

# Educating our future



**Belhaven Nursery School**

handbook



Dear Parent or Guardian,

It is with great pleasure that I welcome you to Belhaven Nursery School. If this is your first experience of Nursery Education then I hope that this booklet is a helpful and informative guide to what both you and your child can expect.

I trust it will answer most of your questions, however please feel free to approach any staff member or myself, at any time, if you have any queries or concerns. Together with the staff, I look forward to a happy and harmonious relationship, in partnership, for the greater good of your child.

yours

*Gillian*

**Gillian M Carlin-Kulwicki**

Head Teacher

**Belhaven Nursery School**

54 Kelvinside Avenue

Glasgow G20 6PY

Tel: **0141 946 3169**

Fax: **0141 946 9731**

e-mail: [headteacher@belhaven-nursery.glasgow.sch.uk](mailto:headteacher@belhaven-nursery.glasgow.sch.uk)

Head Teacher	<b>Gillian M Carlin-Kulwicki</b> DCEACE FEIS
Team Leaders	Marie McIntosh NNEB Kelly Lennox BA HNC
Playroom Coordinators	Lucy Hazlett HNC Christina Wilson HNC PDA Elizabeth Shaw HNC
Child Development Officers	Tricia Morrison NNEB Gina Blair HNC Gillian Butler HNC Lisa Pearson SVQ3 Suzanne Irvine SVQ3 Gillian Goodwin SVQ3 Charlene Braden-Travers SVQ3 Ewa Said HNC Stephanie Moffat HNC Whitney Lawson HNC
Clerical Assistants	Christine Joss Janice MacLeod
Catering Assistants	Emma Gilligan Lesley Febers
Janitor	Donna Dragsnes
Cleaners	Linda McHugh Lorraine Fitzgerald

### **School Information**

#### **School Roll – agreed capacity school hours**

30 place morning session	8.30 – 11.40 a.m.
30 place afternoon session	12.50 – 4.00 p.m.
40 Full-time places	8.30 – 4.00 p.m.

The Head Teacher will endeavour to assist any parent with regard to flexibility of hours within the exigencies of the service.

# Enrolment

You are welcome to visit the school at any time with your child. Once your child has reached the age of two years you are entitled to place their name on the school waiting list.

You will be notified when a place becomes available at some time after your child's third birthday.

Admission to Belhaven Nursery School is in accordance with Glasgow City Council's Admission Policy as outlined below.

The Head Teacher is happy to explain further any aspect of the policy.

## Admission Policy Priorities

### Band 1

- Any child considered to be in need of protection
- Children with very young mothers
- Looked after children

### Band 2

Children referred by, or who have

- Attended Pre-Scat
- A Psychologist
- Have specific needs
- Deferred entry to primary school
- Families suffering acute stress

### Band 3

- Children in their Pre-school or Anti Pre-school year who are eligible for funding

### Band 4

- Any child who lives in Glasgow and has not been admitted under Bands 1,2,or 3.

### Band 5

- Children from out with the City of Glasgow

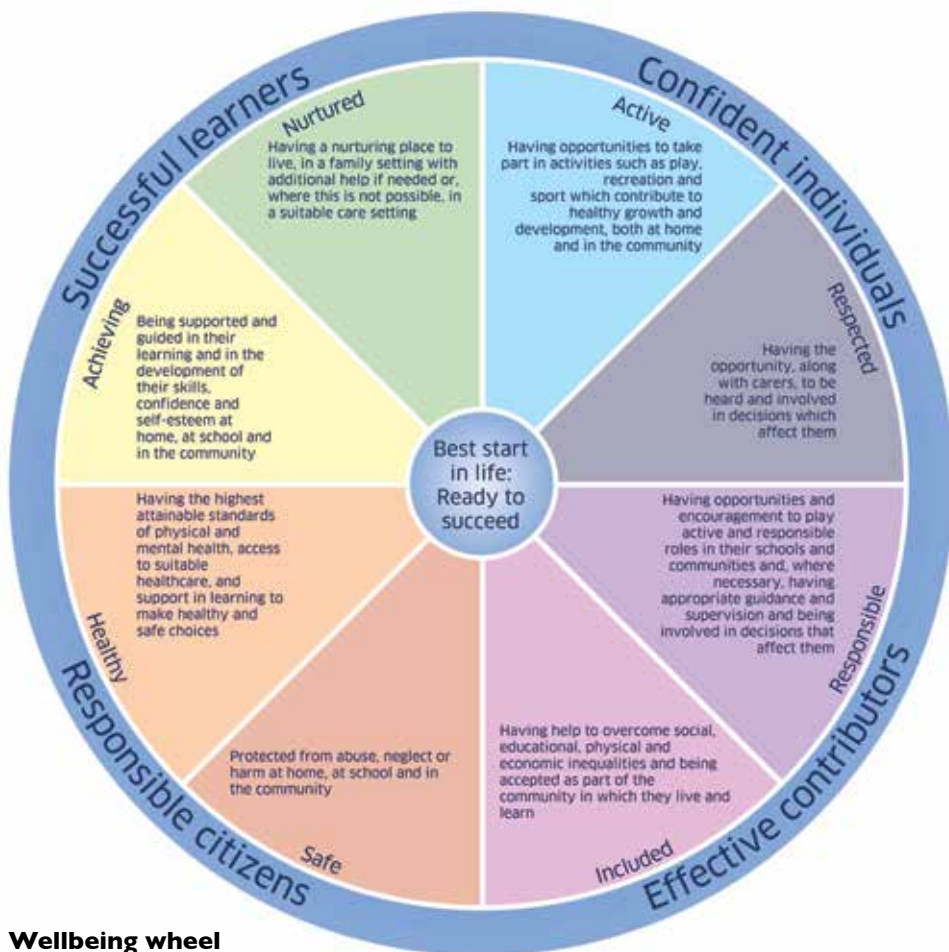
Where demand outweighs availability for places, the admissions panel will meet to prioritise and consider the application.

The admissions panel comprises of representatives from Early Years educational establishments in the area.



# GIRFEC - Getting it right for every child

The wellbeing of children is at the heart of Getting it right for every child. The approach uses eight areas of wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the 'four capacities', which are at the heart of the Curriculum for Excellence. The four capacities aim to enable every child and young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.



## Wellbeing wheel

These are the basic requirements for all children to grow and develop and reach their full potential. They are shown in the diagram (above) which we call the Wellbeing wheel.

Children progress differently, depending on their circumstances but every child has the right to expect appropriate support from adults to allow them to develop as fully as possible across each of the well-being Indicators.

All agencies in touch with children must play their part in making sure that they are healthy, achieving, nurtured, active, respected, responsible, included and, above all - safe.

# GIRFEC and the Named Person

GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support. It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

## **What Getting it Right for Every Child means:**

### **For children, young people and their families:**

- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They will feel confident about the help they are getting
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

### **For practitioners:**

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

If you would like to access support from the Named Person Service, please contact your Health Visitor.

# Educational Aims

Belhaven Nursery School is a co-educational and culturally diverse school. We aim to cater for the individual needs of your child in a bright, busy, secure, happy and stimulating environment – conducive to learning through play and exploration. This will support your child on their journey to be a successful learner, effective contributor, responsible citizen and a confident individual.

Using 'The Curriculum for Excellence' guidelines under the banner headings of **Health and Wellbeing, Literacy and Numeracy** the school aims to allow your child to develop in the following ways:

## **Literacy and English**

- Emphasis on the acquisition and further development of your child's language
- The need for clear communication skills
- The enabling of your child to express their needs
- Language specific to number, writing skills and preparatory reading skills
- Listening to language with enjoyment through stories, poetry and singing
- Developing listening skills to enable your child to carry out tasks
- Playroom activities planned specifically to include appropriate language
- Specific language used to illustrate the relevant theme or topic translated through role play
- Enjoy books
- Recognition of the written word
- Express feelings through role play, puppets and recall



## **Physical Wellbeing**

- Co-ordination and balance of the body
- Body awareness and the need for a healthy body
- Development of fine motor and manipulative skills
- Enjoying physical activities
- Expressive movement to music
- Co-operation with others in physical play
- Spatial awareness
- Safe use of tools and apparatus from scissors to soft play, outdoor play or energetic play
- Establishing laterality



## **Emotional Literacy and Social Wellbeing**

- Learning to be independent, confident and self assured
- Learning to share, work with others and take turns
- Developing consideration towards others
- Being able to articulate feelings and needs to both adults and peers

- Personal care, safety and independent dressing
- Express feelings and develop the ability to talk about them



### **Religious and Moral Education**

- The importance of cultural and religious festivals of others in the community
- Learning to share, play fair and care

### **Expressive Arts**

- Expression through pictures, paintings and models
- Listening and responding to music, rhymes and songs
- Making music
- Use of role play and puppetry
- Participation in singing time, including actions and movement
- Use of various media and techniques



### **Numeracy and Mathematics**

#### **Building on existing skills in the following areas:**

- Number
- Shape
- Pattern
- Colour



### **Sciences**

- Observation and problem solving
- Questioning, discussing and reasoning
- Use of senses
- Understanding physical properties
- Becoming fully familiar within the nursery setting and local environs

### **Technologies**

- Becoming familiar with computers and their uses
- Becoming familiar with the use of a digital camera
- Being aware of transportation within the environs
- Being aware of the purpose of a variety of tools



### **Social Studies**

- People and other living things
- Becoming familiar with a diversity of cultures
- Becoming familiar with people who work in the school and the community
- Care of living things
- Develop a love of natural beauty and a sense of wonder of the world

Through 'The Curriculum for Excellence', a broad based and integrated curriculum in this nursery school setting, we aim to assist your child's development with both life and educational skills. Through this play-based environment, after your child has completed their nursery education, their transition to your chosen primary school should be made seamless with ease and confidence.



# How your child will access the curriculum

We provide a wide variety of play materials and activities tuned to your child's needs through the following areas in the nursery school:

## **The Book Corner**

Storytelling is a medium through which the staff, all early years specialists, foster the enjoyment of books; understanding oneself and other people; the widening of general knowledge; the stimulation of wonder and curiosity; the development of concentration and listening skills and a motivation towards learning to read.

## **Sand and Water**

Helps develop physical skills; hand-eye co-ordination; manipulative dexterity skills; an opportunity to investigate natural materials, to be introduced to quantity and measurement observing their distinct qualities.

## **Creative**

Art, craft and painting help develop your child's creative skills and provide different media for expressing your child's thoughts

## **Play Dough**

This experience in malleable play affords the opportunity in manipulation and fine motor skills. These skills are essential to enable your child to use and hold a pencil with ease and proficiency, and to use and handle scissors with confidence.

## **Physical Apparatus**

Physical education activities are provided to focus your child's attention on precise ways of moving like running, jumping, stretching, rolling, sliding, crawling and climbing will serve to develop your child's overall co-ordination.

## **Jigsaws**

The skills acquired through the jigsaw table are many and varied, these being hand to eye co-ordination, manipulative, sequencing, recall reasoning and problem solving.





### **Imaginative Play**

This can take place in the house corner, dressing up area or any imaginative area created in the playroom. Fantasy play is important to your child's development and opportunities for dressing up and acting out real life and imaginary situations will be provided. The children's imaginative play can be extended and planned dramatisation with the use of puppets can lead to improved self-confidence, self-expression and use and fluency of language.

### **Music**

Singing, dancing, exploring sounds, making and using percussion instruments, listening to a variety of music will all help to stimulate your child's awareness and enjoyment of music, building your child's self confidence and self esteem.



### **Environmental Studies**

To create an awareness of the changing patterns of the day helping establish a concept of time. Looking at the changing seasons and variances in weather conditions. Encouraging your child to nurture and care for the environment by planting and growing flowers, fruit and vegetables. Highlighting the need for care of all living things.

### **Construction**

Through the use of small and large construction equipment your child's creation helps develop hand to eye co-ordination, reasoning skills, the way things fit together thus encompassing the development of a three-dimensional perspective and perception.



**We take every opportunity to continue to build on your child's existing skills from spreading their own toast to preparing lunch tables for the full-time children – in all areas of the nursery school playrooms the list of skills that can be acquired is not exhaustive.**

### **Outdoor Classroom**

Our outdoor play area is an extension of our playrooms. The government target time for outdoor play has become an established part of the school day.

# Themes and Topics

All the skill-based areas and the activities that take place within them are linked together by means of a thematic approach to the curriculum. Some areas are specific to one skill, while most areas are multi-skilled learning opportunities. The theme can take account of a season, a festival, a book, a profession or as part of the child's world. The theme is a useful vehicle that ensures that each area of the curriculum is being covered.

How a theme can contribute to activities across the curriculum:



# Settling-in Procedure



In general, and if necessary, to ease the trauma of settling into the nursery school for both parent and child, we enrol the children in small groups over a six week period. Parents can remain in the nursery with their child for the first week or longer, if necessary. Parents may enter the playrooms to join their child at play if this will assist their child to settle.



Your child will be allocated to an associated staff member for this settling in process giving both parent and child a sense of security and a close contact link in these initial stages of forming relationships. Each unit has a designated Playroom Coordinator who can advise on every aspect of nursery school life.

The staff aim to ensure that your child is shown the play opportunities available, the basic routines of the playroom and to instil the fine qualities of socialising, sharing and giving consideration to the other children.

## **The Daily Routine**

The daily routine includes a time for free choice, snack time, group activities and an opportunity for singing, music and out door play



## **Free Play**

Your child has access to every area in the nursery playroom. They can choose to play alone, with a friend or participate in a group situation. The choice of activity your child makes is from the planned structure of the day. Parents can see a complete account of the planning located in the entrance hall and is referred to in our fortnightly theme newsletter.

## **Snack Time**

This is a time for social interaction for your child with their peers and their specific member of staff. Milk is provided free and your weekly school fund contribution helps towards the cost of fruit, bread, cheese, jam and biscuits. Cartons of juice, are provided for children who do not drink milk – at cost price. Fresh drinking water is always available for the children in the playrooms.

## **Planned Learning Experience**

Specific activities are prepared for this time, thus ensuring that your child participates in a broad and balanced curriculum. This allows the staff to closely monitor and observe your child, and assists them in operating the assessment programme in an efficient and effective manner.

## **Singing/Music Time**

A wonderful opportunity for all the children to come together daily, to participate in an enjoyable, communal activity.

## **Tidy-up Time**

Your child is encouraged to participate in a group tidy-up time. This involves hanging up aprons, laying lunchtime tables, cleaning paints and easels, and general clearing up and care of equipment.

## **Assessment**

Assessment is part of the daily routine. It is ongoing and continuous. The assessment procedure highlights any strengths your child may have and in addition areas that require extra or specialist input can be addressed quickly and effectively.

This can allow for early intervention from specialist services such as Speech and Language Therapists, Educational Psychologist, Physiotherapists or Community Paediatrician. If there is a specific issue we will discuss this with you, and then only with your consent will we refer the matter to the appropriate professional or agency.



# General Information

## **How you can help.**

Your child arrives in nursery with experience, knowledge and a variety of skills developed in your home. You know your child better than we ever can and therefore, if you have any area of concern regarding your child, please do not hesitate to discuss this with us.

## **Complaints and Queries.**

If you are concerned or unhappy with any situation in the nursery school, or you wish to know the reason why we have any specific or set procedure, please feel free to approach a staff member or the Head Teacher. We are happy to assist you at any time with any query pertaining to your child or the school.

## **Appeals**

If you remain dissatisfied with the Head Teacher's response, then the issue can be further pursued at a higher level by contacting:

**Jim Wilson**

**Area Manager – North West.**

**Education Services**

**City Chambers East**

**40 John Street, Glasgow G1 1JL**

**Phone: 0141 287 5758 Fax: 0141 287 3795**



or

The Customer Liaison Unit can be contacted by telephone or e-mail who will:

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

Telephone: 0141 287 5384 E-mail: [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

## **Elected Members**

Martha Wardrop

Ken Andrew

Hanzala Malik

Your local Councillors can be contacted on 0141 287 2000

## **Regulatory Bodies**

There are regulatory bodies associated with many aspects of school life. These are The General teaching Council – suitability of teachers. The SCCC – Quality of care and premises and Her Majesty's Inspectorate of Education – Quality of educational input. These bodies can be contacted at the following

**GTC** Clerwood House, 96 Clermiston Road, Edinburgh EH12 6UT

T: 0131 314 6000 E: [gtcs@gtcs.org.uk](mailto:gtcs@gtcs.org.uk)

**Care Inspectorate - SCSWIS** Compass House, 11 Riverside Drive, Dundee DD1 4NY

T: 01382 207100 Care Inspectorate Enquiries: 0845 600 9527

E: [enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

**Education Scotland** Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA

T: 0141 282 5000 E: [enquiries@educationscotland.gov.uk](mailto:enquiries@educationscotland.gov.uk)

## **Weekly Contribution – School Fund**

Your weekly contribution enables us to provide a variety of quality fruit, biscuits, bread, variety of cheese and other consumables at snack time. Baking ingredients such as quality flour, sugar, icing sugar, stork, cake decorations, and ingredients for soup, pizza, stirfry, seasonal fruit salad and other such expendables such as flour, oil, and food colouring for fresh dough are purchased via this fund. Additionally the availability of breakfast every morning and the diversity of foodstuffs for our cultural festivals like Chinese New Year, Easter and Christmas. The School security/tagging system is an additional cost that has to be met by means of the school fund.

By having a school fund your contribution prevents the introduction of a charge for events like visiting theatre groups, magician and Christmas. Children attending full-time have a varied choice for their afternoon snack. Glasgow City Council levy an additional charge where appropriate i.e. children who have lunch and additional sessions.





### **Attendance**

It is helpful if parents could notify the school in the event of your child being ill or having a planned absence. This helps us monitor normal childhood ailments. If you no longer require your nursery school placement or if you are relocating please inform the Headteacher who will assist in transferring your child to another school in your locale.



### **Birthdays**

These are a major event in a young child's life. In order that there is no difference between the children, parents are asked to contribute £5.00 in the week before your child's birthday. The nursery staff will undertake to organise and provide a birthday party for your child with their group. The aforementioned cost will go towards covering the purchase of a cake, a present, a card and assorted party fayre. On the day of children's birthday, your child will ice and decorate or make their own cake for the party. You need provide nothing.



### **Fundraising**

Fundraising takes place twice in the academic year. We aim to make these enjoyable events for the children. We depend on the monies raised from these events to additionally finance our major festivals such as Christmas, Chinese New Year, Divali, Educational Excursions our end of term Graduation Ceremony and school equipment. These costs are not normally covered through local authority funding.



### **Students**

Throughout the year we participate in the training of students from various colleges and disciplines. These are Post-Graduate and B.Ed. Teaching Students, Child Care and Education Students, Speech and Language Therapy Students and Nursing Students. We also participate in work experience placements for secondary school pupils.



### **Lunch**

Lunch is only normally available for children who attend the nursery school on a full-time basis. Some children may be entitled to a free mid-day meal; this can be further discussed with the Head Teacher. We strive to give the children a varied choice, which encompasses diets for children whose meals are determined by medical or cultural directions.



### **Transport**

Outwith children who have a diagnosed specific need transport is not normally provided for children attending the nursery school.

### **Duty of Care**

In your absence we take the responsibility of your children seriously. Full procedures are in place with regard to Child Protection, Employment and Recruitment of staff under the corporate governance of Glasgow City Council.



### **Emergencies and Security Measures**

In order to ensure the safety of your child you will be required to provide a name, address and a telephone number of a responsible person who may be contacted in the event of an emergency. If for any reason the contact person has to be changed the Head Teacher must be informed immediately.

It is a parental responsibility to ensure that a responsible adult takes children to and from school. If there has to be any change with the normal daily arrangements please inform the Head Teacher.



### **Medical and Health Care**

It is crucial that full details of your child's medical history are provided when completing admission forms. This ensures that staff are as well prepared as possible in the event of any medical emergency which may arise.

If your child becomes unwell or has an accident whilst attending school every attempt will be made to inform you. If the illness or accident is of a serious nature, your child will be taken to Yorkhill Hospital for Sick Children's Accident and Emergency Unit; simultaneously you will be contacted and advised to join your child at the hospital.

Should your child require medication whilst attending school, the Head Teacher and staff in Belhaven Nursery School will administer said medication upon written consent from the parent and written instructions from the child's doctor.

The staff regularly undergo training for the administration of an epi-pen for children who may suffer from severe allergic reactions.

Outwith these procedures the Head Teacher will always seek advice from the Education Department and the Community Medical Specialist with regard to any specific medication for a child.

We strive to be totally inclusive for all children with regard to health issues.







## **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.



## **Parents' Council**

The Parent Council aims to meet around three times each academic year. The constitution of this group is located on the Parent Council notice board at the front door. The group is not a fundraising group although it is the Finance Committee. If you are interested in playing a fuller role within the life of the school please see the Head Teacher.



## **Data Protection Act 1998**

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



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

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



- a) The provision, cost and standard of its service
- b) Factual information or decision-making
- c) The reasons for decisions made by it

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



2005, any person who makes a request for information must be provided with it, subject to certain conditions.

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

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



### **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 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.





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

The school has a duty to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of 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 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.



### **Clothing**

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

- o potentially, encourage faction (such as football colours)
- o could cause offence (such as anti-religious symbolism or political slogans)
- o could cause health and safety difficulties, such as loose fitting clothing, dangling earrings
- o carry advertising, particularly for alcohol or tobacco
- o 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 establishment. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.



### **Meals**

If your child attends nursery school full time then children and young people of parents/carers receiving Income Support, income-



based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420) and Child Tax Credit only (where income is less than £16,105\*) are entitled to a free midday meal. Information and application forms for free establishment meals may be obtained from establishments and from Grants Section at Education Services headquarters.

\*Income amount effective from 1 April 2011 and may be changed by Department of Work and Pensions.



## **CHILD WELFARE & SAFETY and CHILD PROTECTION**

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/young people have a clear understanding of the difference between appropriate and in appropriate 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/young person's establishment.



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

- Ensuring that children and young people 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 and young people



Should any member of staff have concerns regarding the welfare or safety of any child or young person they must report these concerns to the head of the establishment. The Head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any child or young person must then immediately advise social work services of these concerns.

#### Privacy Statement for Inclusion in School Handbooks/Websites

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (1998). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.

For further information please see our full privacy statement at [www.glasgow.gov.uk/index.aspx?articleid=2895](http://www.glasgow.gov.uk/index.aspx?articleid=2895).

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

- o before the commencement or during the course of the establishment year in question;
- o in relation to subsequent establishment years.

**Maureen McKenna - Executive Director of Education**

**Education Services**

**City Chambers East**

**40 John Street, Glasgow G1 1JL**

**Phone: 0141 287 5758**

**Fax: 0141 287 3795**



# Going to School

When the time approaches for your child to enrol for primary school, we will inform you of the arrangements at local primary schools. This normally occurs in late January or early February of each year.

We have close links with some of the following primary schools and their Head Teachers:

Dunard Primary:

Ms Annemarie Connelly

Hillhead Primary:

Mr Francis Donaghy

Kelvindale Primary:

Barbara Matheson

Highpark Primary:

Wilma O'Donovan

St Charles Primary:

Ms Elaine Ross

St Mary's Primary:

Ms Madeline McGeachie

Parkview Primary:

Ms Catherine Harte

Cadder Primary:

Mairi Baker

St Cuthberts:

Ryan Dalaney

Caldercuilt Primary:

Rachel Binnie

These are all associated primary schools, however unlike nursery schools; admission to any primary school is by living in the defined catchment area or by submission of a placing request.

## Late Collection of Children

Although we try to be as flexible as possible it would be helpful if parents could ensure that their children are uplifted at the correct time. This not only assists staff, they have a very tight schedule for preparing the playrooms for the next session, but also for your child who can become very anxious if left later.

However any parent who is experiencing difficulties should feel free to approach the Head Teacher who will endeavour, where possible, to accommodate both parental and child's needs.

54 Kelvinside Avenue  
Glasgow G20 6PY

Tel: **0141 946 3169**

Fax: **0141 946 9731**

e-mail: [headteacher@belhaven-nursery.glasgow.sch.uk](mailto:headteacher@belhaven-nursery.glasgow.sch.uk)

**Belhaven Nursery School**

handbook

