

# Larkfield Children's Centre



Handbook 2017

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Dear Parents/Carers,

Welcome to Larkfield Children's Centre. I hope you will find the centre's handbook informative and helpful. This will give you all the information you will need to know about us as you settle into the centre.

We want you to feel welcome and hope you find the centre a safe and happy place to be where everyone is valued, respected and included. Please come in and get to know us. We work hard to promote effective partnership with parents and want you to be involved in your child's learning.

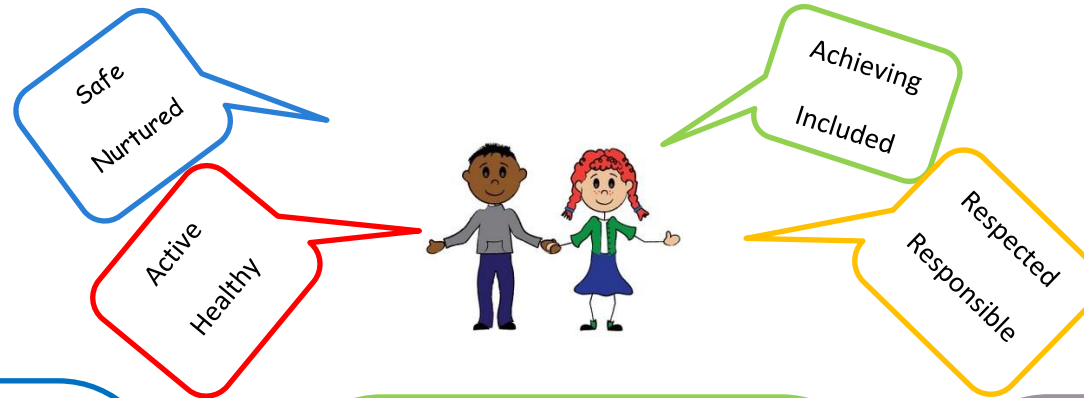
The children are encouraged to develop a positive attitude to learning, making choices and gaining the confidence to tackle challenges, but most of all to have fun while they play and learn.

If you have any concerns or questions regarding your child's learning, development or progress please do not hesitate to speak to me or any member of the staff team.

We look forward to getting to know you and your child and hope you enjoy your experience at Larkfield Children's Centre.

Theresa McGoldrick  
Head of Centre

## Our Visions, Values, and Aims in Getting It Right for Every Child



### Visions

- Promote a high quality caring and educating service that enables each child to become a Successful Learner, Effective Contributor, Responsible Citizen and Confident Individual to enable them to develop their skills for life and work.
- To provide the best possible support and guidance to all our families within our service.
- To aspire to work in partnership with parents and carers and involve them in their child's learning.
- To provide fun and relevant learning experiences both indoors and outdoors.

### Values

- To promote all round respect where children, staff and parents respect and value each other.
- To ensure all stakeholders are accepted, included and their views and opinions are listened to and valued.
- To respect trust and confidentiality.

### Aims

- Aspiring to work in partnership with parents and carers to involve them in their child's learning.
- Promoting a high quality service that enables each individual to reach their full potential.
- Providing the best possible support and guidance to all our families within our service.
- Providing a safe and secure environment for all our children and families.
- Providing a stimulated and motivated environment where all our children are engaged in their learning to develop skills for life and work

## Meet the Staff Team

The staff in the centre who work with the children are all highly qualified professionals, have their PVG and are registered with the Scottish Social Services Council.

### Senior Management Team

Theresa McGoldrick	Head of Centre
Mo McKinley	Depute Head of Centre
Mary Balfe	Senior EYECO
Janet Gregson	Family Support Worker

### Staff in the 3-5 Room

Joan MacLeod	Early Years Education & Childcare Officer
Jenna Dooley	Early Years Education & Childcare Officer
Emma Henderson	Early Years Education & Childcare Officer
Roslynn Alexander	Early Years Education & Childcare Officer

### Staff in the 2-3 Room

Claire Brown	Early Years Education & Childcare Officer
Emma Love	Early Years Education & Childcare Officer
Muriel McKenzie	Early Years Education & Childcare Officer
Mary Balfe	Senior EYECO

### Staff in the 0-2 Room

Alison McFarlane	Early Years Education & Childcare Officer
Karen Thompson	Early Years Education & Childcare Officer

Barbara Hasler	Clerical Assistant
Jean Wyatt	Caretaker/Cleaner

### Early Years Support Assistants

Brenda McFarlane	3-5 room[AM]
Claire Wallace	3-5 room[PM]
Mary Gallacher	0-3 room

## General Information

Larkfield Children's Centre

Westmorland Road

Greenock

PA16 0TS

Tel: 01475 715759

Website: <http://larkfield.inverclyde.sch.uk/>

Twitter feed: @LarkfieldCC

### Our Service

Larkfield Children's Centre is a non-denominational centre and provides care and education for children from birth until they start primary school. The centre offers a service for children aged 0-5 in our 3 playrooms. The 0-2 room caters for a maximum of 6 children at any one time, the 2-3 room caters for a maximum of 15 children at any one time and the 3-5 room caters for a maximum of 24 children at any one time. In line with the Care Inspectorate guidelines we must adhere to the following staff/child ratios:

0-2 room - 1:3

2-3 room - 1:5

3-5 room - 1:8

The centre is opened Monday to Friday 50 weeks in the year 8am - 5pm.

Morning session                      8.45-11.55

Afternoon session                    12.30-3.40

### Wrapround

The centre offers a wrapround service for parents who are in employment, training or education. Please speak to a member of the Senior Management Team if you would like details of charges or any further information.

## School Holidays

### 2016-2017 session

Return Date - Thursday 5<sup>th</sup> January 2017

Schools Close - Friday 3<sup>rd</sup> February 2017

Mid term Monday - 6<sup>th</sup> February 2017

Mid Term Tuesday - 7<sup>th</sup> February 2017

In service day - Wednesday 8<sup>th</sup> February 2017

Return date for pupils - Thursday 9<sup>th</sup> February 2017

Good Friday - Friday 14<sup>th</sup> April 2017

Easter Monday - Monday 17<sup>th</sup> April 2017

Easter Holiday -Friday 31<sup>st</sup> March 2017 to Tuesday 18<sup>th</sup>

April 2017 inclusive

Return date for pupils - Wednesday 18<sup>th</sup> April 2017

May Day - Monday 1<sup>st</sup> May 2017

Schools Close - Thursday 25<sup>th</sup> May 2017

Local Holiday - Friday 26<sup>th</sup> May 2017

Local Holiday-Monday 29<sup>th</sup> May 2017

In service day - Tuesday 30<sup>th</sup> May 2017

Return date fro pupils - Wednesday 31<sup>st</sup> May 2017

Schools Close - Thursday 29<sup>th</sup> June 2017

Return date for teachers - Tuesday 15 August 2017

In service day - Tuesday 15 August 2017

In service day - Wednesday 16 August 2017

Return date for pupils - Thursday 17 August 2017

Schools close - Friday 01 September 2017

Local holiday - Monday 04 September 2017

Return date for teachers - Tuesday 05 September 2017

Return date for pupils - Tuesday 05 September 2017

Schools close - Friday 13 October 2017

First mid-term - Monday 16 October 2017 - Friday 20 October 2017 (inclusive)

Inservice day - Monday 23 October 2017

Return date for teachers - Monday 23 October 2017

Return date for pupils - Tuesday 24 October 2017

Schools close - Wednesday 20 December 2017

Christmas holiday - Thursday 21 December 2017 -

Wednesday 03 January 2018 (inclusive)

Return date for teachers - Thursday 04 January 2018

Return date for pupils - Thursday 04 January 2018

Schools close - Friday 09 February 2018

Second mid-term - Monday 12 February 2018 -

Tuesday 13 February 2018 (inclusive)

Inservice day - Wednesday 14 February 2018

Return date for teachers - Wednesday 14 February 2018

Return date for pupils - Thursday 15 February 2018

Schools close - Thursday 29 March 2018

Good Friday - Friday 30 March 2018

Easter Monday - Monday 02 April 2018

Easter holiday - Monday 03 April 2018 - Monday 16 April 2018 (inclusive)

Return date for teachers - Tuesday 17 April 2018

Return date for Pupils - Tuesday 17 April 2018

Schools close - Thursday 24 May 2018

May holiday - Friday 25 May 2018 - Monday 28 May 2018 (inclusive)

Inservice day - Tuesday 29 May 2018

Return date for teachers - Tuesday 29 May 2018

Return date for pupils - Wednesday 30 May 2018

Schools close - Thursday 28 June 2018

Summer Holiday - Friday 29 June 2018 - to be confirmed

## Admissions Policy

Inverclyde Council is committed to the delivery of flexible high quality early learning and childcare. The admission policy ensures that places are allocated fairly and transparently. Children are entitled to 600 hours of nursery education. The following table is the intakes for nursery for the year 2017/18

Children who are 3 years of age between	Admission Intake	2 Year old children who meet the qualifying benefit criteria	Admission date (during the month of)
1 <sup>st</sup> March-31 <sup>st</sup> August	August intake	1 <sup>st</sup> March-31 <sup>st</sup> August	August intake
1 <sup>st</sup> September-31 <sup>st</sup> December	January intake	1 <sup>st</sup> September-31 <sup>st</sup> December	January intake
1 <sup>st</sup> January-Last day in February	April intake	1 <sup>st</sup> January-Last day in February	April intake

### Applying for a place

Once an Early Years application form has been completed and handed into the centre a child's name may be placed on our NAMS system at the age of 2 years. You must provide your child's birth certificate and proof of address when applying for a place. The information contained in the applications will be considered by the admissions panel to assist the allocation of places. Please note that the length of time a child's name has been on the system will not affect the child's priority for admission. If circumstances change which affect the application you should speak to a member of the Senior Management Team.

### Enrolment procedures/Open Day

If your child's application is successful, you will be notified by letter. Once you have accepted the place you will be given a date for you and your child to come for a visit. This is an opportunity for your child to see round the nursery, meet their key worker, all the staff and fill out appropriate forms. If you are a working parent we will be happy for the child's carer to accompany him/her on this visit. On this day you will be told your child's start date and time.



## Getting to know us

### Your child's first day- settling in

The staff are aware that this may be your child's first experience of separation from you and can be difficult for you and your child. To help make this a little easier we ask parents to spend approximately one hour with their child on their first day. If you are unable to stay in the first day, maybe there is someone else such as an aunt, uncle, grandparents or close friend who will help to settle your child in. All children settle in at their own pace so don't worry if it takes a while for your child to settle. Once your child is happy and settled, you can leave knowing that your child is in safe hands.

### Emergency Contact

Please keep us informed of any changes of address, telephone number or emergency contact so that our records are kept up to date.

If your child becomes unwell during the nursery day we will inform you by telephone.

If hospital treatment is required, then the parents or agreed emergency contact will be informed. The child will be taken to hospital. If neither is available Senior Management will assume responsibility for medical treatment.

### Arrival and Collection of Children

Children arrive between 8.45-9am for the morning session and 12.30-12.45pm for the afternoon session. It is expected that a responsible adult aged 16 or over will bring your child to the nursery and collect them at the end of the session. In the interest of your child's safety you should inform the Head of Centre or key worker if your child is to be collected by someone not known to the centre staff. On arrival the adult must sign your child in and sign them out upon collecting your child. Please ask a member of staff if you are unsure where the signing in/out sheets is.

### Security

The centre operates a security system at all times. Please press the buzzer and a member of staff will open the door for you. We ask that you do not open the front door at any time. The staff are responsible for this.

### Health and Safety

Health and Safety is always at the forefront of our practice. We continually risk assess the centre to ensure children and adults are in a safe and secure environment. All playrooms have been risk assessed and these are displayed in the individual playrooms. When going on outings we also ensure the location has been risk assessed. If you have any concerns about anything regarding health and safety in the centre please speak to a member of the senior management team.

### Snack fund

Children are offered a snack every day at nursery with the emphasis being on Healthy Eating. The children have a choice of milk or water to drink. A selection of fruit and healthy snacks will be available. We ask for a voluntary donation £2.00. This will go towards snack, birthday treats, and outings.

## Getting to know us continued

### Sickness/Absence

If your child is going to be absent from nursery a parent/carer should phone in that day to let staff know. It is our policy that when children are absent from their sessions staff will contact the parent/carer to find out why the child is absent.

A 'Guide to Preventing the Spread of Infection' leaflet is included in the enrolment pack. Please make sure you read this as it provides important information on different illnesses. If you would like another copy please ask.

If a parent/carer has any concerns they should speak to the child's key worker or a member of the Senior Management Team.



### Visits by medical staff

The nursery takes part in the tooth brushing programme run by the Greater Glasgow Health Board. We also take part in Dental Screening. Eye screening is carried out in the centre in your child's pre-school year. Parents must complete a parental consent form for their child to participate in the eye screening programme.



### Administration of Medication

If at any time your child requires medication which has to be administered during their time at nursery please let a member of staff know. Before any medication can be administered a parent/carer must complete the relevant paperwork and discuss this with staff or senior management.

PLEASE NOTE WE CAN ONLY ADMINISTER MEDICATION WHICH HAS BEEN PRESCRIBED BY A GP



## Clothing

We ask that children are dressed in suitable clothes when coming to nursery. Children often take part in messy activities, so it is wise not to dress them in their best clothes. We try to make sure they wear aprons but accidents do happen. Please also ensure that your child has suitable outdoor clothing for going out on trips or outdoor play. It would be helpful if your child's coat etc. is clearly marked with their name. Sweatshirts and polo shirts, with the nursery logo embroidered on them can be purchased from Smiths Sportswear in Westblackhall Street Greenock.

**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, or clothing made from flammable material for example shell suits in practical activities
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

The Council is concerned at the level of claims being received regarding the loss of children's clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents 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.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing



## Parental Partnership

Working in partnership with parents is crucial in the life of the centre. There are many ways parents can help out such as

- parent's group
- Eco Group
- Fundraising
- Progress evenings
- Information/curriculum evenings
- sharing your skills within the playroom
- Self evaluation chats



In recognising the parent as the prime educator we will endeavour to involve you in all aspects of the life of the centre. Please read any newsletters and letters handed out and keep an eye on our notice boards to keep up to date with what is going on in the centre.

The Scottish Schools [Parental Involvement] Act 2006 recognises the vital role parent's play in supporting and involving parents in children's education and the life of the school. The Act aims to

- promote learning at home
- improve home/school partnership
- promote parental involvement



If you would like to read more on the Act, here is the link to the website

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parent zone <http://www.parentzone.org.uk/>

Inverclyde Council Education and social Care Service Parental Involvement Strategy [www.inverclyde.gov.uk](http://www.inverclyde.gov.uk)

### Reporting to Parents

Reporting to parents is an important part of involving parents/ carers in their child's learning and development. Staff report to parents in various ways both formally and informally. Talking and Thinking Floor books, individual profiles, children's work and wall displays are always available for parents/ carers see examples of their child's learning and development. Progress and Information Evenings are held throughout the year to discuss your child's progress, development and achievement. Staff are also available at the beginning and end of each session for informal chats. Time can be set aside if you wish to speak to staff or a member of the senior management team.

### Family Support

The Family Support worker supports parents of children attending the Centre and wider community offering 1-1 support in the child's own home or helping parent's access appropriate services to support their child. The Family Support Worker has established a parent and toddler group called 'Wean's World' which meets twice per week. This group is held in the local tenant's hall. It is very well attended by younger siblings of children attending the nursery and by parents in the wider community. If you need any further information on our family support services please speak to a member of the Senior Management Team or Janet our Family Support Worker.

BookBug sessions are held after the sessions 11.00-11.30 a.m.

### No Smoking Policy

Inverclyde Council operates a No Smoking Policy in all establishments. Smoking is not permitted in any areas of the nursery



### Improvements/Achievements

For information on our improvements, achievement and success from the previous year and how we intend to improve in year 2016-2017 please see our improvement plan and our Standards and Quality Report 2015-2016. These are displayed in the corridor outside the playrooms. The documents we use to benchmark our service against "How good is our early learning and childcare" and The National Care Standards.



### Policies and Procedures

As we are a local authority establishment we are obligated to follow Inverclyde Council Policies, Standard Circulars and Education Safety Standards. These are located in the office. Please ask if you wish to see them.

The centre also has a range of policies and procedures which we follow to ensure best practice and a quality service is offered. A policy and procedures folder is located in each playroom and at the front door. Please feel free to read these and if you have any questions or suggestions please ask.

## Our Curriculum

We aim to offer a broad and balance curriculum in line with 'A Curriculum for Excellence', 'Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families and Building the Ambition

The purpose of the curriculum for excellence is to improve the learning, attainment and achievement of children and young people in Scotland. It is important to ensure that children and young people are acquiring the full range of skills and abilities relevant to growing, living and working in the contemporary world. Curriculum for Excellence aims to ensure that they will enjoy greater choice and opportunity to help realise their individual talents.

### **The Curriculum for Excellence has four capacities**

Successful learners

Confident individuals

Responsible citizens

Effective contributors

### **It is divided into nine curricular areas**

- Health and Wellbeing
- Social Studies
- Technologies
- Mathematics
- Literacy and English
- Science
- Expressive Arts
- Religious and Moral Education
- Languages



Through careful planning and observation we will support your child's learning and development. As parents, we will involve you in each stage of your child's learning.

## Pre Birth to Three-Building the Ambition

In the 0-3 room our planning is individual to each child and it focuses on what stage they are at in their own development. We base our planning on the Pre-Birth-Three: Positive Outcomes for Scotland's Children and Families and Building the Ambition. We also embed *Getting it Right for Every Child* in our practice.

The four key principles of the Pre-Birth-3 are:

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

Nine features have been identified to put the key principles into practice.

These are

- Role of the adult
- Attachment
- Transitions
- Observation, assessment
- Planning
- Partnership working
- Health and wellbeing
- Literacy and numeracy
- Play environment

## Building the Ambition

### Wellbeing

I can attempt to wash and dry my hands.



### Promoting curiosity, creativity and inquiry

I can use fingers to explore a range of materials.



### Communication

I can listen to a simple story.



## Planning for Children's Learning

### 0-3 Room

Planning is essential in order that we provide quality care for the children. To ensure this is effective we use various guidelines and frameworks. Our flexible and individualised planning gives lots of opportunities for play, and is directed to the child's interest and individual needs and stage of development.

### Assessment

'Assessment should be an integral part of the daily routine in the early years setting. It occurs as adults listen, watch and interact with a child or group of children.'

'The purpose of assessment is to provide useful information about children's learning and development. This is gathered from staff, parents, multi-agency professionals and the child, and which will be helpful in forming future planning.' Assessment is for learning (2005).

Staff gathers information about the children from parent's, by spending time with them, listening, observing and interacting with them. This information is recorded in different ways and is used to build up a record of your child's progress and achievements which is transferred into each child's individual profile. We also use this information to plan how to take their learning forward. Profiles can be accessed outside the playroom and are labelled with your child's name and photograph. Please feel free to look at your child's profile at any time and speak to staff if you have any questions.

The staff in 3-5 room complete a My Nursery to Primary 1 Progress Record for children going to school and a copy of this is transferred to your child's primary school.

### 3-5 Room

Working alongside a Curriculum for Excellence the 3-5 room use Talking and Thinking Floor books with the children. The purpose of this is to provide opportunities for the children to become more involved and actively engaged in the whole planning process. This begins with the children being asked what they want to learn about. The children and the staff then agree on a topic and learning activities are planned to tie in with this topic. Staff are consistently consulting with and observing the children during activities. During the topic all of the information gathered by the children and staff is recorded on the observation sheets. Staff then uses Curriculum for Excellence to link this information to learning outcomes and success criteria to further children's learning and development and plan next steps. Once a topic is finished staff then writes a learning story for each child. This will give an overall picture of what the child has learned during the topic. Once completed the learning story is shared with the child and their parents and then transferred into their individual profile.

This process is reviewed regularly to ensure a quality curriculum programme is offered to all the children.





### Transition

The key to effective transition is effective communication between each playroom, the early year's establishment, school and parents. The transition process will begin early in the child's placement, the pre-school year and continue into early primary 1. Children are normally transfer to school between the ages of 4 and half and 5 years, although this may be negotiated in exceptional circumstances. Information on registration for a nursery place and enrolment to school will be in the local press early January.

### Links with Primary School

We have strong links with our feeder primary schools and cluster schools. We encourage the primary 1 teacher to visit the nursery to get to know the children before they start primary 1. A member of the nursery staff attends induction days and also attends the school on the first day of term



### The Centre and the Community

We have very good links with the community such as:

- Larkfield Tenants Association
- Local library
- Other early years establishments/Primary/Secondary schools
- Colleges/Universities
- Police/fire services/community wardens
- Go on visits to the local Parks/shops
- We take part in Port Glasgow Bulb show
- Christmas singing in the care home
- Fundraise for charity



## Support for Children

### [a] the authority's policy in relation to provision for additional support needs

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

### [b]the arrangement made by the authority in making appropriate arrangements for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified,

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps.

### [c] the other opportunities available under this act for the identification of children and young person who-

#### a) have additional support needs,

Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service or other partner agencies make children known to Education Services. Other additional support needs may be identified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

#### b)require, or would require, a co-ordinated support plan

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan. The co-ordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

#### c) the role of parents, children and young person in the arrangements referred to in paragraph [b]

You have the right to ask the education authority to establish whether your child needs a co-ordinated support plan. Your child can make this request them, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

d) the mediation services provided

Inverclyde's mediation service can be accessed by contacting Angela Edwards, Head of Inclusive Education, Culture and Corporate Policy at the address below

e) the officer or officers of the authority from whom parents of children having additional support needs, and young person's having such needs, can obtain advice and further information about provision for such needs,

For further advice please telephone 01475 712842

Or write to:

Education Services

105 Dalrymple Street

GREENOCK, PA15 1HU

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

[a] 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;

[b] Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and  
© Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

[www.enquire.org.uk](http://www.enquire.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

[www.scis.org.uk](http://www.scis.org.uk)

### **Promoting Positive Behaviour**

We aim to promote positive behaviour in the nursery by encouraging children to respect one another, be tolerant, to share and to negotiate with others. All staff is consistent and fair in handling children's behaviour. If staff is concerned about a child's behaviour, they will inform the parent and work with and support them to resolve the problem.

### **Other Important Information**

### **Information in Emergencies**

We make every effort to maintain a full educational service however on some occasions circumstances arise which lead to disruption. For example establishments may be affected by severe weather, power failure, difficulties of fuel supply etc. In such cases we shall do all we can to keep you informed.

In the event of an emergency where we have to leave the building and it is unsafe to return, all children and staff will be evacuated to St. Andrew's Primary School. A member of staff will contact you by phone or inform you upon arrival at the nursery entrance.

### **Child Protection**

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Strathclyde Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

### **Equality**

Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices.

We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be given right, where everyone is valued and treated with respect

### **Data Protection Act 1998**

Information on children, parents and guardian 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.

## Suggestions/ Complaints

We are always seeking ways to maintain and improve our service. If you have any suggestions or complaints to make about the service please speak to the Senior Management Team or your child's keyworker in the first instance. If you wish to make a formal complaint you can do so in writing to any of the addresses below.

### Useful Addresses

You may wish to be aware of the following names, addresses and telephone numbers:

Corporate Director Education, Communities & Organisational Development  
105 Dalrymple Street  
Greenock  
PA15 1UH  
Tel: 01475 712761

Care Inspectorate  
Regional Office  
4<sup>th</sup> Floor  
1 Smithhills Street  
Paisley  
PA1 1EB  
Tel: 0141 8435320

Linda Wilkie  
Early Years QIO  
105 Dalrymple Street  
Greenock  
PA14 1HT  
Tel: 01475 712892

Theresa McGoldrick  
Head of Centre  
Larkfield Children's Centre  
Westmorland Road  
Greenock  
PA16 0TS  
Tel: 01475 715759

Councillor Terry Loughran  
Convener-Education and  
Communities Committee  
Contact Details: 01475 712020  
E-mail:  
[terry.loughran@inverclyde.gov.uk](mailto:terry.loughran@inverclyde.gov.uk)

Councillor Gerry Dorrian  
Ward: Inverclyde South West  
Contact Details: 01475 712020  
E-mail:  
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Police Scotland 101

Although this information is correct at time of presenting, there could be changes affecting

any of the matters dealt with in the document -

- a) before the commencement or during the course of the school year in question.
- b) in relation to subsequent years.