



Teannassie Primary School



Primary Handbook 2026-27

“At Teannassie we feel that we have a good quality of learning. We are supportive of one another, and this creates a happy, stimulating and friendly environment that we can all enjoy. 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 pupils of Team Teannassie

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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 “Everyone plays a part, with CARE at the heart!” We are supportive of one another and strive to be Creative, Achieving, Resilient and Encouraging 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.

VISION:

Everyone plays a part, with CARE at the heart!

VALUES:

- Creative
- Achieving
- Resilient
- Encouraging

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.

2. OUR SCHOOL IMPROVEMENT PLANS 24-25

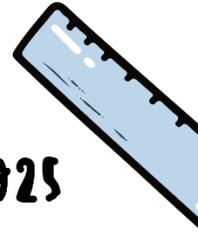
A summary of our SIP can be seen below.

For full detail on this please visit our school website - <https://sites.google.com/highlandschools.net/teanassie-primary/home> [Teanassie Primary](#)

You can also find our 2023-24 Standards and Qualities Report.



CLUSTER IMPROVEMENT PRIORITIES 2024-2025



Priority One
To improve our attainment in Writing, particularly across the First Level.

Priority Three
To continue our work on Pedagogy, building on our skills from last year, and ensuring all learners are being suitably supported and challenged.

Priority Two
To continue developing our Curriculum by updating our Curriculum Rationale and progressions of work, to make sure they meet the needs of our learners.

Priority Four (ELC)
To create more links between our Nursery and the local community.



3. GENERAL INFORMATION ABOUT THE SCHOOL

CONTACT DETAILS:

Teanassie Primary School, By Beauly, Inverness, IV4 7AE

Telephone: 01463 782581

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

Website: <https://sites.google.com/highlandschools.net/teanassie-primary/home> ([Teanassie Primary](#))

We currently have 43 pupils from Nursery to P7 (3-11 years).

SCHOOL TERM DATES:

School term dates can be found at

https://www.highland.gov.uk/info/878/schools/32/school_term_dates [School term dates | School term dates | The Highland Council](#)

THE SCHOOL DAY:

Mon – Thur	Nursery	8.45am – 3.30pm	Friday	Nursery	9.00am – 12.00pm
	P1/2/3/4	9.00am – 3.00pm/3.30pm for P4's		P1/2/3	9.00am – 12.30pm
	P5/6/7	9.00am – 3.30pm		P4/5/6/7	9.00am – 12.30pm
	Break time	10.30am – 10.45am			
	Lunchtime	Between 12.15pm and 1.15pm			

OUR STAFF:

- Acting Head Teacher – Mrs Shonagh McBean
- P1/2/3/4 – Mrs Jennifer Surgeoner-Barrow and Miss Clarissa Fay (Monday)
- P5/6/7 – Mrs Sharon Gallacher, Miss Clarissa Fay (Tuesday) and Mrs Patricia Thornton (Friday)
- Support for Learning – Mrs Kim Lamont
- Pupil Support Assistants – Mrs Therasia Brotherstone, Mrs Sheila Matheson, Mrs Jane Hughson and Miss Aileen Trappitt.
- Nursery/ELC – Mrs Sheila Matheson, Mrs Kate Sealey, Miss Kirsty Henderson and Ms Louise Stimpson.
- Clerical Assistant – Mrs Stephanie O'Connell
- Canteen - Mrs Rosie Grant
- Facilities Manager – Mr John MacRae

How smart are we?



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. Plain navy jumpers can also be worn (without school badge). You can wear black or grey trousers/skirts or a blue checked dress or pinafore.

School uniform can be found at [Schoolwear Made Easy - Scotland's leading schoolwear supplier](#) and there is also some second hand uniform available at the school office.

Information on assistance with school clothing can be found here [Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

SCHOOL TRANSPORT:

Some pupils at Teanassie are eligible for school transport and information on applying can be found here; [Apply for school transport | School transport | The Highland Council](#)

ENROLLMENT:

Enrolment dates for new P1 pupils are advertised in the local press and are usually around February time. 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.

THE SCHOOL ATMOSPHERE AND ETHOS:

Achievements

At Teanassie we celebrate achievements on a regular basis. Children are given lots of opportunities to achieve. We have regular achievement assemblies in which pupils are awarded certificates linked to our school values of Creative, Achieving, Resilient and Encouraging.



Pupil Voice and Roles

In our school every child is valued and given opportunities to lead and help shape the school. Our committee groups are reviewed each year and we often change the structure and organisation to suit the current needs.

At present we have:

- Digital Leaders
- Buddies
- Health and Wellbeing
- Eco / Caring for our Space
- Rights Respecting Group

Mrs McBean also sets each class some termly challenges linked to “How Good is OUR School” which is a resource to support learner participation in self-evaluation and school improvement.

THE WIDER COMMUNITY:

Our vision is for Teanassie to become a true community school, working in strong partnerships with those in the local area.

Working in Partnerships

We are very fortunate to live in such a beautiful part of the world and have many fantastic partnerships right on our doorstep. Some of our core partnerships are below:

- Lovat shinty club
- Abriachan Forest Schools
- Aigas Field Centre
- Highlife Highland / Active Schools
- Kiltarlity and Kirkhill Church of Scotland (Rev Drew Kuzma)
- Kiltarlity Free Church (Rev. Stephen Allison)
- Kodaly (music)
- Feis Ros
- UHI
- Ross County Football Club
- Caley Thistle Football Club
- Charleston Academy and ASG primary schools

Parent Council

We have a very supportive Parent Council who meet once a term. So, if you are new to the school please come along and meet us all – we discuss important matters over cake and coffee.

Email - Roslyn Matheson on rozmatheson1@hotmail.co.uk.

Other Schools

We regularly work with Tomnacross Primary school, as they are within cluster. We work with each other for many activities like transition events and P7 residential trips.

4. EDUCATION WITHIN OUR SCHOOL

THE PURPOSES OF THE CURRICULUM:

In Teanassie we are engaging with the Curriculum for Excellence [Curriculum for Excellence | Education Scotland](#) 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.

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.
- Groupwork 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.

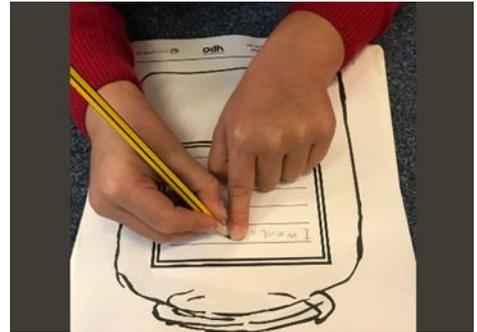
We also ensure that children are part of the planning process for learning and also to aid assessment.

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.

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 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 mathematics in later stages. In this respect, pupils must 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. 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 about 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

Parents are notified about any upcoming sensitive aspects of learning by the class teacher via a letter or email home and there is the ability to opt out if desired.

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 awards 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
- 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 have a small selection of iPads and Kindles at the school, and the children use these on a regular basis to enhance their learning. Our P6-7 pupils have individual chromebooks and our younger pupils share a large number of devices across the setting. We have Digital Leaders within our school who are responsible for learning how to use new equipment and resources and to teach others.

HOME LEARNING (HOMEWORK):

All classes are given regular homework tailored to the needs of the children in the class and it is reflective of what is being taught in class that week. We regularly seek parental viewpoints, via a homework survey. This session, our homework is shared on our Seesaw platform. Following a strong response from a parental survey, we currently have an “opt out” option for families who do not wish to receive homework.

5. SOCIAL POLICY AT TEANASSIE

ENSURING 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. If a parent has any queries, then they should contact their child's Named Person in the first instance, Mrs Shonagh McBean (Acting Head Teacher) on 01463 782581.

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 coordinated 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/>

(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
- (e) http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners
- (f) http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

ASSESSMENT OF PUPILS, KEY ASSESSMENT TASKS AND PROFILING:

Day-to-day assessments take place in every class and in the nursery. The teachers regularly assess pupils' 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 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 short, yearly 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/19358/anti_bullying_-_guidance_for_schools

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 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.

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. costumes
- Enhance our curriculum by sharing knowledge and skills
- 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!

Email: Roslyn Matheson on rozmatheson1@hotmail.co.uk.

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,
- 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.

MILITARY FAMILIES:

Our school welcomes and supports families and their children and young people from **Armed Forces families: Serving, Reservists and Veterans.**

We understand some of the challenges that service life can bring. These may be more difficult during times of mobility, separation due to a deployment, long training exercise or weekending. We look forward to working with you to ensure your child or young person thrives whilst with us in Highland.

Please get in touch with us as soon as you can so we can work together to ensure we are ready for your child or young person joining us. This is particularly important if they have additional support for learning (ASL) needs so that we can where possible have the appropriate support in place. (ASL is the term used in Scotland, in England a similar term is SEND).

Highland Council proudly committed to the Armed Forces Covenant many years ago and have built positive relationships with its Armed Forces community. There is a unique and dedicated

partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” extend a warm welcome to you. This was formed to promote and ensure the equity and equality for any child or young person from an Armed Forces family, within an educational context, so that they thrive whilst with us in Highland.

There is a dedicated website in Highland, Armed Forces Families Website that has been developed and informed by our Armed Forces community’s needs. It is an easy to navigate website with helpful information, guidance and support for families, educators, children and young people and communities. Here is a link to take you directly to the Enrolment page which may be particularly helpful.

Our children and young people have co-created a warm welcome to you and your family. Click the links here Primary School Welcome | Secondary School Welcome

Please get in touch with the Headteacher if you have any queries or if you would prefer, contact the MLG (Education) lead here.

7. PUPIL WELFARE

INFORMATION, ENQUIRIES AND VISITS TO THE SCHOOL:

The school's website at <https://sites.google.com/highlandschools.net/teanassie-primary/home> Teanassie Primary contains comprehensive information about the school including the handbook, term dates, and forthcoming events. Once a pupil enrolls in the school, our SEESAW platform keeps parents up to date with class and school events, along with updates of their child's learning.



General enquiries can be made by phoning or calling at the school office **(01463 782581)** between the hours of 8.45am and 1pm (12pm on a Friday).

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.

TRANSITIONS:

We endeavour to provide smooth transitions for our pupils here at Teanassie. New nursery pupils and Primary 1s are offered a settling in session, and our P7s moving on to High School take part in a transition programme with their new school.

ATTENDANCE AND ABSENCE:

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone or email the school before 9.30am on first day of absence on 01463 782581. The school office is manned from 8.45am and also has an answer phone facility.

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 parent/guardian needs to contact the school office by email or phone call. Pupils must report to the school reception and 'sign out' and, if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made out-with school hours.

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.

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

SCHOOL MEALS:

- A two-course lunch is served daily and all P1–5 pupils receive free schools meals.

- For P6 & 7, school meals cost £2.40 and lunches should be paid in advance. Please ask the school office for information on our online payment system.

- Information on assistance with school meals can be found here - [https://www.highland.gov.uk/info/899/schools_-](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

- [Free school meals and assistance with clothing](#) | [Free school meals and assistance with clothing](#) | [The Highland Council](#)



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:

School will only deal with minor cuts and bruises, and 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.

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/carers, providing:

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

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.

Child Protection Officer: Shonagh McBean (Acting Head Teacher)

In absence – Sharon Gallacher Principal Teacher at Teanassie 01463 782581

IF YOU HAVE ANY CONCERNS: Contact Shonagh McBean ASAP – Tomnacross 01463 741497, Teanassie 01463 782581

In absence – Sharon Gallacher Principal Teacher at Teanassie 01463 782581

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 INVESTIGATE – JUST LISTEN

SPEAK TO Shonagh ASAP.

5. RECORD THE INCIDENT ASAP AFTER TALKING TO CHILD

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



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.



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, must 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:

At the end of the primary stage of education, pupils from the Teanassie Primary School catchment area transfer to Charleston Academy.



Contact details: Charleston Academy, Kinmylies, Inverness, IV3 8ET
Telephone: 01463 234324
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 Quality Improvement Manager if they wish their child to transfer to any other secondary School. Placing request applications are made online at:
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.



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 the event of a school closure, the webpage <https://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools and an update will also be put on SEESAW.

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.

It is imperative that the school holds up to date contact telephone numbers in such an event, and 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 and these can be checked here - [https://www.highland.gov.uk/downloads/download/678/school_catchment_maps School catchment maps](https://www.highland.gov.uk/downloads/download/678/school_catchment_maps_School_catchment_maps)]. 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. Applications must be made to the Area Quality Improvement Manager Lyndsay Bradley on lyndsay.bradley@highland.gov.uk. Placing request applications are made online at: 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 the School Clerical to arrange a visit.

Parents of children with additional support for learning (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 Shonagh McBean, Acting Head Teacher.

Mrs McBean is available at the school on 01463 782581 (Thursdays and Fridays) but can also be contacted at Tomnacross Primary (01463 741497) on other days of the week.

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 Quality Improvement Manager – Lyndsay Bradley on lyndsay.bradley@highland.gov.uk.

Please note that transport is not a school responsibility and any queries should be emailed to school.transport@highland.gov.uk.

Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>.

APPENDIX

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 Headteacher.

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: [16plus Planning | Hi-hope](#)

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 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.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.

Whilst the information in this handbook is considered to be accurate at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.