

Riverbank Primary School

Nursery Class



Nursery Handbook

2025/2026



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Section One: Introduction



Welcome to Riverbank Primary Nursery Class.

Riverbank Primary Nursery Class is situated within the confines of the primary school and has a separate entrance via the main entrance to the hub and fenced outdoor play area and garden.

At Riverbank Nursery Class we strive to meet the needs of all our children and families. Our pledge for education is to:

- Continuously strive to develop learning and teaching
- Raise achievement and realising potential for all
- Build the capacity for lifelong learning
- Work with our community for a better future for all
- Talk, listen and learn together
- Work together to create and celebrate success
- Respect the dignity and value of all

Non-Denominational Policy of the Nursery

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

Our Equal Opportunities Policy

All pre-five services should reflect the council's equal opportunities policy and be anti-racist, anti-sexist, and multi-cultural and recognise the rights of both men and women to work or to care for children. Provision should take account of the needs of children with disabilities or chronic illnesses. These principles are reflected in the criteria used to admit children to nursery and in the curriculum of all the establishments.

Section Two: Establishment Aims



Developed by and shared with staff, learners, parents/carers and those with whom the school/centre works in partnership. We all agree that Riverbank Primary School and Nursery Class will be a dynamic place where everybody believes in the opportunity to learn.

Our Vision:

We aim to provide a nurturing, stimulating and rewarding environment where, through a balanced curriculum, excellent teaching and learning and a caring community, each individual's abilities, talents and skills can be developed in order to achieve their full potential.

Our school is a place where happy memories are made. Each child is safe, cared for and learns to care for others; is valued for being themselves; is supported in learning to make the right decisions and challenged to be the best they can be. This vision is underpinned by our shared 'Riverbank Values'

Our Values:

R- Respect

P- Play

S-Safe

N-Nurture

C-Caring

Our Aims:

- To enable our children to reach their maximum potential educationally, socially, and emotionally in a safe, happy, secure mutually respectful and trusting environment thus encouraging them to be confident individuals
- To foster independence, resilience and the development of positive attitudes in order to 'Get it Right for Every Child' to ensure our children feel accepted and valued.
- Provide skills, confidence and support to embrace challenge through providing experiences which enable and encourage our children to be successful and reflective learners.
- To strive to create and maintain positive partnership with parents, carers and the whole school community where each plays a vital role in the development of our children's moral and social values in order that they become responsible citizens.
- Provide learners with a broad curriculum to foster lifelong knowledge and skills for a world of work and beyond.
- Foster an ethos of achievement and attainment for all within and beyond the school community, celebrating personal achievements and providing successful learning experiences to engage and challenge all.

Section Three: General Information

Names and Job Titles of Our Staff Members.

Below is a list of staff at the nursery and details of our regular opening hours.

Head of Establishment -	Mrs Helen Paterson
Depute Head Teacher -	Mrs Roberta McAvoy

Staff

Job Title

Miss Amy Brown (FT)	Principal Lead Early Learning Practitioner
Miss Jillian Hogan (FT)	Principal Lead Early Learning Practitioner
Miss Valerie Newbigging (FT)	Lead Early Learning Practitioner
Mrs Arlene Cameron (TT)	Early Learning Key Worker
Mrs Lorraine Gilmour (TT)	Early Learning Key Worker (17.5 hours)
Mrs Claire McIlroy (TT)	Early Learning Support Worker
Miss Ashley Smith (FT)	Early Learning Key Worker
Ms Angela Armstrong (FT)	Early Learning Key Worker
Mrs Nahid Khan (FT)	Early Learning Support Worker
Miss Kirsty Houston (FT)	Early Learning Support Worker
Miss Morgan Harper (FT)	Early Learning Support Worker

As we are an establishment who offer a mixed model of term time and full time for our children, we have staff who work term time and staff who work full time with annual leave at times that suit the nursery. Staff with a TT next to their name work term time and will be off within the school holidays and staff with FT next to their name will work full time and have annual leave at different times of the year.

Other Professionals

From time to time, we work with other professionals who may visit the nursery on a regular basis; Pre-5 Support for Learning Staff, Speech and Language Therapists, Educational Psychologist and the Public Health Nurse.

Students

Occasionally we take part in the training of students from different types of educational establishments. These students are either on work experience from school or in placement to gain practical hands-on experience of working with children while they study to gain their qualification.

Address: Riverbank Primary School Nursery Class
Paddock Street
Coatbridge

Telephone: Nursery Playroom- 01236 632226 Main School Office- 01237 794894

Twitter: @RiverbankNC

E-mail address enquiries-at-riverbank@northlan.org.uk



Nursery Hours

In our nursery we can accommodate a maximum of 32 children for the AM session, 32 children for the PM session and 24 children for the term time session. We accommodate children aged 3 to 5 years per session, with a ratio of 1 adult to 8 children.

The nursery is open between the hours of 8am and 6pm.

All children who attend are entitled to 1140 hours per year. Children who attend the AM/PM session are entitled to this provision over 48 weeks of the year and children who attend term time sessions are entitled to this provision over 38 weeks of the year (normal school holidays apply).

The start of the session is an exciting time where we welcome each other, look out for our friends and share news. It would be great to see all the children arrive for the start of their session time and stay until their session is finished. We do recognise that sometimes it may not be possible, and we are here to fully support the needs of our families, just let staff know what time your child will be arriving or getting collected at.

Thank you for your support.

Hours of Opening:	Morning Session	8:00am– 12:45pm
	Afternoon Session	1:15pm – 6:00pm
	Term Time Session	8:45am – 2:45pm

School and Nursery Holidays – Term Time Children

August 2025

- Tuesday 12 August 2025 (Return date for teachers & in-service day)
- Wednesday 13 August 2025 (In-service day)
- Thursday 14 August 2025 (Return date for pupils)

September 2025

- Friday 26 September and Monday 29 September 2025 (September weekend holiday)

October 2025

- Monday 13 to Friday 17 October 2025 (October week)

November 2025

- Monday 17 November 2025 (In-service day)

December 2025 - Christmas and New Year

- Schools close at 2:30pm on Thursday 18 December 2025
- Friday 19 December 2025 - Friday 2 January 2026 (Christmas holidays) Schools return on Monday 5 January

February 2026 - midterm break

- Monday 16 February 2026
- Tuesday 17 February 2026
- Wednesday 18 February 2026 (In-service day)

April 2026 - Spring holiday (Easter)

- Schools close at 2:30pm on Thursday 2 April 2026
- Monday 6 April - Friday 17 April 2026 (Spring break)
- Schools return on Monday 20 April 2026

May 2026

- Monday 4 May 2026 (May holiday)
- Thursday 7 May 2026 (In-service day to coincide with Scottish Parliamentary election. Subject to change)
- Friday 22 May 2026 and Monday 25 May 2026 (May weekend)

June 2026

- Schools close at 1pm on Friday 26 June 2026

Admissions Policy

All nursery places are allocated in line with the Council's admissions policy and the nursery staff will be happy to advise you as to how this policy operates when you apply for a place for your child. A leaflet dealing with the Council's policy is also available from all establishments. If you want a copy, please ask for one.

Starting Dates

Children are entitled to a Nursery Place on the day after their 3rd birthday, except if their birthday falls after 28th February. They will then be awarded a place from the beginning of the next nursery year in August.

Register of applicants

A register of all applicants will be kept by the head of establishment and the information contained in the applications will be considered by the admissions panel to assist in the allocation of places.

A child's name can be placed on the register of applicants at any time after his/her second birthday. Application forms and explanatory leaflets are available from the nursery and school. All applications are stored electronically in the school.

Please note that the length of time a child's name has been on the register will not affect the child's priority for admission.

Parents can ask to see their application form at any time. If circumstances change which affect the application you should speak to the Headteacher.

All requests for a change must be made in writing and addressed to the Head Teacher.
Further information may be found on the North Lanarkshire council website.

Submission of your Application Form

Application forms and supporting documentation should be submitted electronically where possible to your first choice Early Learning & Childcare provider. Providers email addresses can be found on northlanarkshire.gov.uk/ELC. Where an electronic submission is not possible, all relevant documentation should be contained in a single sealed envelope. Your Early Learning & Childcare provider will advise how they will collect this from you.

Enrolment Procedures (see Settling-In Policy)

Once your child has been allocated a place you will be invited along to visit the nursery with your child where your child can become familiar with the nursery and the staff, it also gives you time to fill out the nursery enrolment form.

On the first day of attendance your child's placement will be for one hour giving you both the opportunity to familiarise yourselves with nursery. This can be a new experience for the children and therefore can take them some time to adjust.

Each child will be allocated to a member of staff who will be their key-worker and who will help you settle your child. Remember, settling in a child is a gradual process. Some children take a few days to settle but others can take a little longer.

Settling in policy is available at any time, please speak to a member of staff if you wish to view this.

Attendance

Children are expected to attend during the sessions as arranged with parents.

If your child is sick, or likely to be off Nursery for any length of time, you should inform the school clerical or nursery staff by telephone. If your child is having problems in attending regularly, we shall be happy to discuss any difficulty with you and seek to assist you in easing the situation. If you move from the area, please find the time to let us know that your child will no longer require their place.

Please note that if your child has sickness or diarrhoea, they should stay at home for 48 hours since the last episode. This is following NHS guidelines, if you are unsure of any exclusion period, please speak to a member of staff.

If a child is absent from nursery for more than two days and the parent/guardian has not contacted the nursery, the nursery will telephone the parent/guardian on the **3rd day** and enquire as to the reason for the child's absence.

At this stage if contact cannot be made by telephone with the parent/guardian and a reason for the absence cannot be confirmed, a letter will be sent to the parent/guardian on the **5th day** that the child is absent.

If a reply to this letter is not received by the **10th** day of absence a further letter will be sent by recorded delivery to the parent/guardian. Parents/guardians will be given 5 days to reply.

Should all of the above attempts to contact the parent regarding the absence be fruitless, then a final letter will be sent on the **15th day** of the absence. If no contact is made with the nursery, thereafter the place will be withdrawn and reallocated if necessary, after the **20th day** of absence.

The procedures are in accordance with North Lanarkshire Council Policy.

Non-attendance

Continued or serious non-attendance may result in the child losing their placement.

Arrival and Collection of Children

It is expected that a **responsible** adult (aged at least 16) will bring a child to and from the nursery. Please fill in the section on our enrolment form with the names of **ALL** of the people you are authorising to collect your child from nursery. A child will not be handed over to someone the nursery does not know of or have not been informed about. As an additional safety measure, you will be asked to give the nursery a password and anyone collecting your child must know the password you have chosen. It is vital that you keep staff informed of any changes to your details.

You will be asked to sign in and out on a daily basis. Please also indicate on this sheet who is collecting your child each day and if this changes at any point during the session we ask that you call the nursery to let us know.

In extreme circumstances, contact the nursery by telephone if someone we do not know is collecting your child.

If a child is not collected by a certain time and no-one has informed the nursery of any reasons and nursery cannot get in contact, the Head Teacher will contact the Social Work department to arrange care.

Doors open 15 minutes before the end of each session to allow time for parents to speak to staff and to reduce the congestion at collection time.

School gates will be closed during the school day at interval times for the safety of all children.

Parents and children use the main entrance of the school off the main car park.

When parking please be aware of our children's safety. Remember not to park on pavements or block our neighbour's driveways and of course be respectful of the yellow zig-zags.

Please use the community hub car park and drop off zone carefully.

Insurance

Sometimes children like to bring something special or new to nursery for their friends to see. However, parents should make sure that valuable items are not left at nursery, particularly as the authority has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the authority can be shown to have been negligent.

Valuables/toys

Parents should ensure that valuable items are not left in the nursery, as the nursery cannot replace the loss of personal items. We also try to discourage children from bringing their own toys to nursery. Difficulties can sometimes arise with sharing these and if other children have the same toys at home, they don't always understand that it's not theirs. However, if bringing a small toy as a comforter helps your child settle and offer reassurance and that reminder of home, then please let a staff member know.



Excursions and Consent Forms

When outings or excursions for children are planned, the Head Teacher or a member of staff will advise you in advance. You will be asked to complete consent forms which give your permission for your child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian. The above arrangements do not include local outings in the neighbourhood of the nursery, permission for these outings is granted on the section on outings in your child's enrolment form.

Emergency Closure Arrangements

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

Establishments may be affected by, for example, severe weather, transport problems, power failures or difficulties with fuel supplies. If this happens, we will do all we can to let you know about the details of closure and re-opening. We may keep in touch by telephone, text, notices in local shops and community centres, announcements in local churches, in the press and on local radio.



Emergency Contacts

Parents whose children are in the nursery are asked where possible to provide the establishment with the names, addresses and telephone numbers of two contact persons for use in case of an emergency or a child becoming unwell.

Please keep the nursery up-to-date with any changes in this information (preferably in writing).



Suitable Clothing

Your child will be working with lots of resources throughout the day where they can become quite messy. We will always try to make sure that they wear aprons, but accidents happen, so please dress your child in easy to wash clothes and clothes that aren't precious.

We ask that you leave a full change of clothes consisting of spare pair of pants, socks, bottoms, and a top in your child's bag in case any accidents occur. We do have spare clothes in the nursery for such emergencies. Please wash and return any items that your child borrows.

Make life easy for your child by putting on clothes and shoes they can manage by themselves. Trousers or leggings with no buttons or zips and velcro or slip-on shoes are best to start with.

Please also ensure that your child comes with waterproofs, wellies, and suitable clothing for outdoor play in all elements to ensure they can enjoy outdoors comfortably. We understand that this might not be possible, so we do have a small selection of waterproofs and wellies that children can use if they don't have their own.

Uniform

A uniform is available to order from Scotcrest and consists of a green sweatshirt, with the nursery logo. We ask that your child wears either a navy or white polo shirt. Wearing our uniform is not compulsory so you are under no obligation to purchase it, but it does help to identify our children when out in the community and on trips and saves clothes from spoiling.



Soft Indoor Shoes

We ask that your child changes into plimssoles/gym shoes while in the nursery. Not only are they more comfortable but it will help to protect the carpeted areas and ensure greater safety if children are using physical equipment. Please ensure all items of clothing are labelled. Spare clothes and indoor shoes can be kept in the bags on the pegs.



Sun Protection

Please apply sun cream to your child before he/she comes to nursery and encourage them to wear a sun hat which protects their neck and shoulders. Children will be encouraged to make use of shaded outdoor spaces and staff will reapply sun cream throughout the day as required. Permission forms for staff will be giving to parents to complete at enrolment. The nursery also keeps a small supply of sun cream and hats in an emergency, children will have to complete an allergy test before using nursery sun cream where a small bit will be applied by parents to the child to ensure no reactions occur.



Snacks and the Promotion of Healthy Eating

Each day the children will receive a nutritious snack. This will consist of milk and a piece of fruit, cheese, crackers and yogurt. We encourage all children to participate in snack time thus fostering independence and developing social skills. The children also bake from time to time and are encouraged to try what they have produced. Throughout the year we will be focusing on other countries of the world and will be sampling foods relating to that country. Children are also entitled to a free hot meal; the menu can be found on NLC website.

Please also note that although we are a health promoting nursery, children can request for some non-healthy items on the shopping list, and we do purchase these at times or may have a special party snack at nursery parties. Having these treats helps to embed the children with knowledge on making healthy choices and eating things that we enjoy in moderation. We do focus on the importance of brushing our teeth and exercise along with having a healthy diet and treats in moderation.

Parents are asked to let staff know if their child is on a special diet or have any allergies to certain foods.



Snack Donation

A donation of £2.00 per week is requested for our snack and toy fund. The donations are used to purchase items for snack and resources that children need for their time at nursery. These resources could be ingredients to make playdough to items needed for learning.

We may also hold fundraisers to raise money for bigger items and to help support the nursery in purchasing gifts for Christmas. Your continued support and generosity is greatly appreciated.

Children's Progress

Each child's progress is monitored by the staff through the use of observations. Observations are used to give staff a bigger picture of your child and to meet their needs and interests in the nursery. Staff will record observations on the online learning journals at least fortnightly. Children's progress on their health and well-being using the SHANARRI well-being indicators will be recorded in the child's personal plan, which is done in partnership with the parent and child. Children and families can see these at any time and staff will keep regular updates on the progress to share with parents at least every 12 weeks.

If at any time you are concerned about your child, please speak to a member of staff or the Head Teacher who will be glad to discuss the matter with you.

Online Learning Journals

We have recently been recording children's progress on the online learning journals feature, which allows parents access at any point. When your child starts, you will be asked to provide the nursery with an e-mail address. You will then be sent an e-mail with your username and a link to set up a password and pin. Only you will have access to your own child's profile.

Online learning journals are a great way of keeping up to date on your child's learning and progress, as well as sharing achievements at home. We love to celebrate success in the nursery, so please share any learning or achievements with us via the online learning journals or twitter.



NO SMOKING POLICY

Smoking is not permitted in the school premises, or on buses for school trips.

Breastfeeding Friendly Scotland

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



Section Four: Medical Information



Medication

If your child is in need of medication during his/her time at nursery you should discuss his/her requirements with the nursery. **Medical forms must be completed before any medication can be administered.**

If your child suffers from asthma, you must inform the nursery if there are any activities or specific circumstances which are likely to bring on an attack and what emergency treatment should be given. If a child uses an inhaler, you must fill in the form mentioned in previous paragraph which authorises nursery staff to administer the required medication. Please also include a care plan from the Doctors.

If your child suffers from epileptic attacks, you must tell the Head Teacher what emergency treatment to give and complete the relevant medication forms as mentioned above. This information will help complete a care plan for your child.

Please note: All medication must be clearly labeled, in the original container with the information leaflet.

If Your Child Becomes ill

The establishment would welcome a telephone call if your child is not able to attend nursery on a particular day. If your child becomes ill while at nursery, the staff will contact the parents immediately by telephone. Families without a telephone must leave a contact number of a neighbour or relative who lives nearby. In the event of the parents being unavailable the emergency contact will be informed. If parents or emergency contact cannot be located every effort will be made to ensure medical treatment. In extreme cases the child would be taken to his/her own doctor or to the local hospital. A member of staff will stay with the child until the parents arrive.

It is in the interest of the child that all parents ensure that the nursery has updated contact numbers and that the emergency contact person identified is aware of his/her responsibilities towards the child.

Minor Accidents and Upsets

If any accidents occur while your child is attending the Nursery, the Staff will record the details on an Accident/Incident Form and inform you when the child is collected. You will be asked to sign the Accident Book at this time. If at any time your child requires emergency treatment while in our care and in the event that we are unable to contact you or your emergency contact person, the staff will ensure treatment is received as soon as possible.

Visits to the establishment by community health care

Formal medical visits are not a feature of Nursery; however, we do have visits from the Orthoptist. The Oral Health Educator visits the nursery during the year to establish our toothbrushing programme. If you do not wish your child to be seen you must return the relevant form.

Allergies

Please inform nursery staff of any allergies to food, drink, plaster, sun creams, face paints etc.

Some members of our school and nursery community have severe allergies to some food items, therefore pupils, staff and visitors must not bring to school items which contain:

- peanuts or products which may contain peanuts
- tree nuts – such as walnuts, brazil nuts, almonds and hazelnuts etc. and products containing these e.g. Nutella, Kinder Bueno
- products containing coconut



Section Five: The Nursery Curriculum

Our Aims

- To encourage and foster a positive approach to learning for all children
- To provide a wide range of learning experiences and challenges through which all children will acquire skills, concepts and knowledge which will prepare them for school life.

How We Promote Learning

- Children learn through play both indoors and outdoors. It is through this play that the Nursery staff stimulate interest and curiosity which result in learning.
- Play is fostered in a happy, secure environment with equal opportunities for all.

What We Do

Your child will have opportunities to explore, to investigate, to communicate and to reason. These activities not only give pleasure but lead to mathematical and scientific discovery, help to develop skills needed in reading and writing and promote social and emotional development whilst also developing creativity and imagination.

A Curriculum for Excellence

In nursery we focus on the Early Level of a Curriculum for Excellence, making sure the children have a broad experience and challenges in their learning. We work towards the outcomes in the Early Level which will also be continued into Primary 1.

What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people throughout their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:

Expressive Arts
Health and Well Being
Languages (literacy)
Mathematics (numeracy)

Religious and Moral Education
Sciences
Social Studies
Technologies

Importantly literacy, numeracy and Health & Wellbeing are given added importance because these skills are so vital in everyday life.

LEVEL

Early
First
Second
Third and fourth

STAGE

the pre-school years and P1 or later for some
to the end of P4, but earlier or later for some
to the end of P7, but earlier or later for some
S1-S3, but earlier for some

How will my child's learning be assessed?

In playrooms and classrooms, staff will be using improved ways of assessing children's learning by observing children and recording the observations, taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year your nursery/school will let you know what is being done in relation to a Curriculum for Excellence so that you can be confident that your child is receiving a high-quality education.

Children will experience a range of the 8 curricular areas and below is a list of skills your child will grow to develop in their time in education.

Expressive Arts

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Learning in, through and about the expressive arts:

- enables children to experience the inspiration and power of the arts
- recognises and nurtures creative and aesthetic talents
- allows children to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities to deepen understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults, and cultural organisations.

Religious and Moral Education

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity, and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning, and adult life.

Health and Well Being

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

You can expect the learning environment to support children to:

- develop self-awareness, self worth and respect for others
- meet challenges, manage change, and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing, and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in the school community have a responsibility to look after children, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Sciences

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable children to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life, and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae, and equations
- apply safety measures and take necessary action to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic, and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

Languages (Literacy)

The development of literacy skills plays an important role in all learning.

Children develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate, and build relationships

- reflect on and again explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop understanding of what is special, vibrant, and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, watching, and reading.
- develop English language skills
- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literacy and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.

Social Studies

Learning in the social studies will enable children to:

- develop understanding of the history, heritage and culture of Scotland, and an appreciation of local and national heritage within the world
- broaden understanding of the world by learning about human activities and achievements in the past and present
- develop understanding of their own values, beliefs, and cultures and those of others
- develop understanding of the principles of democracy and citizenship through experiences of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore, and link periods, people and events in time and place
- learn how to locate, explore, and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Mathematics (numeracy)

Learning in mathematics enables children to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Technologies

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical, and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables children to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

Assessment for Ante Pre/Pre School Children

Assessment is an ongoing activity. It highlights what children can do and what their next steps in learning should be. You will have an opportunity to discuss this with staff on a regular basis.

Children are assessed through 'observation' in the nursery. The information acquired through a planned, systematic programme of recording observations will be used to plan further experiences for the child. A formal interview will take place in May of each year and a report issued in June which will be passed on to your child's Primary 1 class to support continuity and progression of learning for each child. Do not hesitate to speak to any member of staff if you have any queries in this regard.

Supporting children with difficulties

If a child is found to have difficulties with speech, language, learning, socialising with other children, etc. we will discuss this with parents initially.

We will then plan how to work together to best support your child. Assistance from specialists may be sought as we aim to get it right for each individual. Specialists will then use their skills and experience to advise parents and staff while working to help your child.

The rights and responsibilities of parents are always respected, and they are encouraged to be involved in making decisions about the approaches taken to meet their child's needs.

Nursery Improvement Plan

The priorities and targets identified in our Improvement Plan aim to support nursery improvement throughout the year. Each year these priorities are created following consultation with staff, parents and learners. Parents are kept informed of each year's priorities. The Improvement Plan is available on request.

Partnerships with other agencies

Our nursery class works in partnership with Psychological Services, Pre-5 Support Team, Health Service, Speech and Language and Social Work.

Child Safety/Child Protection

Our designated Child Protection Officer is **Mrs Helen Paterson, Head Teacher**. If she is not available, please speak to our **Depute Head Teacher, Mrs Roberta McAvoy**, to discuss any concerns.

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

We ensure that children are respected and listened to and that all staff are aware of child protection issues and procedures. Should any member of staff or visiting adult have concerns regarding the welfare or safety of any child they must report these concerns to Mrs Paterson immediately. After judging if there may be grounds for concern regarding the welfare and safety of any child, Mrs Paterson will immediately advise the Duty Senior Social Worker at the local social services area office of the circumstances.

Riverbank Primary School and Nursery Class staff follow Local and National Guidance in relation to Child Protection and Safeguarding children.

Working Together to Support Learning

As parents you are the first educators of your children. We invite you to share any information about your child with us. Throughout the year we may ask you to carry out tasks with your child at home. Through regular communication between staff and parents' positive relationships will develop which will in turn support your child's learning.



Section Six: Parental Partnership

Our Aims

To work in partnership with parents to support the development of each child.

Working with You

A strong parental partnership brings many benefits to all concerned, particularly your child. Staff and parents will communicate with each other sharing knowledge, information, etc. As parents, you are experts on your children and have access to a range of knowledge that is not available in the nursery. Some of the ways this partnership is formed include: - newsletters, invitations to concerts, workshops, and parental interviews.

Positive Relationships

Positive behaviour on the part of each and every child is promoted by:

- Encouraging children to co-operate, to share with and to be fair to other children and adults.
- Staff acting as a role model when being kind, caring and consistent in their attitude to children.
- Celebrating children's achievements and contributions to nursery life.
- Enabling children to explore feelings in relation to themselves and others.
- Explaining why some behaviours are inappropriate.

Adults at the nursery will help children to understand how to have positive relationships and encourage children to follow the nursery golden rules:

- Listening ears
- Looking eyes
- Gentle hands
- Walking feet
- Being kind and sharing
- Indoor voices

If children do become distressed or need some support on how to have positive relationships in the nursery, then staff will support children. We do recognise that children can need extra support to regulate their emotions and sometimes their emotions can negatively impact on other children or themselves. We aim to keep our children safe at nursery.

We do this by:

- being clear about the behaviour that is acceptable – nursery rules chart (visual cards)
- supporting the child to think of solutions to put things right
- providing time away from the situation to calm down and reflect before talking things through
- working together with parents/carers and families to share strategies and ensure we are giving a consistent message
- liaising with other agencies e.g. health visitor, educational psychologist, to access further support and advice if needed.
- this policy ensures that the children are safe and happy and feel secure whilst in the care of Riverbank Nursery.

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation
- Re-enforce golden rules at home
- Be a positive role model for their child.

Data Protection

Education and Families uses the national IT system, SEEMiS, to store personal information electronically. We ask parents during registration and enrolment to provide us with their child's name, date of birth, gender, address and family contact details. We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs etc. We may also record information you might wish to provide about your family circumstances. We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept; this core record is mainly paper based and is stored securely. If we request assistance from educational staff out with the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?

Your personal information will be used:

- to provide your child or young person with an appropriate education
- for teaching, enrolment, and assessment purposes and to monitor educational progress
- to support pupil learning, improve outcomes and identify where additional support is needed to help children
- to provide appropriate pastoral care to support health and wellbeing of children
- to keep children safe
- to maintain records of attendance, absence and behaviour of children
- to support children during transitions, when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland.

Who do we share information with?

To support your child's access to appropriate education and meet our legal obligation, personal information may be shared internally between departments of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children's learning.

When a child moves or transfers to another school or nursery the Council has an obligation to pass on information with regards to pupil records to the new establishment.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children. We will keep this information safe and secure.

How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law but, in most cases, it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for.

You can view more information about GDPR displayed within the school and nursery, request a hard copy from Education and Families, Municipal Buildings, Motherwell or view details online at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003>

Section Seven: Other Information

The Establishment and The Community

As the nursery and children are an integral part of the local community, staff try to foster good relationships with various groups e.g. local primary schools, secondary schools, local nursery schools, playgroups, Community Police, Fire and Safety Officers, local Health Board, local shopkeepers, etc.

Suggestions and Complaints

Suggestions

At Riverbank Nursery we are committed to maintaining and improving the service we provide to children and parents. Suggestions as to how we might provide a better service are always welcomed. These suggestions can be given and explained to nursery staff or placed in the suggestions/comment box at the entrance of the nursery.

You will be asked to complete a *How we are doing?* questionnaire at some point during the nursery year.

Complaints Procedure

We would hope that all service users would feel comfortable about approaching any member of staff to discuss an issue or concern and would be confident that staff would deal effectively and promptly with the complaint.

- The member of staff would attempt to sort out the difficulty
- The nature of the complaint and action taken would be recorded
- Mrs. Paterson would be informed of the nature of the complaint, the action taken and resulting outcome
- All complaints will be dealt with by Mrs Paterson within 5 days
- Alternatively, you can contact Mrs Paterson (HT) or Mrs McAvoy (DHT) direct to discuss your complaint

We pride ourselves in having good relationships with our parents and partners so will at all times strive to resolve your complaint at school level. If you feel your complaint hasn't been resolved to your satisfaction you can escalate it to:

North Lanarkshire Council and/or Care Inspectorate.

The council will strive to resolve your complaint as quickly as possible and will aim to give you a response in 5 working days or less, unless there are exceptional circumstances.

If the council can't resolve your complaint at this stage they will explain why and tell you what you can do next.

The named person for North Lanarkshire Council is Robert Lindsay at Education and Families Services – 01698 403140 or 01236 812548

Other useful contacts

Cheryl Valentine
ELC Quality Officer
valentinec@northlan.gov.uk
07958552548

Or

Care Inspectorate Office Princess Gate Castle Street Hamilton ML3 6BU 01698 208150 Lo-call: 0845 600 8336	Care Inspectorate Office Compass House 11 Riverside Drive Dundee DD1 4NY 01382 207100 Lo-call: 0845 600 8331
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USEFUL NAMES AND ADDRESSES

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

Education and Families Civic Centre Windmillhill Street Motherwell ML1 1AB Tel - 01236 812606	Chief Executive Des Murray
Community Learning & Development Locality Office Coatbridge Community Centre 9 Old Monkland Road Coatbridge ML5 5EA Tel - 01236 638470 email – CLD - Coatbridge@northlan.gov.uk	Speech and Language Therapy Coatbridge Health Centre Tel – 01698 754708 Helpline – 01698 687606
NHS Lanarkshire Coatbridge Health Centre Tel - 01236 432200	Social Work Coatbridge Locality Team Tel - 01236 62210
Sleep Scotland Email: enquiries@sleepscotland.org T: 0131 258 1258	NLC Tackling Poverty Team T: 01698 332 551 Email: TPTeam@northlan.org.uk Website: www.northlanarkshire.gov.uk/welfare-rights-services