have one large 2-3 yrs room, 2 large 3-5 yrs rooms, an outdoor playroom, and various shared halls, rooms and outdoor areas within the overall campus with our 2 neighboring schools. These are newly furnished and newly resourced although this is an ongoing development.
Client group:	We are situated in Craigend and enroll children from the local areas of Craigend, Garthamlock and Ruchazie, as well as placement requests from outlying areas/other authorities.
Parents and our community:	We recognise and value that parents/carers are their child's first educators, and we strive to forge close links with them. We have various established committees and parents/carers are invited to participate in these. There is currently work being undertaken by ourselves and 'School Gates' to assist parents/carers in their child's development, their own personal development and how best to access whichever financial supports they are entitled to as well as preparing for the world of work or further education.
Childcare Strategy:	To promote the Council's policy of 'Best Value' and to encourage Social Inclusion, we are able to accommodate children aged 3-5yrs staying for lunch to assist working parents/carers and those in full-time education.

## **Glossary of Terms Used in the Handbook**

Active Learning:	Children are encouraged to be involved in the management of their learning and in what they are learning. They are encouraged to actively decide and choose activities and resources which interest them whilst the staff support and develop their natural interests.
Learning Community:	Each educational establishment is involved in a Learning Community, involving a Secondary school, the feeder Primary schools and the feeder Nursery schools, as well as geographically suitable schools for children with additional learning needs. The community works together to share teaching and learning strategies, create seamless transitions between establishments through standardised assessment criteria.
Head teacher:	Experienced teacher and manager of the educational establishment, responsible for the overall educational experience and care of the children.
Team Leader:	Deputises in the absence of the Head teacher, responsible for leading the staff team and supporting them in their daily duties.
JS:	Job sharer
Child Development Officer:	Key workers qualified in delivering Nursery educational experiences. On enrolment, staff will monitor children's progress and keep parents/carers informed of any changes or concerns. Staff can readily identify any areas of concern. All staff are responsible for all children and the key worker will make contact with the parents of his/her group and keep them informed on a regular basis.
Curriculum for Excellence:	National Curriculum in Scotland for children aged 3-18 years.
Pre-birth to Three Guidance:	National Guidance in Scotland for children aged pre-birth to 3 years.
Early Years Charging Team:	Unit within Council which deals with charging issues regarding Nursery placements, including sending invoices for payment.
Assessment Profiles:	Evidence of children's progress collated by staff for the child's and parent's/carers perusal and input.
Additional Support Plans:	Specific long or short term plans for children who require external agency support or specific internal support.
Care Inspectorate:	Regulatory body who inspect care agencies, including Nurseries, and grade them against a range of Care Standards.

## Establishment Staff

Mrs Hodos	Head Teacher
Mrs Barton	Team Leader (JS)
Mrs McFarlane	Team Leader (JS) and Child Development Officer
Mrs Armstrong	Child Development Officer
Mrs Flanagan	Child Development Officer
Mrs Heron	Child Development Officer
Mr Kelly	Child Development Officer
Mrs Motherwell	Child Development Officer
Mrs Richardson	Child Development Officer
Miss Ryan	Child Development Officer
Mrs Shaw	Child Development Officer (JS)
Mrs Tawse	Child Development Officer
Mrs Gibson	Clerical Assistant
Mrs Catherine Boswell	Morning Cleaner
Mrs Marie Muir	Janitor/ Cleaner
Mr David Robertson	Janitor

Please note; Child Development Officers are the children's Key Workers, assigned by group colour.

## Establishment Hours

Kincardine Nursery School is open to the children from;

8:35am until 11:45am, and 12:45pm until 3:55pm. Fulltime children remain for lunch 11:45am - 12:45pm.

It is important that children are collected and vacate the building on or before these times as staff are involved in training opportunities following these times. We are not insured to care for your children beyond these times.

## Establishment Year 2015/2016

Return date for children	Thursday 13 <sup>th</sup> August 2015
September Weekend	Friday 25 <sup>th</sup> & Monday 28 <sup>th</sup> September 2015
INSET	Tuesday 29 <sup>th</sup> September 2015
First Mid-term	Monday 12 <sup>th</sup> - Friday 16 <sup>th</sup> October 2015 (inc)
Nursery closes	Tuesday 22 <sup>nd</sup> December 2015 <u>2:30pm</u>
Christmas/New Year	Wednesday 23 <sup>rd</sup> Dec - Tuesday 5 <sup>th</sup> Jan 2016 (inc)

Return date for children	Wednesday 6 <sup>th</sup> January 2016
Second Mid-term	Monday 15 <sup>th</sup> & Tuesday 16 <sup>th</sup> February 2016
INSET	Wednesday 17 <sup>th</sup> February 2016
Good Friday holiday	25 <sup>th</sup> March 2016
Easter Monday holiday	28 <sup>th</sup> March 2016
Nursery closes	Friday 1 <sup>st</sup> April 2016 <u>2:30pm</u>
Spring Holiday	Monday 4 <sup>th</sup> - Friday 15 <sup>th</sup> April 2016 (inc)

Return date for children	Monday 18 <sup>th</sup> April 2016
May Day	Monday 2 <sup>nd</sup> May 2016
INSET	Thursday 5 <sup>th</sup> May 2016 ( <i>Elections</i> )
May Weekend	Friday 27 <sup>th</sup> & Monday 30 <sup>th</sup> May 2016
Nursery closes	Friday 24 <sup>th</sup> June 2016 <u>1pm</u>

## Enrolment

You may enroll your child after his/her 1<sup>st</sup> birthday. To enroll your child in Kincardine Nursery School, please complete an application form and bring three pieces of appropriate evidence;

1. child's birth certificate
2. proof of address e.g. utility bill
3. proof of receiving benefits, or college/ university attendance, or employment.

This will allow your child's circumstances to be assessed, which informs the Admissions Panel, the deciding panel of experienced Head Teachers, Nursery managers and associated professionals who offer Nursery placements to families. The panel will, as far as possible, try to accommodate the parent/carers first choice of Nursery but it may be that, should this Nursery be full to capacity, a placement in a neighbouring Nursery will be offered.

Children aged 2-3yrs are only offered 15hrs per week as we do not have facilities for fulltime toddler placements.

Fulltime placements are available for working parents or those attending further education establishments of children aged 3-5yrs. Certain health issues or home circumstances may also be considered by the panel regarding fulltime placements.

Parents/carers of 2-3yrs aged children, or 3-5yrs children who are successful in securing hours over their funded, statutory 15hrs will be invoiced monthly by the **Early Years Charging Team**. It is recommended that Direct Debits are organised to ensure regular payments, as unpaid bills could result in your child's placement being reduced to statutory hours, (or in the case of 2-3yrs aged children, the placement could be removed altogether). A copy of 'Glasgow City Council's Admissions and Charging Policy for Early Years' is available from the Nursery or online at Glasgow City Council website. Assistance regarding Nursery placements can also be found [www.gfis.org.uk](http://www.gfis.org.uk) or by telephoning 0141 287 4702.

## Starting Nursery

When a place becomes available, you will receive a letter from the Head teacher inviting you to visit with your child and arrange a starting date and time (**9:30am or 1:30pm**). Please take time to be with your child for the first week. Some children settle quickly, others take longer. Be guided by your child's Key Worker regarding when to leave your child. A post-placement Review will take place 6wks following the child's start date.

It is expected that an adult (age 16yrs or over) will bring your child to and from the Nursery. The accompanying adult should remove the child's coat and change their footwear, each child has their own peg and shoe compartment. For Health & Safety reasons, your child must wash their hands before following their change of coat and footwear. In the interests of your child's safety you should tell the Key Worker or Head Teacher if your child is to be collected by someone other than yourself, or whoever is named in your 'collectors' list. This avoids difficult situations when a child cannot be allowed to leave with an adult who is unknown to staff or if staff haven't been directly informed of changes.

## Emergency Contacts

It is imperative for Health and Safety reasons that we have up-to-date contact numbers and addresses for your child. Should they become ill through the day or we experience a situation where an emergency closure is foreseeable, we must be able to contact you to collect your child. Please ensure that you complete and update this information in your child's file.

## Care Inspectorate (formerly Care Commission, formerly SCSWIS)

'Care Inspectorate' are now responsible for regulating care services against national care standards and according to the requirements of the Regulation of Care (Scotland) Act 2001 and associated Regulations. HM Inspectorate of Education is jointly responsible with Care Inspectorate for the inspection of early education and childcare, and every three years, each nursery will be jointly inspected by Care Inspectorate and Her Majesty's Inspectorate of Education. Care Inspectorate will inspect every two years (due to the Nursery having 2-3yrs aged children), to ensure that the Standards are being met.

Our reports from Care Inspectorate, HMIE and Glasgow City Council Quality Assurance can be found on display in the parent area, as can their contact details should you wish them.

## Curriculum, Assessment and Arrangements for Reporting to Parents/Carers

The Pre-Birth to Three Guidance is followed for the 2-3yrs children and the Curriculum for Excellence is followed for the 3-5yrs children. Detailed information can be sourced <http://www.educationscotland.gov.uk/parentzone/index.asp>

Both the curriculum and guidance documents are followed to provide broad educational learning experiences for the children. All children are seen as individuals and are encouraged to partake of a variety of environments, areas and resources to further their natural curiosity to learn through play. Should any child require support to access the curriculum, environment or resources, these needs will be assessed by all staff and, if necessary, be referred to external professional agencies in conjunction with parents/carers support.

Children are consulted regarding what they would like to learn about through group discussions and then a more formal consultation with a smaller group of children for the final choice of topic. Parents are invited to comment on their children's learning through a variety of means; contributing to a voting system on display, displaying comments they or their child wish to make, discussing their children's work with their Key Worker etc. Each child's progress is carefully recorded and individual Profiles are used to evidence this. Additional Support Plans are reviewed regularly and all involved parties meet regularly as appropriate to ensure correct levels of support are being deployed. Parents/carers have the opportunity for daily, informal contact with staff as they deliver and collect their children. There are three scheduled opportunities for formal interviews (October, February and May) and two formal reports (October and May). The May reports for pre-school children will be forwarded to the receiving Primary School. Should further meetings be required by either party (school or home) these can quickly be arranged.



## Pre-birth to Three Guidance

In the 2-3 room, children follow the guidance devised in the above document by The Scottish Executive. It takes account of the importance of children's early experiences and how staff can build upon these and support children and develop a sense of self. It sets out 'Four Key Principles' for best starts and positive outcomes, through which effective support and learning opportunities for very young children can be promoted.

*The 'Four Key Principles' are:*

### **Relationships**

Companionable relationships result from staff spending time with children, and developing affectionate relationships that enable children to feel secure, loved and appreciated.

### **Responsive care**

This means knowing and accepting children and respecting that they are unique individuals. As a result of adults being responsive and affectionate, babies start to trust the adults around them and are more likely to feel secure within themselves.

### **Respect**

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.

### **The Rights of the Child**

This area (within the United Nations Convention on the Rights of the Child - UNCRC) recognises that children should be valued and respected at all levels and have the right to have their views heard and acted upon. They should be dignified with the same respect all human beings should receive, regardless of their age.

*'Nine Features' have been identified to put the above 'Four Key Principles' into practice.*

*The 'Nine Features' are:*

**Role of Staff** - qualified staff experienced in interactions and continuous reflection of their work

**Attachments** - responsive staff who nurture the child's need to securely bond with key people

**Transitions** - working with parents/carers and children to ensure a smooth transition to the next step

**Observation, Assessment & Planning** - creating individual programmes to meet the child's own needs

**Partnership Working** - building relationships with all key personnel to ensure the best outcome

**Health & Wellbeing** - promotion of healthy lifestyle and advantageous choices to be made

**Literacy & Numeracy** - fundamental to all areas of learning in order to function effectively

**Environments** - both indoor and outdoor to enhance awareness of surroundings

**Play** - essential in developing self-confidence and social skills as well as everyday learning

A more detailed information pack regarding this guidance can be obtained from the clerical staff.

## Curriculum for Excellence

There are 'Four Capacities' which we wish the children to achieve through life. To be;

**Successful learners**  
**Confident individuals**  
**Responsible citizens**  
**Effective contributors**

There are 8 curricular areas, each having an Early Years section which children in nursery schools will be following and continuing in with in Primary 1 at their Primary School:

- **Health and Wellbeing:**

Our aims are to promote children's mental, emotional, social and physical wellbeing through a range of activities which encourage them to become independent, work with others, develop good habits in diet and exercise, and have a positive attitude towards developing relationships and caring for others.

- **Languages:**

Our aims are to encourage children in talking, listening, reading and writing skills by giving them opportunities to take part in language activities and to have fun with language. Children should express themselves in a language which they are comfortable using during free play and social activities.

- **Mathematics:**

Our aim is to ensure children are given as many opportunities as possible through play, to experience different aspects of number and maths in a fun way

- **Expressive and arts:**

Our aim is to cultivate an appreciation for the aesthetic arts, to improve listening skills, hand eye coordination and to enable children to explore their creativity through music, drama, art, painting, physical exertion and dance.

- **Sciences:**

We use science and its applications every day of our lives. We hope to instill in children a sense of wonder about their world and a curiosity to find out more. We also wish to encourage children to be responsible citizens by looking after the environment and discussing environmental issues.

- **Technologies:**

The technologies framework provides experiences and outcomes which can be applied in computing, food, textiles, craft & design. Computers offer a rich context for the development of all four capacities

- **Social Studies:**

Children will develop their understanding of the world by learning about other people and their values in different times, places and circumstances

- **Religious and moral education:**

We promote acceptance and respect for Christianity and other world religions and of valuing others.

A more detailed information pack regarding this curriculum can be obtained from clerical staff.

## Current Stage of Development - Curriculum for Excellence

In line with all other educational establishments, Early Years establishments are implementing the new Curriculum for Excellence. We use our planning and assessment procedures to ensure that a wider range of in-depth activities are being offered to children, progress is being tracked appropriately and effective support is being deployed.

In conjunction with Smithycroft Learning Community, we are assessing our transition procedures (including moderation of assessment levels to check each establishment is grading children using similar standards) to ensure a smooth continuation of the Early Years curriculum in Primary 1.

## Travelling Teddies/ Homework Bags/ Bags of Fun

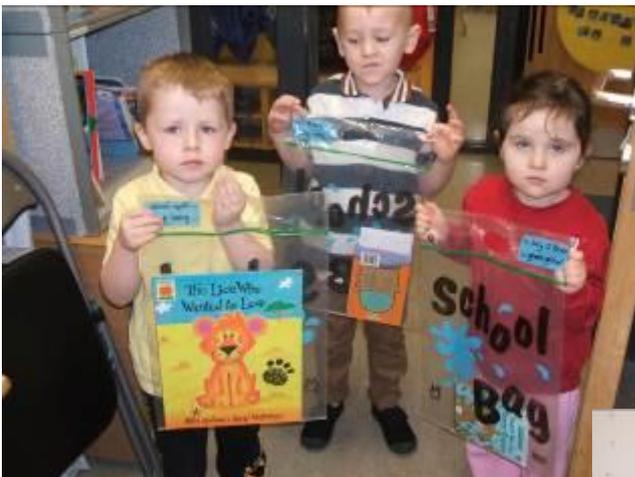
We are very keen to promote Literacy in the home, and general parent/carer and child interaction. The above initiatives are being extended to include all children.

The 'Travelling Teddies' are taken home on Friday's by the children and returned on the following Monday. They contain a Teddy, book, pyjamas, washbag (comb, face flannel, toothbrush) and a diary. We ask that the children keep a diary of any places Teddy visits and any activities it gets involved in. These diaries are then displayed for others to see and to discuss with their friends in Nursery.

The 'Homework Bags' contain a storybook, a homework sheet (pre-school children only) and an explanatory help sheet for parents/carers, detailing the benefits of storytelling with young children. The children take them for one full week and returned on the following Monday. We are always happy to accept any used books which are in good condition; a box is placed in reception for any gratefully received donations.

'Bags of Fun' promotes fun interaction between parents/carers and children, using a variety of resources with explanatory cards, and an evaluation pad to inform us of its success.

We ask that all teddies/books/bags/accessories etc are cared for in your home as we have a limited budget and it is very difficult to replace lost or damaged items.



## Literacy Policy

In order to raise standards of achievement, we promote literacy in every area of the curriculum. We have an appointed 'Literacy Champion' who specialises in ensuring that all aspects of the curriculum, and each Nursery area and room promotes every aspect of the skills of Literacy.

As a staff, our aims are:

- To provide an environment rich in literacy opportunities
- To give children early exposure to a culture of literacy, a knowledge of rhyme and phonology and a knowledge of letter names and sounds
- To continue what has been developed from birth involving parents/carers as partners in their child's learning

By covering the main areas of:

- Storytelling
- Concepts of print
- Phonological awareness
- Environmental print
- Emergent writing

More information on Literacy will be given on request.

## Numeracy Policy

Recent research on number skills and the importance of early intervention, has profound implications for practice in nursery. It is necessary to employ a wide range of specific activities and approaches which can be implemented. This is done in a context similar to the literacy rich environment in which children are encouraged to develop their enjoyment of all aspects of reading and writing. Being proficient in mathematics is a skill to develop. It is not only essential for children to acquire this skill, but necessary for them to understand the processes they are using and apply them constructively in a variety of situations. We have appointed a 'Numeracy Champion' who specializes in ensuring that all aspects of the curriculum, and each Nursery area and room promotes every aspect of the skills of Numeracy.

We will cover the main areas of:

- Counting
- Number
- Pattern
- Measure
- Shape and Space

More information on Numeracy will be given on request



## **School Policies**

There are a wide range of policies available for parents to view which cover all aspects of the curriculum, health and safety, personal care, school routines, transitions, parental involvement etc. We also have 'Parent Policy Summary Booklets' available for viewing. Please see a staff member if you wish to access these.

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

Our aim is to promote and develop self esteem and confidence in children to enable character and personality to develop with a well adjusted attitude towards the community and the wider environment. We provide many learning opportunities for children to explore a range of cultures and beliefs, developing in them a respect for all peoples. As a non-denominational school we respect the wide range of religious beliefs in our society and this is encouraged through the Religious and Moral experiences from Curriculum for Excellence.

Through stories and role-play, we encourage the children to participate in everyday scenarios where they learn social norms, boundaries and moral values. Active learning approaches through different topics will encourage children to discuss ideas, experiences and values in an ethos of inclusion and respect for individuals. Visits from our Community Police and Fire Service allow the children to experience positive relationships with emergency services and develop respect for their community roles. We encourage the children to take ownership of their health, including developing a good attitude to healthy eating and physical opportunities. The early years are a time of rapid physical and mental development as young children learn to use and control their bodies. It is important that good habits in diet, exercise and recreation are encouraged and promoted to ensure a healthy lifestyle throughout their lives.

## **Child Protection Procedures**

Following guidance from Glasgow City Council, all staff are trained in Child Protection issues and are aware of the procedures. Should staff, parents/carers, children or visitors to the school feel there is a Child Protection issue to be addressed it should immediately be reported to the Head teacher (or the Team Leader in their absence). Please see Appendix 9 of Management Circular 57 stated below:

"All educational establishments and services must take positive steps to help children and young people protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate 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.

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

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child welfare & safety and 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. The Head, or person deputising for the Head, after judging that there may be grounds for concern regarding the welfare or safety of any child, must then immediately advise social work services of these concerns."

## **Mobile Phones**

In order to protect our children and staff from the possibility of unauthorized image usage, we have a policy of zero-tolerance for mobile phone usage by all parents/carers and visitors to the building. Please ensure your mobile phone is switched off when in the building.

## **Equal Opportunities and Social Inclusion**

All Early Years establishments reflect Glasgow City Council's equal opportunities policy on racism, sexism and multi-culturalism, and recognise all rights. We aim to ensure that all staff, children, parents/carers feel valued and equal to all other users of the Nursery, regardless of age, colour, religious beliefs or ability to access the service. All stakeholders are welcome to join committees to ensure their personal contributions are heard and respected.

The Equality Act 2010 protects certain characteristics. In the delivery of education the characteristics that are protected are disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy and maternity. When making decisions in relation to admissions, exclusions, the provision of education, benefits, facilities and services, and any other relevant decisions, the school has a duty to have due regard to the need to:

1. eliminate discrimination, harassment, victimization and any other conduct that is prohibited under the Equality Act 2010.
2. advance equality of opportunity between persons who share a relevant, protected characteristic and persons who do not share it.
3. foster good relations between persons who share a relevant, protected characteristic and persons who do not share it.

## **Additional Support Needs/Accessibility Strategy**

The establishment has a duty to ensure that all our children have equal access to the curriculum supported as appropriate to their individual needs. This covers not only the content of planned activities and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of children with physical or sensory impairments, including the relocation of playrooms to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This could 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. Staff are vigilant in their assessment of children's development, and any concerns raised are discussed with the Educational Psychologist for further assessment in agreement with the parents/carers. Should parents/carers have particular concerns they are free to raise them with staff members who will contact appropriate services for support.

**Physical access:** The Nursery is located at ground level with a ramp leading from the main street to the Nursery grounds to assist with wheelchair access. There are two lifts located in the campus should access to other areas of the building be required. A toilet with adaptations for disabled users is also available at the campus entrance.

**Communication:** The Head teacher is a qualified British Sign Language Interpreter and can assist with users of BSL. The Nursery can access qualified interpreters of a range of languages from Glasgow City Council Interpreting Services. An agreed contact system can be arranged to provide direct feedback to parents/carers.

- Curriculum: Pre-birth to Three Guidance and Curriculum for Excellence are deployed in the Nursery. Both of these dictate that the children should learn at their own pace with support and encouragement from staff where required. Should any child require individual support to access the curriculum or progress through it, an assessment of the situation will be made by school staff and, where necessary, the Educational Psychologist, to decide which form of support would be most effective, be this through specific resources, external agencies, adaptations to the building, specific language support or other curricular support.
- Staff development: Staff are able to access the full range of support available from Glasgow City Council and Educational Psychological Services (including the Disability Awareness Pack/Supporting Inclusion Documentation) to support children should the need arise. There are training courses for specific additional needs which staff can attend to develop their own expertise.

The Education (Additional Support for Learning) (Scotland) Act 2009 ensures that 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 are 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 recognizes the key role to be played by specialist provision 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 Head Teacher in the first instance.

If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at that very local level.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website <http://www.glasgow.gov.uk/en/Residents/GoingtoSchool/AdditionalSupportNeeds/>

Organisations which provide advice, further information and support to parents of children and young people with ASN;

1. Children in Scotland: Working for Children and their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527
2. Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
3. Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

## Home and Establishment Links

We aim to form good relations and communication links with our parents/carers. To aid this we use a variety of different methods to involve parents/carers in the life of the Nursery and to inform them of their child's progress;

- 'School Gates' - external agency who form support groups/advise on DSS benefits, employment or further education.
- Monthly newsletters.
- Routine documentation - forms for outings/toothbrushing/videoing/photos etc.
- Progress reports - October and May. (all aspects of the curriculum)
- Parent's meetings - October, February and May. (all aspects of child's development)
- Social functions - Christmas concert, Graduations, fundraising events.
- Review meetings - 6wks post placement.
- Meeting key workers when children are deposited and collected, and meeting more formally with staff if requested.
- Welcome to meet with the Team Leader or Head Teacher on request.
- Available to take calls 8:30am until 4pm Monday to Friday daily (excluding holidays and lunchtimes).
- 'Parent Policy Booklets' detailing main aspects of particular policies.
- Access to full Nursery policies on request.
- Curriculum explanatory booklets to explain the main aspects of the 2 guidance documents.
- Specific 'Top Tips' leaflets for Literacy and Numeracy to help parents develop their children's skills in these curricular areas at home.
- Committee's whose membership includes parents/carers/staff/children (ECO, Literacy, Citizenship, Enterprise).
- 'Parent's Group' to work with management to improve the service and encourage parental involvement.
- Opportunities to 'Stay & Play' where parents/carers can stay to watch and learn how staff interact with children and develop their learning through a variety of experiences.
- Opportunities to participate in Literacy workshops where parents/carers can observe and lead literacy opportunities with children alongside qualified staff.
- Questionnaires at various times throughout the year requesting either specific information on certain areas of Nursery life, or a general inquiry regarding how you think we can improve.
- Parent/Carers Noticeboard detailing up-to-date information and local initiatives.
- A 'Comments Book' is held in reception to allow parents/carers to quickly comment on any aspect of the nursery, complimentary or otherwise.
- A 'Suggestions Box' is held in reception to allow parents/carers to write in more depth about any aspects of the Nursery they feel could be enhanced.



## **Attendance at the Establishment**

We place great emphasis on attendance. As staff plan daily, weekly and termly for your child, it is important that your child attends regularly in order not to miss out on any opportunities. If your child is ill, please phone, fax or email, or send a message via another parent. The Nursery will phone every second day if there is no word from home. Although not statutory education, we have obligations through Child Protection Procedures to check on absences. Such is the high demand for Nursery placements, continual periods of absence, continual non-reporting of absences or absences of four weeks or longer will be taken to the Admissions Panel who may decide to withdraw the placement.

## **Establishment/Community**

The Nursery is keen to impact on the local community regarding the education of the local children and the involvement of parents/carers in the life of the Nursery. We are able to develop parent's skills in supporting their children's development at home and in building their own skills for learning through participation in Literacy and Numeracy parent workshops and participation in 'Stay & Play' sessions. We encourage parents/carers to meet with a range of community and regional agencies who are able to advise on a wide range of issues e.g safety in the home, healthy lifestyle, state benefits, dental guidance, back to work initiatives, entering further education etc.

We aim to promote the Nursery's involvement in community life in ways which enhance the children's learning experiences through visits to the local library, soft-play centres, sports grounds, education headquarters, Police Station, Fire Station, supermarkets, shopping centres, environmental walks etc as well as a range of visits from local services to our Nursery establishment. Our four committee groups are involved in the local community through a variety of projects and awareness raising initiatives.

As part of Avenue End Campus we share resources and activities with our neighbouring schools, Avenue End Primary School and Croftcroighn School.

## **Promoting Positive Behaviour**

In Kincardine Nursery we encourage our children to behave with dignity and have respect for themselves and others. Should any behaviour issues occur we have space within each playroom for children to have 'Quiet-time' where their unacceptable behaviour is discussed with them individually before re-joining their peers and making any necessary apologies. Should unacceptable behaviour continue then the children will be removed for 'Time-out' where their behaviour will be discussed in private with them with a promoted staff member (Team Leader or, in their absence, Head Teacher), away from the other children. All positive behaviours and interactions are praised and encouraged. Should unacceptable behaviours continue we would meet with parents and discuss strategies which can be used both at home and in Nursery to ensure continuity of approach, including re-introducing a 'settling-in' period for children finding difficulty in completing their scheduled settling-time. We would encourage parents/carers to consider participation in the 'Triple P' programme which both Nursery staff and their own Health Visitors would be able to assist with. In more disruptive cases the Educational Psychologist would be invited to meet with parents/carers to arrange observation opportunities. We hope that, by example, children will quickly learn that various forms of behaviour are unacceptable. We stress to the child that it is their behaviour we do not like, **not** the child themselves.

We aim to be nurturing in our approach to working with children and all stakeholders, and this includes promoting all aspects of children's successful learning and development through their curricular work, and all aspects of their holistic development; mental, emotional, social and physical. Through a nurturing environment children learn to have respect for themselves and others, which in turn positively affects their self-esteem and their relationships with others. This all contributes to positive behaviour overall.

## **Snack Fund**

This is voluntary contribution paid to Nurseries which assists in paying for snack, parties, gifts, outings etc. It is 25p per day per child (50p daily for full-time children). Each child is given a daily snack morning and/or afternoon, a birthday party with card and gift, a Christmas party with gift, an Easter party with chocolate egg and a Graduation party with gift and certificate.

## **Promotion of Healthy Eating**

As a staff, we aim to promote a healthy attitude to food and eating. We particularly encourage children to eat sensibly by giving fresh fruit, and vegetables. Lunches too, promote healthy eating. We encourage your participation and if you would like more information, please ask.

## **Snack**

We have a 'welcome group' arrangement for snack, where the children choose from a variety of fruit and carbohydrates as well as having a drink of milk or water. Parents/carers are asked to contribute to the cost of this through the Snack Fund. Throughout 'snack', children are encouraged to have good social manners and clear-away their place settings. Following this, the children wash their hands and faces, and brush their teeth.

## **Meals**

Parents/carers of 3-5yrs children who pay for fulltime placements are also paying for lunch. This is a two-course meal which is supervised by Nursery staff and students. Menus detailing the two-week choices rota are available from reception. Children are consulted regarding meal choices and their quality. Throughout lunch, children are encouraged to have good social manners and clear-away their place settings. Following lunch, the children wash their hands and faces, and participate in play (outside if weather permitting) until the afternoon begins

## **'Smile Too'**

We are a registered 'Smile Too' Nursery and we are pleased to promote good oral hygiene habits in our children. They are given dental resources and encouraged to brush their teeth every day in the Nursery (following 'snack time'). Staff, children and parents/carers also have access to free training and information from NHS dental health teams who are a source of wonderful advice. Please see our newsletters for any news regarding information days.

## **Information in Emergencies**

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

## **Parental Involvement Strategy**

*Glasgow City Council Parental Involvement Strategy (2008)* details the council's aims of promoting:

1. Learning at Home
2. Home/School Partnership
3. Parental Representation

and can be found online, or paper copies can be obtained from the Nursery.

## **Parent's Group**

We are keen to involve parents/carers in our service and your involvement in developing policies, improving the service and encouraging wider community involvement is much appreciated by us. Should you wish to be a member of the Parent's Group please speak to the Head Teacher.

## **Committees**

There are 4 main committee's which parents/carers are welcome to join in conjunction with children and staff. These are;

- Enterprise
- Citizenship
- ECO

Should you wish to be involved in any of the above please speak to the staff members involved with the individual committees (detailed in reception).

## **Excursions**

When outings are planned you will be informed in advance by your child's Key Worker. You will be asked to sign a form allowing your child to go. Your child cannot go on any outing without your consent. The 'Outings Policy' can be obtained on request from the clerical staff.

## **Clothing**

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

- Potentially, encourage faction (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.
- Carry advertising, particularly for alcohol or tobacco
- Could be used to inflict damage on other children 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 and young peoples' clothing and/or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment, and that all items of clothing and footwear clearly display the child's name. 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.

Children need to be comfortable and relaxed. They have the best fun when they can mess about and not worry about getting their clothes dirty. Please ensure your child wears clothes that can allow for paint or other messy materials. Please also ensure that your child has suitable outdoor clothing should staff take children out for a walk or play outside. The Nursery sells polo-shirts, sweatshirts and fleeces if you wish to purchase these for your child. Please ask clerical staff for assistance. Sand shoes are the most practical for our children to change into from their outdoor shoes as they are comfortable and are not likely to accidentally hurt anyone during physical play.

Children may occasionally have to change into dry clothes through becoming wet whilst playing or when toilet-training. Please ensure that your child has a change of clothing (including underwear) in their Nursery tote bag, plus nappies and wipes should they be required. The Nursery do not provide these items.

## **Medical and Health Care**

At various times, children will be visited by specialists in vision assessment and dental assessment. This occurs only with parental consent and the appropriate forms will be distributed by the medical personnel in due course.

If your child is ill at nursery, we will do everything we can to make him/her comfortable and try to contact you. If it is felt that your child requires medical attention, he/she will be taken to the nearest casualty department. You will be informed as soon as possible.

If your child is in need of medication during his/her time at nursery, please discuss this with the First Aider. Prescribed drugs will be given at the discretion of the Head Teacher, and you will be asked to complete a medical consent form.

If your child suffers from asthma, you must tell the Head Teacher if there are any activities which might bring on an attack.

If your child has allergic reactions to food, drugs etc. please inform the Head Teacher and Key Worker who will ensure that your child is safe.

We wish to be kept informed of any viral infections or illnesses (chickenpox, mumps, etc) to enable us to alert other parents/carers of outbreaks.

In case the above happens, or your child is ill, it may be necessary to contact you quickly. Please provide a number where you can be contacted plus emergency contact numbers of people who can relay a message. Please keep the nursery up to date with any changes to this information

There are policies on general infection control and specific medical strategies which are held in the 'Parent Policy Folder' in the Parent/Staff study room. A folder on infectious diseases and other childhood ailments can be found in the main parent area. If you have any worries, please ask. If chickenpox, measles or any other infection, (including head lice) is virulent, we will inform you in the reception area and also put it on the noticeboard. We will also advise you, courtesy of NHS information, of any periods of exclusion from Nursery school as recommended for specific infections to allow infectious periods to pass.

If your child has a minor accident, basic first aid will be administered by our first aider who holds a first aid certificate, and you will be informed when you collect him/her. Any accident is recorded in our accident book.

Our named first aider is:

*Mrs McFarlane: Team Leader*

We promote good hygiene skills by requesting that children wash their hands after toileting and before handling food, thus decreasing the risk of illness. We also ensure that tables are cleaned before snack. Since the outbreak of Swine Flu, we ask all parents to take their child into the toilet before entering the playroom to wash his/her hands, thus cutting down the risk of infection.

## **Transitions**

Internal transitions from our 2-3yrs Room to the 3-5yrs Room is done sensitively and with the support of all staff and parents/carers involved. If a place is available, the child begins a series of visits after their 3<sup>rd</sup> birthday in order to familiarize themselves with new peers, resources, layout and new Key Worker. In the week of their 3<sup>rd</sup> birthday (approximately), the child begins their placement on a permanent basis. If there is no space available at the time of their birthday, they will be granted a place ASAP following it and experience a series of transitory visits to be involved in Curriculum for Excellence activities. As with all transitions, parents/carers are expected to remain with their child in the beginning until they are settled. A post-placement Review will take place 6wks following the transitions.

Transitions to Primary schools are dependent on the individual school's transition programme. Some schools wish for children to visit them before the summer break, other schools send an appropriate member of staff to visit the children in their Nursery placement. Regardless of the system, the Nursery staff will pass relevant information to the school in preparation for Primary education to begin. Enrolment in Primary school is the responsibility of the parent/carer. There are currently 2 periods of opportunity to enroll your pre-school child (November and January). We will publicise all relevant information passed to us from the various local schools.

## **Non-smoking policy**

In conjunction with Glasgow City Council's policy, our nursery and grounds are smoke free zones and we do not allow smoking. We aim to eliminate the risk of first/second-hand smoke, and also to reduce litter from cigarette-ends and spent matches.

## **Fire Alarm**

This is tested every Friday at 10:15am and 2:15pm

If you are in the building when the alarm is sounded at any other time, follow staff and proceed to the assembly point, namely the sports-pitch.

Fire procedures can be found in all rooms and at various points throughout the corridor area.  
Playrooms: leave via doors leading to the outdoor learning area and proceed to playing fields.  
Parents using the parent room will leave by the fire exit door on their immediate right.

## **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.

## **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 any establishment

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

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

Public authorities have to allow access to the following information:

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

The legal right of access includes all types of "recorded" information of any data held by the Scottish public authorities. From 1<sup>st</sup> 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.

## **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 requirements to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents/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/carers of their children.

## **Suggestions**

The Head Teacher and staff will welcome any comments or suggestions from parents/carers. If you can suggest any way to improve our Nursery please let us know through using the 'Suggestions Box', the 'Comments Book', or by speaking to a member of staff or the Head Teacher. If there are any aspects of the school curriculum or routine which you would like to know more about please ask, we are happy to help.

## **Evaluations**

All stakeholders are asked at various points throughout the year to be involved in self-evaluation of the service through discussions, questionnaires and forms from the Nursery itself, HMIe and/or SCSWIS. Children are consulted regularly regarding their Nursery experience through a variety of discussions. We respect and value all evaluative statements which help to inform our improvements.

## **School Improvement**

A 'Standards and Quality Report' is submitted annually to Glasgow City Council by every school, detailing the school's achievements for the past year, and which also helps to inform the 'School Improvement Plan' for the coming year. Both these documents are held in the reception area of the school for all parents/carers to view. The five main themes of the current School Improvement Plan;

1. Promoting Positive Behaviour
2. Meeting Learner's Needs
3. Moderation
4. Early Years Collaborative - One Glasgow

Parents are encouraged to be involved in all aspects of our development of strategies for Promoting Positive Behaviour through a particular resource, PAtHS (Promoting **A**lternative **T**hinking **S**trategies) which can be used both at home and in school. This encourages children to understand and acknowledge their feelings and how to deal with these calmly without undue stress to themselves or others.

Staff aim to meet all learner's needs through individual plans and review systems, working with external agencies should this be required. Staff moderate children's progress, drawing agreed conclusions on children's levels of achievement and any supports/challenges required.

Through the 'Early Years Collaborative - One Glasgow' we aim to work with parents/carers in improving their interactions with their child and developing a good, communicative relationship with them.

## **Comments and Complaints**

If you have a comment or complaint, please approach the Head Teacher in the first instance.

If the Head Teacher 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 email:

Phone 0141 287 5384

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

Customer Liaison Unit  
Education Services  
Glasgow City Council  
40 John Street  
GLASGOW  
G1

## Addresses and Contacts

Early Years Charging Team  
Glasgow City Council  
Centenary House  
100 Morrison Street  
Glasgow G5 8LN  
0141 287 4702

The 'Early Years Charging Policy' is available on request from the Nursery clerical staff.

Social Care and Social Work Improvement Scotland

Website: [www.scswis.com](http://www.scswis.com)

E-mail: [enquiries@scswis.com](mailto:enquiries@scswis.com)

Telephone: 0845 600 9527

Early Years Manager Mrs Linda McIlroy

Service Manager (North East): Ms Morag Gunion

Executive Director of Education: Mrs Maureen McKenna

Councillors: Gilbert Davidson (Scottish Labour Party)  
Bailie Catherine McMaster (Scottish Labour Party)  
Bailie Gerald Leonard (Scottish Labour Party)  
Grant Thoms (Scottish National Party)

Education Services  
Glasgow City Council  
40 John Street  
GLASGOW  
G1

Glasgow Life: Letting Section, phone 0141 302 2814/2815

**Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:**

- a. Before the commencement or during the course of the establishment year in question.
- b. In relation to subsequent establishment years.

