

Golspie High School Handbook



2023/2024

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Please note that whilst information provided is considered to be correct at the time of printing, it is possible that there may be changes affecting a matter covered within this handbook. We will endeavour to communicate such changes through newsletters, the school website or via a direct letter to parents depending on the change.

Basic contact information

Name: Golspie High School

Address: Main Street, Golspie, Sutherland, KW10 6RF

Telephone: 01408 633451

Website address: <http://golspiehigh.schools.uk.com> [GHS Website](#)

Email contact: golspie.high@highland.gov.uk

Head Teacher: Mr Mark Evans

Golspie High School is a non-denominational secondary school catering for S1-6 (approximately 11-18 year olds). As of September 2022, the school roll was 262 pupils.

The Parent Council can be contacted via the school email address above or directly at golspie.high@highlandpc.co.uk Minutes of meetings and other information are stored on the Parent Council section of the school website. A newly created Facebook page can be found at <https://www.facebook.com/groups/285925046646550/?ref=share>

Parental communication with the school

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.

- i) **Concerns:** In the first instance when a pupil's parent has a concern about the pupil, they should ring the school and ask to speak to their child's Pastoral teacher who is the first point of contact between home and school. The Pastoral teacher will investigate the concern and either get back in touch with the parent or, depending on the nature of the concern, involve the school's Senior Management Team who will contact the parent. In all cases, parents have a right to expect a quick reply to a concern.
- ii) **Complaints:** Whilst the Pastoral teacher is a parent's first point of contact for almost all issues, if a parent wishes to register an official complaint they should in the first instance communicate this to the Head Teacher- either by phone, email or letter. He will acknowledge the complaint and agree a timescale for getting back in touch with an update or resolution. From here, if necessary, the matter will be brought to the attention of the Area Education & Learning Manager who will decide what the next steps should be. Parents will be kept fully informed at each stage and will be invited to attend relevant meetings being held. Should you feel unable to speak to the Head Teacher you are entitled to contact the Alison Donald, Area Education and Learning Manager, Highland Council Offices, Drummie, Golspie, KW10 6TA. Further advice is available on the Parentline website: <http://www.children1st.org.uk/what-we-do/our-services/search-our-services/parentline-scotland/>

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.

iii) **Absences**

Good attendance is vital if pupils are to achieve their full potential. Parents should ring or email the school on the first day of any unexpected absence. Equally, please let us know in advance if you are aware that your child will be off on a certain date - a note should be handed by the child to their register teacher. If we have not heard from you and your child is absent without explanation, we will contact you asking for clarification. On return to school, irrespective of any earlier contact, a note explaining the period of absence must be brought by the pupil. The note should be dated and give the dates of absence being explained therein.

If an absence remains unexplained to the school's satisfaction despite communications between the school and home, the school is required to record the absence as truancy. Cases of persistent absence have to be referred to the Education Authority once Golspie High School's absence procedure has been worked through.

Appointments: Doctors' and dentists' appointments should be made out-with normal school hours. Where this is not possible a pupil will only be released from school for such appointments on production of an appointment card or a letter from their parent/guardian. Pupils will not be excused classes to attend other appointments, e.g. Hairdresser, kilt-fitting, driving lessons etc.

Family Holiday: 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

[School term dates](#) | [School term dates](#) | [The Highland Council](#)

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

Parental Involvement

i) Parent Council

All parents who have a pupil at the school are automatically part of the Parent Forum. The views of the Parent Forum are represented by a Parent Council which is made up of a group of parents who meet normally once a term with the Head Teacher. All parents are welcome to attend Parent Council meetings. Golspie High School's Parent Council links to other schools via the Highland Parent Council Partnership (www.highlandpcp.org.uk) and the National Parent Forum of Scotland (www.npfs.org.uk). The Parent Council can be contacted directly at golspie.high@highlandpc.co.uk. Minutes of meetings and other information are stored on the Parent Council section of the school website.

ii) Direct school-parent links

GHS staff believe that a good home-school partnership is essential to maximising the support given to all learners. We know this only works when as a school we give you the information to support your child's learning. This is done in various ways:

- i) **An annual report for all pupils (S1 to S6)** of each learner's progress, strengths and next steps in learning.
- ii) Three **brief progress reports** through the year for S4-6 and two for S1 to 3. See GHS Calendar for Parents (on website) for details of when this report is issued for each year group.
- iii) **Parents' Evenings**. See GHS Calendar for parents (on website) for details of when each year group Parents' Evening takes place.
- iv) **Occasional information evenings**. These cover a range of themes that we believe parents want more information on. These will include, for example, the curricular stage that your child is about to enter (i.e. for S3 this will involve looking at the Senior Phase and course options etc for their S4 year of studies).
- v) **Head Teachers Information to Parents Communication**. Once each month and then other letters with specific information relevant to parents.
- vi) **Our website** which contains news and key documents, and links to other websites relevant to your child's education golspiehigh.schools.uk.com/
- vii) **Our Facebook page** (there is a link on our website) [Facebook Link](#)
- viii) **A responsive Pastoral Team** who serve as a first point of contact for any parental concerns and will make contact with home if concerns arise.
- ix) **Head Teacher's drop-in**. Please feel free to make an appointment at any time with the Head Teacher to discuss any aspect of your child's learning or any other school matter.
- x) **Winter weather arrangements** are sent out yearly and on the Golspie High School website.

School Vision and Values

Learn from the past, aim for the future.

At Golspie High School we learn from the past. We provide a range of teaching methods for pupils to move on with a sense of self achievement while providing a variety of unique courses to suit all aspirations, creating positive relationships with all pupils. We push all our pupils to achieve the highest that they possibly can while embracing individuality and striving to work closely in partnership with the community and parents. At Golspie High School we aim for the future.

Trust

Respect

Excellence in Achievement

Continuous Improvement

Health Promoting School

As a Health Promoting school, we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

School Meals cost £2.30/£2.55 for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see

[http://www.highland.gov.uk/info/899/schools -
grants and benefits/10/free school meals and assistance with clothing](http://www.highland.gov.uk/info/899/schools-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

Pupils receive credit on their account which they can use during break and lunchtime in the canteen.

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details, please see:

http://www.highland.gov.uk/info/878/schools/9/school_meals/2

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.
- 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 Pastoral PT. 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.

Employment of Children

The employment of children byelaws regulates the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information, please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2022/23 pupils born between 1 March 2003 and 30 September 2006 can receive payments from August 2022. Pupils born between 1 October 2006 and 28 February 2007 you can receive payments from January 2023. Further information on full eligibility criteria and the online application process can be obtained from the school.

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance

The curriculum

The curriculum aims to give a broad and balanced education to all our pupils. It is based on national guidelines and also aims to offer a flexible pathway to future employment or further studies.

S1-3: A Broad General Education

Throughout S1-2, pupils are taught specific subjects from all curricular areas as well as skills and attitudes which will be essential in the senior phase and later life. Pupils study from all curricular areas, subjects studied presently are as follows:

English	Mathematics
Physical Education	Music
Science	Creative Industries (inc. Drama, Fashion, Textiles and Cooking)
Modern Languages	Geography, History & RME
ICT & Business Education	Personal and Social Education
Art and Design	Technical Education

In S1-3 pupils also have a specific Tutor period where, amongst other things, they review progress, identify next steps in their learning and set targets.

S3

In S3, pupils study English, Maths as well as PSE and PE. S3 Pupils then make choices, these are explained to S2 pupils and their parents in the Spring a few months before pupils begin their S3 year.

- Please also see following link for Broad General Education link [Highland Curriculum for Excellence information](#)

S4

During the Spring Term of their third year pupils choose the subjects they wish to continue to study in S4. Parents should check the website for information at this time. We build in as much flexibility and choice as possible into this process, though all pupils will continue to study the core subjects of Mathematics and English. These courses lead in the main to the new National qualifications - available at National 3, National 4 and National 5 level, together with National Progression Awards and other Nationally recognised awards within the SCQG Framework. Whether a pupil is entered for National 3, 4 or 5 will depend on their work and attainment throughout S1-3 and on how they perform in the early months of S4. Pupils will study for 6 National qualifications throughout S4. Only National 5 qualifications have an end of year exam as National 3 and National 4 are entirely judged on assessment throughout the year. Options can vary from year to year.

S5/S6

Pupil's study National 3-5, Nations Progression Awards and National Certificate, Higher and Advanced Higher courses. Foundation Apprenticeships are also available.

The choice and range of courses may vary from year to year depending on staffing and other resources. The S5/S6 course choice is subject to such constraints as the numbers of pupils opting to do a course. In most cases it should be possible to offer most options over the two years of S5 and S6 session. Subjects are offered in columns, so there will be some constraints within such a system.

Once again, details are available on the school website at course choice time.

Personal and Social Education

All pupils have weekly classes in Personal and Social Education (PSE) from stages S1 to S3. Currently topics dealt with in these sections include careers guidance; smoking; alcohol; drugs and their effect on health; sex education; accident prevention; internet safety; and study skills.

The content and approach of the course takes into account the age and stages of development of pupils so that while topics such as those under Careers Education may appear in all years, the approach will be different each year.

The S4 to S6 year groups have blocks of PSE through the year.

How pupils learn and develop:

GHS is committed to creating active and engaging learning experiences. We do this by employing a range of learning and teaching approaches, by creating real and relevant learning opportunities and by promoting learner choice. Learners will, when appropriate, have freedom of choice about reading material, projects, presentations and research topics throughout their time at GHS and elsewhere it is noted how there is some subject choice in S3 and then, in the Senior Phase, a wide range of SQA courses to choose from.

Pupil participation in planning what they learn comes from the use of learning intentions and success criteria which empower learners to identify their own future learning objectives.

Pupils learn and develop through their ability to self-reflect on their learning. This is an on-going process which all staff seek to help pupils develop the necessary skills. Teachers encourage pupils to use subject learning logs.

This is a time of significant change in Scottish Education and you may want further information about the Scottish curriculum or about your child's learning. If that is the case, I would suggest the following website as the most important one for information about the Scottish curriculum. This is the main source of parental information from Education Scotland- the organisation which advises, inspects and supports schools.

<https://education.gov.scot/parentzone/>

Aside from that, please feel free to suggest topics you would like to see covered in an information evening or arrange a meeting with the Head Teacher.

Assessment

Below (in italics) are key message given by Education Scotland about assessment practices in school.

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

After the following statements, there is a brief description of what GHS's teachers are working towards.

- i) *Information from assessment serves several important purposes: to support learning (and) to give assurance to parents and others about learners' progress.*
- ii) *Above all else, assessment practices needs to meet learners' needs and enable all learners to achieve aspirational goals and fulfil their potential. Assessment practice should follow and reinforce the curriculum and promote high quality learning and teaching approaches.*
- iii) *Assessment also needs to support learning by engaging learners and providing high quality feedback.*
- iv) *Assessment has to be fair and inclusive and allow every learner to show what they have achieved and how well they are progressing.*

GHS assesses and monitors pupil progress in a variety of ways. At all times the focus is on generating information which supports learning by identifying strengths, learning needs and strategies for bringing about improvement. Pupils and parents are encouraged to focus on the comments that go along with assessment throughout the year because it is much more important to know how to improve than it is to know how many marks a pupil received. Research suggests that feedback rather than marks is much more likely to bring about improvement. If we accept that learning is a journey, then the comments are the signposts towards the chosen destination. This information may be generated at the end of a lesson when pupils are asked to review the learning intentions ("what we intend the pupils to know by the end of the lesson") and success criteria ("the steps that pupils need to take during the lesson to complete the learning intention"), but also it may be an end of unit test, a homework or a revision exercise completed in class. In all cases, the information about how to improve is the crucial piece of information

Apart from these routine meetings, parents are most welcome to arrange appointments with the Senior Management Team, the relevant Faculty Head or Pastoral PT.

Transitions

P7 into S1:

Visits

Golspie High School (GHS) has a full programme for the transition into secondary school. There are several visits arranged for all P7 pupils to GHS during the year. These include a

chance to sample various subject areas and their activities that the pupils will be involved in during their S1 year. This will include Creative Industries, Art, Technical, Science, Music, sporting activities and a variety of opportunities in English, Language, Maths, Social Subjects etc. Pupils will gain the chance to meet as many of their teachers they will have in S1 as possible. Visits to GHS culminate in 'Transition Week' in June. This is an opportunity for the pupils to experience life at GHS, start to find their way around, make new friends and meet their teachers. During this time, they are well supported by staff and senior pupils to ensure that their first real experience of life at secondary school is a positive experience.

During these visits, parents are invited to meet the Head Teacher and Depute Head Teacher for informal discussions and questions & answer sessions.

Pastoral Staff and ASN teachers will also visit each primary school after the New Year to meet pupils and parents. This ensures that staff at GHS are able to make provision for pupils who have more complex needs in advance of their arrival.

Key Parts of Process

Before the Christmas / New Year holiday GHS has already received the names of the P7 pupils due to start GHS in S1 the following school year. During the third term draft class lists made. We take into account which Pastoral PT's caseload any older brother or sister had been in/is currently in ensuring younger siblings are with the same member of staff. This ensures that Pastoral PTs develop strong relationships with the families on their caseload. The Pastoral PTs may have already received information regarding particular pupils through liaison with the Primary Head Teachers throughout the year. This ensures that staff at GHS are able to make provision for pupils who have more complex needs in advance of their arrival.

In the third or fourth terms, Pastoral PTs visit the P7 pupils in the primary schools. This is an opportunity for the pupils to meet the Pastoral PTs, listen to a talk about coming to GHS and to ask lots of questions.

This information is used to create class lists of the pupils and the Pastoral PTs then liaise with the Primary teachers again to confirm that the class lists support the needs of all of the pupils. Pastoral staff visit the primary schools again in May to meet with pupils and staff. There is also a Parents' Information Evening at GHS in the Summer Term for P7 parents to enable all of the parents to meet the relevant Pastoral PTs and other staff to discuss any concerns.

Additional Support for Transition

Some P7 pupils require more support at transition than others and in these cases the ASN PT, attends Transition meetings with the Primary Teachers, parents and any other relevant agencies to discuss the issues and find strategies to overcome them.

For some pupils, more support is needed to ease their transition. These pupils will attend additional taster visits on a more informal basis organised by the Support Department. Where there is a greater need, GHS staff will do all they can to overcome anxieties and problems and so a wide range of support is available as required.

1st months in GHS as full S1 pupils

In the first weeks at GHS, S1 pupils are assigned an S6 buddy. These are S6 pupils who have applied to work as buddies and have undergone training. The role of the buddies is varied, from escorting pupils to class each lesson for the first week that S1s are in the school, to supporting in tutor time with organisation and to supporting pupils at break and lunchtime. Most buddies have a small group of pupils to look after but for some pupils an individual buddy is assigned with similar interests to them. This ensures that more vulnerable pupils are fully supported and have a positive experience.

Transitions through and from the school:

End of Broad General Education S3 to S4.

As pupils progress up the school, there are a number of transition stages. When pupils move from the Broad General Education (S1-3) into S4 (the start of the Senior Phase) it is crucial that advice is given to ensure suitable course choice. This maximises a pupil's chance of academic success. Advice on these transitions is given in a number of ways from a variety of people including Pastoral PT, Depute Heads, our partner Fiona McNabb from Skills Development Scotland (SDS) and partners involved in delivering our large vocational set of courses and subject staff. This discussion is invaluable in ensuring that pupils make choices that will support their future career pathways as well as maximise their academic success. This is communicated and delivered through a Career Choice Fair at the end of January and a further discussion session in which parents with their son or daughter are invited in to discuss choices with their Pastoral PT, the Deputes, North Highland College staff and Fiona McNabb SDS before choices are made. There is also the traditional Parents' Evening meeting with class teachers. Fiona McNabb will also interview each S3 pupil during this process. Please note that parents are welcome to contact the relevant Pastoral PT at any time during this process.

S4 into S5 and S5 into S6

The same set of opportunities as S3 (see above) are in place.

Transition into work, further education or University

Every effort is made to support pupils and parents. Pupils are interviewed by their Pastoral PT and offered further careers guidance from SDS and other agencies as required. Parents should spend time with their child looking at the world of work website:

<http://www.myworldofwork.co.uk/>

Information about local opportunities is listed on the hi-hope.org website to support 16+ planning.

www.hi-hope.org

The school actively advertises apprenticeships and looks to support the transition of pupils as school leavers in a number of ways. The school liaises with a number of outside agencies to

ensure that all pupils have sufficient opportunities to access further training and for some pupils this starts in S4 with the Vocational Pathways Programme. It is the aim of staff at GHS that all pupils leave with a positive destination and the best possible qualifications. See <http://www.highland.gov.uk/learninghere/16pluslc/> for further information about Highland Council's support programme for school leavers. Also please look at [16+ Learning Choices Information](#)

Support for Pupils

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being. In a secondary school, the named person will usually be the relevant Pastoral PT.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

<http://forhighlandschildren.org/>

There are also Information sheets available at: www.chipplus.org.uk click on Education.

All pupils have an entitlement to universal personal support during their time in education. For many, the support that they need is simply access to high quality learning experiences, a supportive school environment, support at key transition points and an identified key adult who they can discuss concerns and progress. We have 2 Pastoral PT's. They have skills, experience and an allocation of non-teaching time to help individual pupils on their caseload. This usually takes the form of advice about subjects or support with a personal/social/emotional situation. These staff are also responsible for the delivery of the Personal and Social Education courses in the school. These teachers take a particular interest in their pupils by monitoring behaviour, attendance and progress reports and are key figures in all transitions. Contact between Pastoral staff and a parent is always welcome.

The 2 Pastoral PTs (Mrs Metzler and Mrs Murdoch) each have a caseload of half the school, looking after a group of pupils from each stage, S1 to S6. Children from one family will be placed with the same Pastoral PT so that parents need only be in contact with one person in relation to all members of their family.

Child Protection

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse or are at risk. In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Education Service staff 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. More information about Child Protection Procedures within Highland can be obtained from http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection or the Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone 01463-703483.

Pupil Support- Additional Support Needs (ASN)

Introduction

GHS supports learning at all stages. The aim of the Additional Support Needs (ASN) Department is to provide a continuum of teaching and learning so that all pupils may progress as appropriate to their own stages of development and levels of ability. Our school provides an inclusive environment and experience for all our pupils.

"Additional Support Needs" (ASN) is the term used to describe varying degrees of learning difficulty, which can include short term difficulties related to a particular area of the curriculum, physical impairment, developmental delay, behavioural / emotional and specific difficulties, e.g. dyslexia. Many support needs will require on-going support. However, this does not imply a lack of ability, and the ASN Department works with pupils across a broad ability range.

Subject teachers, in conjunction with ASN Teachers, monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a Child's Plan or Co-ordinated Support Plan may be put in place to help plan, organise, monitor and regularly review a child's progress. At various stages other professionals will become involved in helping support individual pupils. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

GHS has introduced a system of Pupil Profiles. These are profiles for each pupil with an ASN need. These profiles are regularly referred to by subject teachers and engage in discussion with the ASN Teacher who is overseeing the progress of an individual pupil. The ASN Teachers have a role as a Key Worker for individual pupils and liaise closely with the Support Faculty

Heads. Parents are kept well informed of progress, alterations to support and are invited to review meetings.

Our Getting it Right for Every Child (GIRFEC) meetings bring together professionals from several agencies – Health, Medical, Psychological and Social Work Services etc to consider and plan support for individual pupils and their families. For some youngsters, where support is needed by this group, pupils and parents are invited to become closely involved in planning suitable support at school and at home.

How is information identified and shared?

At transition, information such as any additional support needs are gathered from the previous school and evaluated. The liaison between the schools is crucial in ensuring that existing assessments, diagnosis and successful strategies are carried forward with the child. This enables staff at GHS to meet the needs of the pupil.

The ASN PT plays a major role in ensuring appropriate support is in place for pupils with additional support needs. They will liaise closely with parents and the child's Key Worker to ensure class teachers have the correct information, and as required, the necessary support.

There is a system in place whereby if a subject teacher becomes aware that one of their pupils is having difficulties they would follow set procedures and at the appropriate time contact the ASN PT. Following appropriate discussions any appropriate support would be put in place. Parents will be involved in any decisions made.

What should I do if my child's support needs change?

If the pupil is already receiving support and parents believe they need increased support, parents can contact the ASN PT.

If you are unhappy about the support for your child

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed. Please contact the Head Teacher if this is the case. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Other Information

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified

under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

School Improvement

This year our focus is on:

- 1. Learning and Teaching**
- 2. Tracking and Monitoring of pupils progress**
- 3. Assessment and Moderation**
- 4. Pupil Leadership**

GHS is focusing on these areas in its School Improvement Plan for 2022/23.

The key points for our improvement plan are on the school website.

The central strategic planning process for the school is summarised in the School Improvement Plan. Below is a summary of the work GHS is developing. The full plan is on the GHS website.

Standards and Quality Report

This sums up GHS’s main achievements and developments on the school website.

School Improvement Plan

Standards and Quality

School Policies and Practical Information

Can be found on our school website

Policies

GHS adheres to the standards and guidelines of Highland Council in all our practices. Therefore any parent wanting clarification on school procedures should check the appropriate section of the Highland Council website: [School Policies, Procedures and Guidelines](#) where links to all authority policies can be found.

When we implement an individual policy or decide to further clarify the authority guidance, we will publish the policy on the school website. Currently policies published on the website are:

Bullying <https://drive.google.com/file/d/1e8b-pT4mzXG6ODH5AQVjzdPEPk2HzjSQ/view> (please also see the Highland Council’s anti-bullying policy)

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

- Learning and Teaching
<https://drive.google.com/file/d/1qpXNUB1aZYnRc6pU-6D6Fk1n59-u1p74/view>
- Positive Relationships
<https://drive.google.com/file/d/1RK8pjTlfZvDuVKw1EZeoAWo1wOEwdZU1/view>
- Attendance and Lates
<https://drive.google.com/file/d/1gbnD94NdbXgOQABldfiozgyQ7U2PuA3e/view>

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.

Pupil representation

GHS has a Pupil Voice with representatives from each year group. The group meets every 2 weeks.

School Hours

Monday, Tuesday, Wednesday, Thursday		Friday
<u>MORNING</u>	<u>AFTERNOON</u>	<u>MORNING</u>
Registration 8.45 - 8.55	Lunch 1.20 – 2.00	

Period 1	8.55 – 9.45	Period 6	2.00 – 2.50	Registration	8.45 – 8.55
Period 2	9.45 – 10.35	Period 7	2.50 – 3.40	Period 1	8.55 – 9.45
Break	10.35 – 10.50			Period 2	9.45 – 10.35
Period 3	10.50 – 11.40			Break	10.35 – 10.50
Period 4	11.40 – 12.30			Period 3	10.50 – 11.40
Period 5	12.30 – 1.20			Period 4	11.40 – 12.30
				Lunch	12.30 – 12.45

School dress code

A high standard of uniform is expected from pupils as it promotes pride in themselves, in the school and in the community. The smart appearance of the pupils is also important for the way the school is seen and judged by the community and by visitors.

Special clothing may be advised for particular activities at the discretion of staff in charge. Common sense and reasonableness are always applied in any ruling and we will ensure that pupils and parents know clearly what is acceptable. Parents will be consulted as appropriate and may consult the school at any time. Please note that jewellery should be kept to a minimum. Jewellery must be removed before pupils participate in practical classes.

- Pupils should wear black trousers, black jeans or a black skirt/black dress shorts (no sports/cycling shorts unless in PE).
 - **Pupils should not wear jogging bottoms, leggings, ripped jeans or jeans that are not black in colour.**
 - If they are wearing skirts/shorts these should be no shorter than knee length.
- School jumper, cardigan or v-neck sweatshirt with school badge or plain black equivalent.
 - **No branding/logos allowed unless it is the GHS badge (For example; no Adidas or Nike on any piece of clothing unless worn in PE)**
- School polo shirt or black/white equivalent or a black or white shirt or blouse (t-shirts without a collar are not allowed unless in PE.)
- Red School tie must be worn.
 - The expectation is that ties should be worn by each pupil through the school day unless in specific school activities.
- Hooded tops **should not** be worn in classes and all outdoor jackets / GHS sweat tops / fleeces should be removed for each class.

Dress code:

- a) Gives pupils a pride and sense of belonging to our school.
- b) Creates a very positive impression for anyone meeting our pupils.
- c) Improves school security by making it easier to identify intruders.
- d) Gives pupils a sense of equality.
- e) Encourages a state of mind in pupils which improves their focus on learning and personal development.

[Macgregor School Wear Inverness Link](#)

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 Head teacher.

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 this link for school closure information.

<http://www.highland.gov.uk/schoolclosures>

Adverse weather letter is emailed to parents and is available on this link.

[Adverse Weather November 2022 \(003\).pdf - Google Drive](#)

Practical Information

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 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.

Data Protection Act 1998

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 the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

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.

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

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.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act 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 out with 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.