Teanassie Primary School

Primary Handbook
2022-2023

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The current pandemic has affected the normal running of schools in many ways. This Handbook reflects the way the school *usually* runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many ways this session, and may well change again, depending on how the pandemic develops. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements. For the latest information about ho the pandemic affects children, young people and families across Scotland, please visit the Scottish Government website, which has helpful information about Coronavirus and its impact on education and children. https://www.gov.scot/coronavirus-covid-19/

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1. OUR VISION, VALUES AND AIMS

At **Teanassie** we feel that we have a good quality of learning. Our vision is to Dream, Believe, Achieve….Together! We are supportive of one another and this creates Happy, Hard-Working, Respectful and Inclusive children.

We like that our teachers are happy and caring, firm but fair, make lessons fun and have the patience to help us so that we are more independent in our learning. They know that we all learn in different ways and give us the opportunity to learn both indoors and out.

The Teanassie Pupils

VISION:

Dream, Believe, Achieve…Together

VALUES:

- Respectful
- Inclusive
- Happy
- Hard working

AIMS:

- develop skills for learning, life and work to help prepare us for our futures.
- know how to make good choices and always try our best.
- be a good friend and be supportive to others no matter how different they are to us.
- be *confident* in ourselves, *believe* we can do anything and *achieve* our own special successes.

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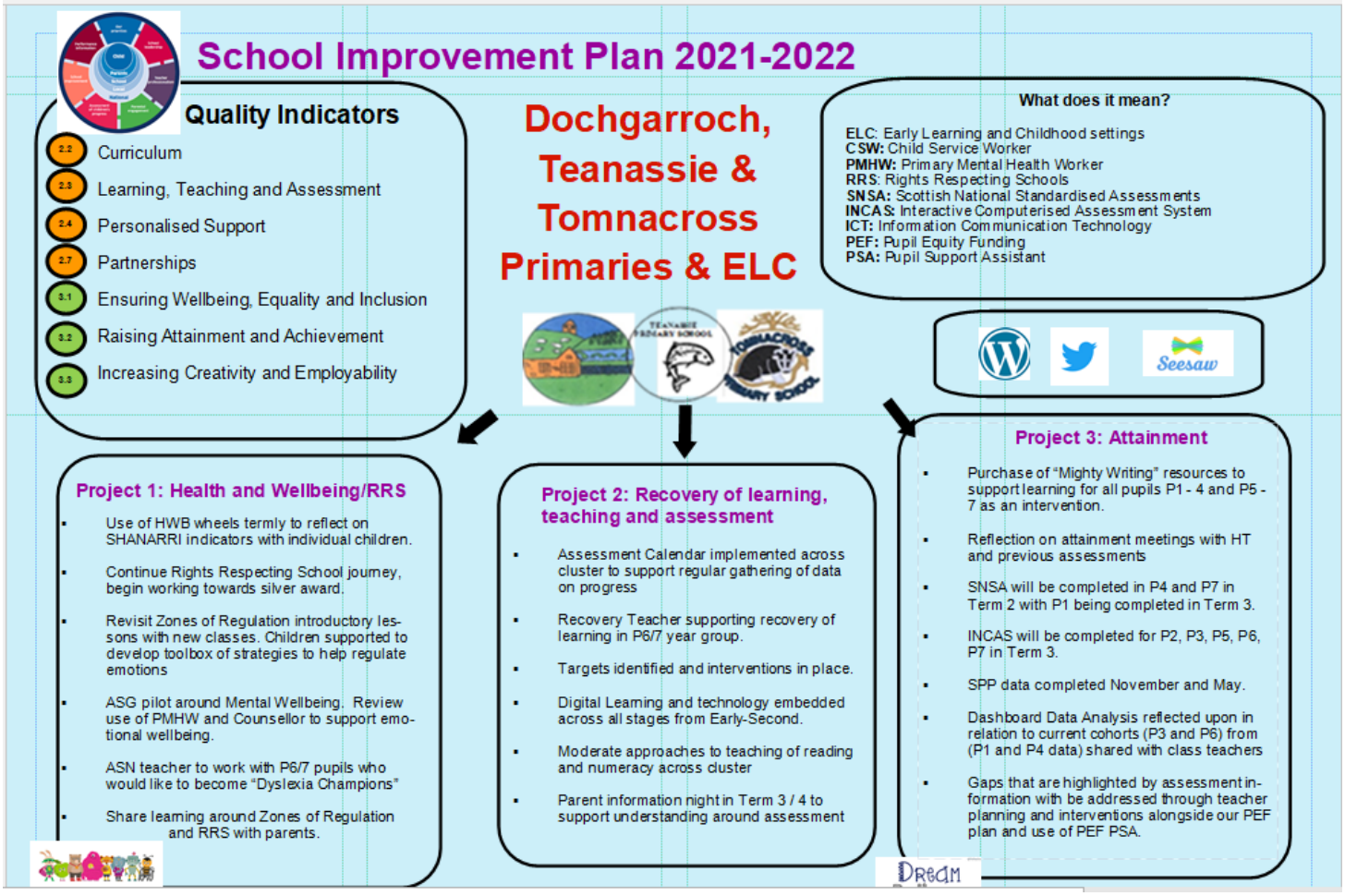
2.OUR SCHOOL IMPROVEMENT PLANS 21-22

Our Improvement Priorities for 2021/22focus on recovery from Covid-19 School Closures.

1. **Health and Wellbeing/Rights Respecting Schools**
2. **Recovery of learning, teaching and assessment**
3. **Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**

A summary of our SIP can be seen below. For full detail on this please visit our school website https://teanassieprimary.wordpress.com/ where you can also find our Standards and Qualities Report.



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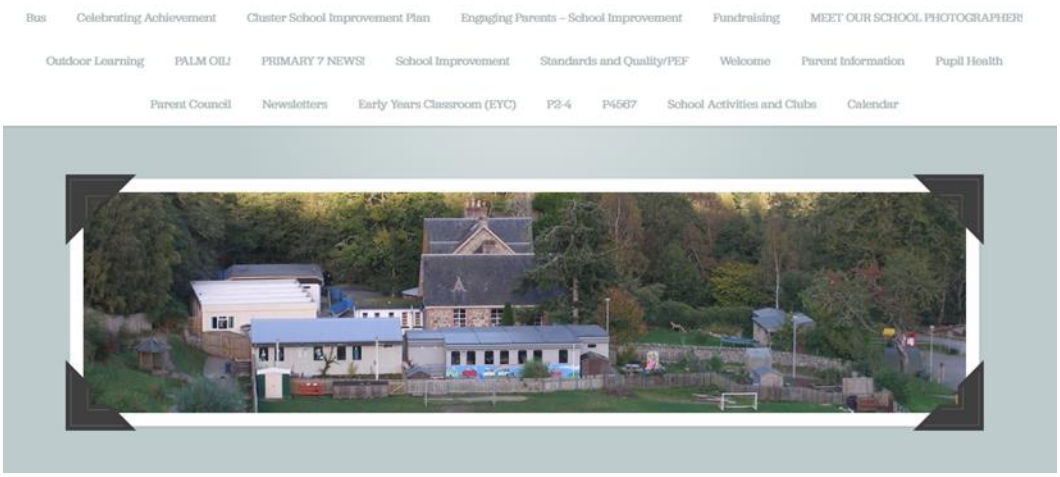
3. GENERAL INFORMATION ABOUT THE SCHOOL

CONTACT DETAILS:

Teanassie Primary School
By Beauly, Inverness
IV4 7AE

01463 782581
E-mail: teanassie.primary@highland.gov.uk

- **Website: http://teanassieprimary.wordpress.com**



Twitter: @TeanassieP

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SCHOOL DAY:

Monday to Thursday	Nursery	8.45am – 3.30pm	Friday	Nursery	9.00am – 12.00pm
	P1/2/3	9.00am – 3.00pm		School	9.00am – 12.30pm
	P3/4/5	9.00am – 3.00pm/3.30pm for P4's			
	P6/7	9.00am – 3.30pm			

STAFFING

We currently have a school roll of 60 pupils and 6 in our Nursery.

Our Staff:

- Head Teacher – Mrs Fiona McKellar
- P1/2/3 – Mrs Lucy Ward
- P3/4/5 – Miss Jennifer Surgeoner (currently on maternity leave)
  Mr Marcus Logan is covering in the interim
- P6/7 - Mrs Sharon Gallacher (Principal Teacher) - Monday to Wednesday
  Mr Les Golder/Mrs Patricia Thornton – Thursday and Friday CCR/Management time
- Support for Learning – Mrs Kim Lamont
- Pupil Support Assistants – Mrs Gena MacLennan, Mrs Sheila Matheson and
  Mrs Jane Hughson
- Nursery/ELC – Mrs Sheila Matheson, Mrs Kate Sealey
- Clerical Assistant – Mrs Jane Embleton
- Canteen - Mrs Rosie Grant and Mrs Marianne Seldon
- Janitor - Mr David Cl

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SCHOOL UNIFORM

At Teanassie we always look smart and wear our school uniform. Our school jumpers are dark blue with our school logo on them. You can wear black or grey trousers/ skirts or a blue checked dress or pinafore.

School uniforms can be purchased from;

How smart are we?

School Wear Made Easy
Harbour Road, Inverness IV1 1UF
Telephone: 01463 222022

How do I enroll my child?

Enrolment dates for new P1 pupils are advertised in the local press and are usually in January/February. Parents are welcome to contact the school at any time during the session to visit and enroll children in other age groups. Nursery enrolments take place three times during the session to accommodate children turning three. Parents should note there is no automatic right to a place in Teanassie P1, even if your child has attended Teanassie Nursery.

Enrolments for 2022-23
Primary 1

If your child will be five years of age on or before 28 February 2023, they are eligible to enrol for Primary 1.

Enrolment week for Primary 1 pupils will take place from Monday 31 January to Friday 4 February 2022.

Early Learning and Childcare
Children born between 1 March 2018 and 28 February 2020 are entitled to a funded Early Learning and Childcare place.

For Early Learning and Childcare places, enrolment week commences Monday 14 February and concludes on Friday 18 February 2022.

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THE SCHOOL ATMOSPHERE AND ETHOS

Achievements:

At Teanassie we celebrate achievements on a regular basis. Children are given lots of opportunities to achieve. There is also a 3 weekly HT achievement assembly where children are awarded a certificate for things like effort, kindness and hard work. Staff and parents post achievements to a pupil's SEESAW account.

Pupil Voice and Roles

In our school every child is valued and given opportunities to lead and help shape the school. Our groups are made up by children from each class. They meet two or three times a term with designated members of staff, to discuss how to improve the school. Presently we are adapting this due to Covid restrictions, with a focus on Rights Respecting Schools (RRS). We are currently working towards our Silver Award for RRS. Every year, our pupils vote to choose a charity to support. This year, we are supporting "Young Lives Versus Cancer" - Clic Sargant

Other groups we have in the school are:

- Digital Leaders
- Buddies
- Health and Wellbeing Committee
- Rights Respecting Group
- Pupil Voice

The Wider Community:

Our vision is for Teanassie to become a true community school, working in strong partnerships with those in the local area. At the moment we hold Termly FAMILY NATTERS sessions with our other two cluster schools, to inform parents about important issues such as autism, ADHD and dyslexia. We also hold coffee mornings, family big breakfast, fundraisers and lots more! We form close links with Aigas Field, Centre Aigas Forest Trust, Eden Court Outreach, Ross County Football Club and the Beauly Co-op.

#highlandhospice #christmas #charity #bekind

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Working in Partnerships:

The current pandemic has affected the way in which we are able to engage with parents and this may change further depending on how the pandemic progresses. For the latest information, please contact the school.
We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks
- Target Setting
- Course choice/ Options evenings
- Information on the school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.
The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.
Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: https://education.gov.scot/parentzone/

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Parent Council:

Parent Council is a group of parents selected to represent all parents of children at the school. We have a very supportive Parent Council who meet once a term. So if you are new to the school come along and meet us all – we discuss important matters over cake and coffee.
Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Ben Ross on jenandben1917@btinternet.com

Other Schools
We regularly work with Tomnacross and Dochgarroch Primary school, as they are within cluster. We work with each other for many activities like transition events, Northern stars (formally known as J Rock), cluster picnics and P7 residential trips.

4. EDUCATION WITHIN OUR SCHOOL

THE PURPOSES OF THE CURRICULUM

In Teanassie we are engaging with the Curriculum for Excellence and staff, plan using the experiences and outcomes and benchmarks for the 8 curricular areas.

The experiences and outcomes describe the expectations for learning and progression in all areas of the curriculum. The benchmarks are used alongside professional judgement to assess whether or not a child has achieved a level. The Levels in Curriculum for Excellence that children work within are:

- Nursery and P1 – Early
- Primary 2 to Primary 4 – First
- Primary 5 to Primary 7 – Second

The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved.

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The purposes of the Curriculum are outlined in the Scottish Executive's document 'A Curriculum for Excellence (2004) 'To enable all young people to become Successful Learners; Confident Learners; Responsible Citizens and Effective Contributors'

The Primary Curriculum consists of 8 Curricular Areas: **Literacy**, **Mathematics and Numeracy**, **Health and Wellbeing**, Social Studies, Sciences, Technologies, Expressive Arts, Religious and Moral Education. Those in bold form the CORE curriculum.

TEACHING and LEARNING

In Teanassie Primary we have composite classes [i.e. more than one primary group per class].

There are differences in age, maturity, ability and personality, in each class. Each child has different educational strengths and needs. Effective teaching and classroom organisation has, therefore, to be flexible and varied to extend the abilities of all the pupils.

These methods include:

- Class teaching and discussion to introduce, emphasise and revise the main points.
- Group work to accommodate and extend groups of pupils at a similar stage of development.
- Co-operative learning to extend understanding and sharing of ideas in ability or mixed ability groupings.
- Individualised work and activities to allow children to work independently at their own level.

We also ensure that children are part of the planning process for learning and also to aid assessment.

LITERACY

The development of children's literacy skills is a top curriculum priority because good language development provides the sound basis for understanding and communicating in all parts of the curriculum. A broad based curriculum with a variety of experiences and activities will nourish the development of language.

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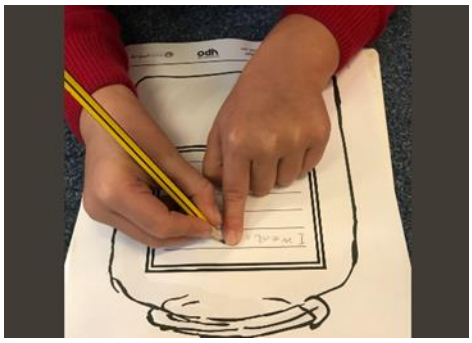
Talking, listening, reading and writing are all parts of literacy. We all recognise the importance of reading and writing in the curriculum, but oral expression and careful listening are also very necessary parts of learning. All pupils must have opportunities to develop these *skills* in the classroom.



The teaching of reading follows a structured progression through primary school. Pupils are taught to read text fluently, with oral expression and with good understanding. This teaching continues into the senior years, developing skills of comprehension and broadening the awareness of the function and structure of language. In particular, we wish to encourage an interest in recreational [or personal] reading as this improves a child's language abilities substantially and is a life -long skill. This year (20-21) all classes are focusing on the Highland Literacy Recovery Programme.

The pupils are taught how to write and to use their writing skills for different purposes. They will be writing reports, notes, stories, poems, letters and sometimes plays. The children are encouraged to write for an audience. Punctuation, spelling and presentation are important aspects of writing. Spelling is taught in a variety of ways to ensure capacity for use. Spelling is another priority on our school plan year on year.

MATHEMATICS AND NUMERACY

Mathematics is a subject that permeates many aspects of modern life. An understanding of mathematics is therefore very important for our pupils for their intellectual development and future prospects. The mathematics curriculum includes work in number, money and measurement, shape, position and movement, information handling and problem solving.

Pupils are introduced to new number work and mathematical concepts through practical experiences and situations. They learn to use mathematical materials, counters, cubes, etc. to gain a good understanding of the concepts involved. When the opportunity arises, work in class is directly related to real situations, so pupils know just why they are doing such work. Particular attention is given to making the pupils numerate - a necessary aspect if children are to deal competently with the mathematics in later stages. In this respect, pupils have to become adept at mental arithmetic, using calculators and also with traditional paper and pencil methods of calculation. Active (not passive) learning is encouraged, as is outdoor learning, within the maths curriculum.

Problem solving is given importance at all stages, as this involves a real use of thinking skills. All classrooms have access to resources for stretching the more able in mathematics.

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Computers are increasingly being used for problem solving activities and for information handling, using databases and spreadsheets. All pupils in P1-7 have chromebooks.

HEALTH AND WELLBEING

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 for now and in the future. Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area. It features highly in the Highland Council Covid recovery programme this session.

The Health and well-being of every pupil at Teanassie is paramount. Through the curriculum we work through 5 key areas:

- Mental, emotional and social wellbeing
- Physical Health
- Food and Health
- Substance Misuse
- Relationships, sexual health and parenthood

RELIGIOUS AND MORAL EDUCATION

The aim of Religious & Moral Education in school, includes learning about Christianity and other world religions, and supports the development of beliefs and values.
The School Assemblies have a role in giving children experience of participation in song, prayer and story. School assemblies take varied formats – chaplain led, class led, head teacher led, school groups led, awards, visiting groups led [e.g. charity]. Parents and friends in the community are welcome to attend any of our award or special Christmas assemblies. Parents who desire the withdrawal of their child from these activities may do so by contacting the school. Suitable arrangements will then be made.

SCIENCES

Learning in the sciences will enable our 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

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- **develop skills for learning, life and work with P567 having strong connections with 'my world of work' STEM sessions, at Skills Development Scotland**
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

TECHNOLOGIES

At Teanassie we are trying hard to improve our use of technology. We recently bought Sphero Robots and all children have been learning how to use them as part of coding and programming. We are presently trialling 'Marty' the coding robot. We have a small selection of I-pads and kindles at the school and the children use these on a regular basis to enhance their learning. All pupils in P1-7 have chromebooks. We have Digital Leaders within our school who are responsible for learning how to use new equipment and resources and to teach others; this is on pause due to covid restrictions and cohorts not mixing.

Home Learning (HOMEWORK)

Research has shown that homework contributes to the educational progress of the child by consolidating the work of the classroom and developing personal skills of e.g. time management and organisation.. All classes are given regular homework tailored to the needs of the children in the class and is reflective of what is being taught in class that week. We recently sought the views of our families via a homework survey. This session, we will trial some different approaches to homework, including an opt-out policy for those who do not wish to receive any.

5. SOCIAL POLICY AT TEANASSIE

ENSUING WELLBEING, EQUALITY AND INCLUSION

GETTING IT RIGHT FOR EVERY CHILD (ASN)

Support for learning in school follows a staged approach to ensure the child in need of support receives the most appropriate support,

with external agency involvement where deemed necessary. It is our duty to ensure our children are:

SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE, INCLUDED.

These are called the SHANARRI indicators and they are used to assess children's basic needs.

Children differ in their strengths and needs. Some children will find most aspects of school straightforward and will need little individual support. Other children may find some aspects of schooling difficult and may require some kind of extra help. From time to time children may need support because of particular circumstances e.g. an extended illness, or a family situation. All these children qualify for 'additional support needs'. The school will regularly review the 'additional support needs' of the pupils in each class, through dialogue between class teachers, school management and support staff. In most cases these needs merely require to be 'flagged up' for monitoring, consideration and accommodation in day to day classroom activities. In some cases support for learning may be achieved by altering expectations and providing support from Pupil Support Assistants.

In the cases of pupils who have additional support needs, which merit planned, and regular support, parents will be involved at an early stage to discuss the best ways to support the child and to decide whether more information is required. If planned and long term support is required then the appropriateness of a CHILD'S PLAN or an Individualised Education Plan (I.E.P.) may be considered. This plan provides the means to share information and address, through an agreed agenda, the specific needs of the pupil.

It will sometimes be necessary to take appropriate advice from outside agencies e.g. the educational psychologist service, speech, occupational or physiotherapist. When the needs of a particular child need the co-ordinated support of other agencies i.e. medical and social work, then parents are invited to discuss the best solutions for progress at a School Liaison Group meeting, with all the relevant agencies.

The school can also access time from the CSW [Children Service Worker] who will work in school and in the home to support children. CSW can help with anger management, confidence building, social skills etc.

Here are some useful links:

(a) **Enquire – the Scottish advice and information service for additional support for learning http://enquire.org.uk/**

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(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs http://enquire.org.uk/myrightsmysay/

(b) **Scottish Independent Advocacy Alliance, an advocacy service to support parents and children**

(d) Scottish Child Law Centre, an organisation providing free legal advice to young people

ASSESSMENT OF PUPILS, KEY ASSESSMENT TASKS AND PROFILING

Day-to-day assessment takes place in every class and in the nursery. The teachers regularly assess pupil progress. Children are aware of their targets and how to progress. Each term, the class teachers spend time with each child and lead a learning conversation. This gives the teacher a good insight into individual pupils strengths and needs. Pupil profiles (on SEESAW) show each child's progress over a year. Within these profiles, teachers will include Key Assessment Tasks (KATs). Each child will be assessed using a KAT twice a term. Each term one assessment will focus on Literacy or Numeracy and 1 other area. Pupil voice, parent voice and teacher voice are all gathered in these assessments in order to ensure next steps are meaningful.

We have parental contact evenings twice a year so parents/carers can talk to the teacher about their child's progress. Our ethos means that pupils are encouraged to be part of these meetings. At Teanassie, we write a yearly short report. We also hold twice yearly open afternoons for parents, where parents/carers can see what their children have been learning in school.

POSITIVE BEHAVIOUR POLICY

We work hard at Teanassie to ensure that positive behavior techniques are used and promoted by all staff and helpers in the school. The policy we follow can be found below:

https://www.highland.gov.uk/downloads/file/20086/ppr_framework_and_guidance

Equality and Inclusion

For up-to-date information please see:

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http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity and promote good relations. Activities should not discriminate against any of the following 'protected characteristics' - age, disability, race, religion or belief, gender, sexual orientation, gender reassignment, pregnancy and maternity.

ANTI-BULLYING POLICY

Bullying, should it occur, is taken very seriously. While it is not in any way prevalent in this school, it can be very distressing for those involved if it happens. This is why we wish to explicitly address this subject and provide clear guidance for pupils, parents and staff on what to do if a situation should arise.

What counts as bullying?

Bullying can take many forms. Sometimes it involves physical harassment, i.e. kicking or hitting.

Less visible, but no less distressing, is name calling, 'sending to Coventry', exclusion from playground games, or taunting.

Bullying is the deliberate and often repeated, hurting, threatening or frightening of an individual or group by another individual or group. It is distinct from the spontaneous upsets and disagreements which may happen among children from time to time.

Note: The victim of bullying may show signs of being unhappy, unduly quiet or weepy, play separately, feel 'ill', and/or not wish to go to school. If these symptoms occur frequently then the question of bullying should be considered.

Reacting to bullying incidents:

If parents see, or are told about bullying taking place, they should ensure that someone at the school knows about it. Situations are made far worse, when bullying continues over a period of time without the school being aware of what is happening. On the other hand, bullying is often quickly stopped when addressed at its onset.

If your child is involved in bullying, you should reassure him or her and talk honestly about the full scenario. Try to ascertain the full facts of the incident and contact someone at the school as soon as possible. Do not wait to see if the matter resolves itself.

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If pupils see or hear about bullying taking place, they should speak up and come forward to establish the truth and hopefully end the unpleasantness. To have knowledge of bullying and not to speak up is to condone this behaviour.

If the school is told about an incident of bullying, we will address the matter seriously and sensitively and in co-operation with the parents of the victim. We will seek to reassure the victim, encourage others to speak up to establish truth and fairness and make clear that the bully's behaviour is unacceptable. The bully will be encouraged to see the victim's point of view
and, if appropriate, be set a punishment and have his/her parents contacted.
We emphasise the importance and success of early intervention.

6. FAMILIES MATTER

At Teanassie, we work closely with families in a variety of creative ways. In our schools, families:

- Help out with school trips, like swimming
- Help us in the garden or with decorating
- Support with class or school shows, e.g. cosutmes
- Work alongside teachers to plan fun events
- Talk about their jobs (DYW) and help us with our learning
- Help with fundraising events
- Attend 'Big Breakfast' events to hear about school plans
- Attend Coffee mornings and information evenings
- Help us make our school a better place

TEANASSIE PARENT COUNCIL

Teanassie Primary School has a fantastic Parent Council! We are so lucky!

The purpose of the Parent Council is to establish close links between schools and parents. A Parent Council's duties and functions include:

- Keeping in touch with parents' views
- Encouraging links between the school and parents
- Taking part in the appointment of senior staff
- Working closely with the staff and Head Teacher to support and benefit the school as a whole

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- Meetings are open to the public, and dates, times and agenda and minutes of meetings are published on the school website. Please come along if you are new to the school.

7. PUPIL WELFARE

INFORMATION, ENQUIRIES AND VISITS TO THE SCHOOL

The school's website at http://teanassie.wordpress.com. contains comprehensive information about the school including the handbook, term dates, forthcoming events. Once a pupil enrols in the school, our SEESAW platform keeps parents up to date with class and school events, along with updates of their child's learning .

The school telephone information service gives up to date information on adverse weather.

In addition, general enquiries can be made by phoning or calling at the school office ***(01463 782581)***

Parents seeking a place for their child in the school are welcome to visit the school by appointment.

Parents are encouraged to contact the school about welfare issues and anything that is important for the well-being of the pupils.

ATTENDANCE AND ABSENCE

During the current pandemic we may need to amend our approaches to recording attendance, for example if it becomes necessary for pupils to work from home. For more details, please contact the school.

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone or email the school on the first day of absence. There will always be someone in the office from 8.30 am (Mon-Thurs) to take calls. Please phone on 01463 782581 if your child is ill. The school also has an answer phone facility.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian or said

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parent/guardian needs to contact the school office by email or phone call. Where at all possible, medical and dental appointments should be made out-with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, ***therefore it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils.***

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

SCHOOL MEALS AND PACKED LUNCHES

- A two-course lunch is served daily. A menu is issued at the start of the term and will be served on a rotational basis. A school lunch costs £2.55

Lunches may be paid monthly or weekly in advance, on Mondays.

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As of the August 2021 all Primary 1-4 children have been entitled to a free school meal. This will be extended to P5 children in January 2022.

There is no application form involved for a child in Primary 1-5 to have a school meal however you will still need to apply for clothing grants where applicable. If your child has a medically confirmed special diet an application form (available on request from school) must be completed and returned to the Head Teacher.

Children in Primary 5 to 7 may be untitled to free school lunches. Clothing Grant and Free School Meal Application
https://www.highland.gov.uk/info/878/schools/9/school_meals

PACKED LUNCHES IN SCHOOL

Children having a packed lunch sit with the children having a school lunch.
The Highland Council has drawn up a set of guidelines in order that certain standards of health, hygiene and safety are maintained.

1. All food must be carried in a semi-rigid container with a secure lid. i.e. Tupperware, ice cream containers or similar, Containers should be clearly marked with the name of the pupil.

2. Glass bottles or containers are not permitted under the Health & Safety Regulations.

3. Vacuum flasks containing hot liquid are not advised because of the danger of scalding.

4. Aerated drinks in cans or bottles are not permissible because of the obvious dangers these present.

5. Water beakers will be available in all dining areas.

ILLNESS OR ACCIDENT IN SCHOOL

If a child becomes unwell in school or is hurt at break times, the parents are immediately contacted. It is, therefore, very important that parents keep the school informed of their emergency contact arrangements for such eventualities. If a child is injured but does not need to go home, an incident form is filled out and sent home.

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CHILD PROTECTION

From time to time incidents can arise when information about a child's welfare causes concern and could indicate that a pupil is suffering some form of abuse.

Education Service staff through the Head Teacher, must report such incidents to Social Work Services which can lead to a joint social work/police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. At Teanassie, all staff are trained yearly on child protection. Each member of staff knows the procedure. Any supply teachers, visiting teachers or volunteers are also made aware of this. They are given the procedure card to read and they then wear this on their lanyard.

Here is our Procedure:

Child Protection Officer: Fiona McKellar (Head Teacher)

In absence – Sharon Gallagher PT @ Teanassie' 01463 782581

IF YOU HAVE ANY CONCERNS:
CONTACT Fiona McKellar ASAP – / 01463 782581 / 01463 861240

IF A CHILD DISCLOSES SOMETHING:

1. Listen carefully and calmly
2. Reassure the child
3. DO NOT AGREE TO KEEP A SECRET
4. DO NOT IVESTIGATE – JUST LISTEN

SPEAK TO Fiona ASAP. Sharon in Fiona's absence

5. RECORD THE INCIDENT ASAP AFTER TALKING TO CHILD

***** If you see or hear something that feels wrong, pass it on.***

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

TECHNOLOGY IN SCHOOL

The use of modern technology can make a significant contribution to the teaching of the curriculum making learning more interesting and engaging. Pupils will therefore have access to different types of technology at appropriate times.

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Unfortunately, the use of computers and modern technology can be abused. Therefore the school has drawn up an Information Communication Technology Access Policy to protect all parties – the pupils, the staff and the school. The policy includes the following points:
All ICT use should be appropriate to the pupil's education. Computers should not be personalised by changing desktop settings. Unauthorised software should not be loaded, as it may not be compatible and may alter the operation of existing software. Pupils' access to the internet is carefully supervised by the school and is also filtered by the Council's servers.

There have been very few instances of abuse of computers at Teanassie. However, it is necessary to state that any pupil found maliciously abusing access to ICT, may lose the opportunity to use the school system. All P5-7 pupils who take chromebooks home, have to sign a contract.

Other items of modern technology (mobile phones.) are becoming increasingly attractive items for children to own. However, given the desirability, expense and potential loss of these items, as well as on-going safety concerns, we ask that pupils do not bring these items into school.

PHOTOGRAPHY IN SCHOOL

Photography in school has an important place to record events for sharing, and providing parents and the school with mementos and records of occasions.
This photography should be discreet, not intrusive, respect the views of pupils, staff, and parents and comply with 'child protection' guidelines.

Photography of children participating in sports events, classroom activities and at public performances should be carried out by an approved school photographer, a member of staff, or pupils using school equipment, under the supervision of school staff.

A professional school photographer would photograph the children each session (with parent permission). This would normally be for stage groups and family and individual pictures.

CATCHMENT AREAS AND SECONDARY SCHOOL

When the pupils finish in Primary 7, they normally transfer to Charleston Academy. A programme of transition activities is usually arranged during Primary 7 for the children to have opportunities to meet their peers from the other cluster primaries. Children are given opportunities to visit Charleston Academy on the transition days in June and Secondary

Staff visit and liaise regularly with the P7 teacher prior to the P7 pupils transferring. An enhanced transition is offered to children with additional needs who may benefit from more regular visits and intense support with this transition.
As an ASG, our Primary 7s participate in a DYW (Developing the Young Workforce) programme which focuses on developing skills for learning, life and work. This is supported by the My World of Work website which parents can spend some time looking at with their child.
www.myworldofwork.co.uk

Contact details are: **Charleston Academy, Kinmylies, Inverness, IV3 8ET**

Telephone: **01463 234324 Fax: 01463 715 352**
email:charleston.academy@highland.gov.uk

Parents of pupils who currently live outside the catchment area of the Academy are required to make a placing request to the Area Education Manager if they wish their child to transfer to any other secondary School. Placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

Transportation to and from school, for placing request pupils, is a parental responsibility.

ADVERSE WEATHER CONDITIONS AND SCHOOL CLOSURES

School is sometimes disrupted by the adverse weather conditions that are prevalent in the winter months. Whilst a decision by the Head Teacher to close the school due to adverse weather is never taken lightly, it is occasionally inevitable.

In line with Highland Council policy, details of all the methods used for school closures is detailed in the Appendix

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In the event of school closure during the day because of weather conditions or other emergency; every attempt will be made to see that children will be sent home in family groups and/or with friends. To enable this to take place smoothly, all children and the school should be made aware of their emergency arrangements.

Parents should advise the school of an alternative address which may be used by their children in such emergencies.

Placing requests – Parental choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, placing request forms can be obtained from:-

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live outwith the school catchment area and their parents wish them to attend Teanassie Primary School they can contact Jane Embleton to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

COMPLAINTS PROCEDURE

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Fiona McKellar, Head Teacher.

Mrs McKellar is a cluster Head Teacher so may not always be on site. Please contact Jane in the school office (01463 782 581), who will be able to put you in touch with the Head Teacher if she is not at the school on that day.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager.

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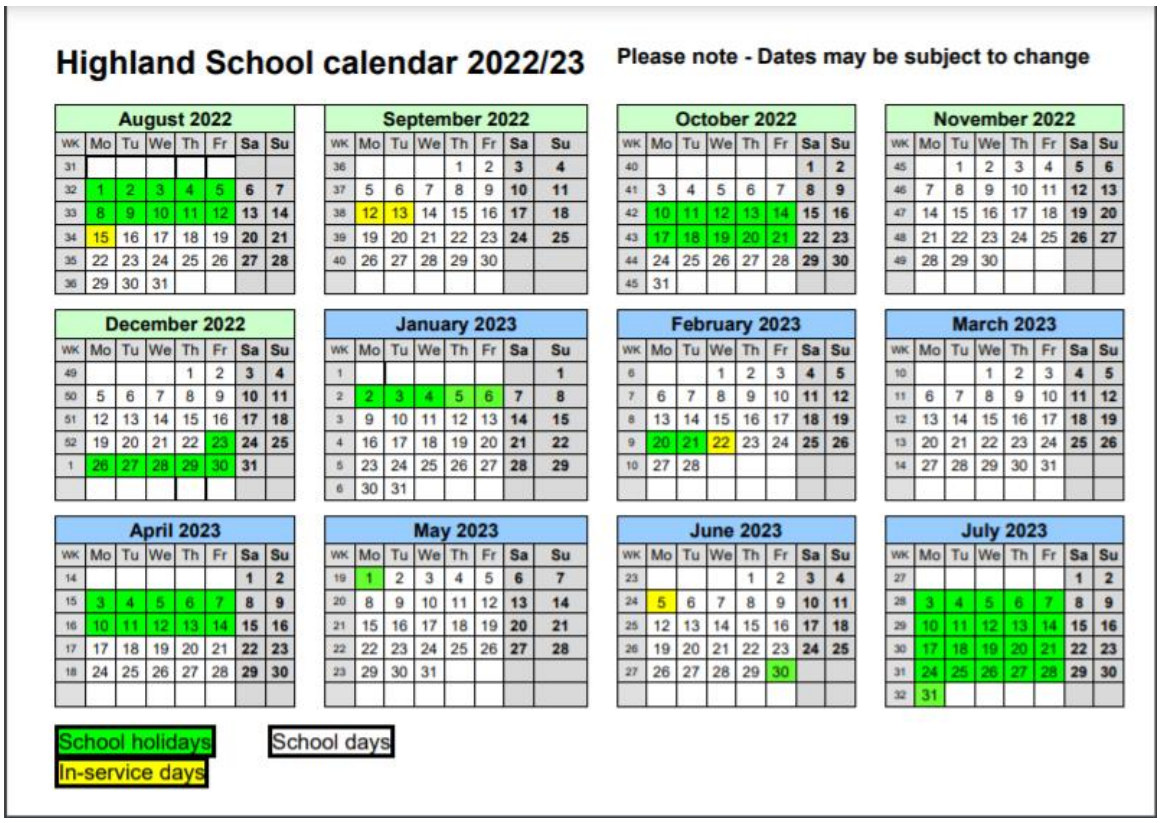
Mrs Fiona Shearer
Care and Learning Manager
Highland Council Head Quarters
Glenurquhart Road
Inverness
IV3 5NU

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

TERM DATES – 2022 -23



Highland School calendar 2022/23 **Please note - Dates may be subject to change**

August 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
31							
32	1	2	3	4	5	6	7
33	8	9	10	11	12	13	14
34	15	16	17	18	19	20	21
35	22	23	24	25	26	27	28
36	29	30	31				

September 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
36				1	2	3	4
37	5	6	7	8	9	10	11
38	12	13	14	15	16	17	18
39	19	20	21	22	23	24	25
40	26	27	28	29	30		

October 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
40						1	2
41	3	4	5	6	7	8	9
42	10	11	12	13	14	15	16
43	17	18	19	20	21	22	23
44	24	25	26	27	28	29	30
45	31						

November 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
45		1	2	3	4	5	6
46	7	8	9	10	11	12	13
47	14	15	16	17	18	19	20
48	21	22	23	24	25	26	27
49	28	29	30				

December 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
49				1	2	3	4
50	5	6	7	8	9	10	11
51	12	13	14	15	16	17	18
52	19	20	21	22	23	24	25
1	26	27	28	29	30	31	

January 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
1							1
2	2	3	4	5	6	7	8
3	9	10	11	12	13	14	15
4	16	17	18	19	20	21	22
5	23	24	25	26	27	28	29
6	30	31					

February 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
6			1	2	3	4	5
7	6	7	8	9	10	11	12
8	13	14	15	16	17	18	19
9	20	21	22	23	24	25	26
10	27	28					

March 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
10			1	2	3	4	5
11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	19
13	20	21	22	23	24	25	26
14	27	28	29	30	31		

April 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
14						1	2
15	3	4	5	6	7	8	9
16	10	11	12	13	14	15	16
17	17	18	19	20	21	22	23
18	24	25	26	27	28	29	30

May 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
19	1	2	3	4	5	6	7
20	8	9	10	11	12	13	14
21	15	16	17	18	19	20	21
22	22	23	24	25	26	27	28
23	29	30	31				

June 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
23				1	2	3	4
24	5	6	7	8	9	10	11
25	12	13	14	15	16	17	18
26	19	20	21	22	23	24	25
27	26	27	28	29	30		

July 2023							
WK	Mo	Tu	We	Th	Fr	Sa	Su
27						1	2
28	3	4	5	6	7	8	9
29	10	11	12	13	14	15	16
30	17	18	19	20	21	22	23
31	24	25	26	27	28	29	30
32	31						

School holidays
In-service days
School days

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Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.
https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views. NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.

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- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Adverse Weather

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the headteacher.
It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.
You can also access the highland school closure website on: for school closure information.
http://www.highland.gov.uk/schoolclosures

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

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Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from http://www.gov.scot/Topics/Statistics/ScotXed.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:
http://hi-hope.org/directory/listing/16plus-planning

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make

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publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the

right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Equality and Inclusion

For up-to-date information please see:
http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities
In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

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Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support

https://www.highland.gov.uk/info/886/schools_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

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