

MALLAIG HIGH SCHOOL HANDBOOK



HANDBOOK SESSION 2023/24

Responsibility • Respect • Resilience • Creativity • Curiosity • Compassion
Dleastanas • Spèis • Seasmhachd • Cruthachaileachd • Furachas • Co-fhaireachdainn

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MALLAIG HIGH SCHOOL

INTRODUCTION

Telephone **Mallaig (01687) 462107**

E-mail mallaig.high@highland.gov.uk

Website **www.mallaighigh.org.uk**

Head Teacher **Pamela Watt (Acting)**

From August 2018, Mallaig High School has been part of a 3-18 cluster of schools with Mallaig Primary School, Lady Lovat Primary, Arisaig Primary and Inverie Primary.

The schools share a Senior Management Team (Head Teacher and two Depute Head Teachers) and come together for training and planning, while retaining the separate identities of the schools within their own communities.

The High School takes in the catchment areas of the Small Isles, Knoydart, Arisaig, Lady Lovat and Mallaig Primary Schools and pupils travel daily from as far as Lochailort.

The roll in November 2022 is 99. The teaching complement for 2022/2023 is 14.8 full time equivalent, which includes the Head Teacher and a full-time teacher for Gaelic Education.

ETHOS

The school's ethos is contained in its stated aims which apply to the whole school community.

- We aim to be a school full of people who see learning as a good thing and who work together to learn and to improve their skills.
- We will put our best efforts into everything that we do. We will aim high and try to constantly improve our performance by looking at what we have already done.
- We will make special efforts to make sure that everyone feels cared for and well supported.
- We want everyone in the school to be happy and making healthy choices for their lives.
- We will be open in our work and try to listen to everyone's opinion.
- We will show respect for everyone.
- We will treat everyone fairly.
- We will learn about, investigate and participate in the world beyond the school gates and the world beyond Lochaber.

Coming together is a beginning.
Keeping together is progress
But working together
Is a success.

We are only as strong
As we are united;
Weak as we are
Divided.
Anything is possible
When we all work together.

Life gets better together.
Together we will succeed.

by Jo Fitzpatrick, Nairn Academy

Equality and Inclusion

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

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

Strive to value diversity and recognise the unique contributions that each individual brings. This involves enabling all young people to become; Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. (Adapted from How Good Is Our School 4- 3.1 Ensuring wellbeing, equality and inclusion.)

STANDARDS AND QUALITY REPORT

Mallaig 3-18 Standard and Quality report is available on our website at:

www.mallaighigh.org.uk

From this document our key strengths are:

- Pupil Attainment is well above national averages
- All pupils are well supported in their learning
- The Curriculum offers a range of appropriate and challenging courses.
- Teachers know pupils well: they are treated as individuals
- There is a well-ordered atmosphere which is conducive to learning.
- Positive Outcomes: Pupils move on to employment, training or Further and Higher Education when they leave school
- The school's positive and caring ethos

The latest HMIE report, from June 2020, can also be found on the school's website or at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3586>

Mallaig High School Examination Results for 2022

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ Higher or better			3+ @ Higher or better			5+ @ Higher or better		
	2019/2020	2020/2021	2021/2022	2019/2020	2020/2021	2021/2022	2019/2020	2020/2021	2021/2022
	85	86	90	65	67	63	35	48	32

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ Higher or better			5+ @ Higher or better			1+ @ Advanced Higher		
	2019/2020	2020/2021	2021/2022	2019/2020	2020/21	2021/22	2019/2020	2020/21	2021/2022
	53	69	79	42	50	64	26	42	50

PLANS FOR IMPROVEMENT

In common with other Scottish Secondary schools, Mallaig High School routinely looks at areas for improvement based on a process of self-evaluation. This year, in a move towards a shared 3-18 identity, both our Standards and Quality Report and our School Improvement Plans reflect our shared priorities and projects. Our key priorities this year are: Promoting Gaelic; Raising Attainment and Extending Pupil Voice.

The current plans for improvement are available on the school's website at:

<https://www.mallaighigh.org/>

PLACING REQUESTS – PARENTAL CHOICE

Each school serves its own catchment area. Pupils living within this area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager, Fingal Centre, Viewfield Road, Portree, Isle of Skye (01349) 781410. Placing request forms can be obtained from:

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

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

If pupils live out with the school catchment area and their parents wish them to attend Mallaig High School, they can contact Pamela Watt, Acting Head Teacher on 01687 462107 to arrange a visit.

SCHOOL CALENDAR FOR SESSION 2022 – 2023

Open	Close
Tuesday 16 th August 2022	Friday 7 th October 2022
Monday 24 th October 2022	Thursday 22 nd December 2022
Monday 9 th January 2023	Friday 31 st March 2023
Monday 17 th April 2023	Thursday 29 th June 2023

HOLIDAYS

Casual Holidays—Monday 20th & Tuesday 21st February 2023

May Holiday—1st May 2023

IN-SERVICE DAYS:

Monday 15th August 2022

Monday 12th September 2022

Tuesday 13th September 2022

Wednesday 22nd February 2023

Monday 5th June 2023

CALENDAR FOR SESSION 2023 – 2024

Open	Close
Tuesday 15 th August 2023	Friday 6 th October 2023
Monday 23 rd October 2023	Friday 22 nd October 2023
Monday 8 th January 2024	Thursday 28 th March 2024
Monday 15 th April 2024	Thursday 27 th June 2024

HOLIDAYS

Casual Holidays—Monday 19th & Tuesday 20th February 2024

May Holiday— 6th May 2024

IN-SERVICE DAYS:

Monday 14th August 2023

Monday 11th September 2023

Tuesday 12th September 2023

Wednesday 21st February 2024

Thursday 2nd May 2024

SCHOOL DAY

Mon – Thu **P1 – P7 (08:50 – 15:50)**

Fri **P1 – P5 (08:50 – 13:15)**

P1 08:50 – 09:40

P2 09:40 – 10:30

Break 10:30 – 10:45

P3 10:45 – 11:35

P4 11:35 – 12:25

P5 12:25 – 13:15

Lunch 13:15 – 14:10

P6 14:10 – 15:00

P7 15:00 – 15:50

The school building is open until 6 pm and is available for let in the evenings up to 10 pm.

COMPLAINTS AND REQUESTS FOR SERVICE

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns, more serious issues, they should contact their child's Named Person in the first instance, Pamela Watt. Less serious issues, please contact Shivan or your child's Guidance / Support teacher.

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 Mhairi MacDonald, the Area Education and Learning Manager: Mhairi.MacDonald3@highland.gov.uk (01470) 572272 (Struan) & (01478) 640237 (Carbost)

Details of how to make a complaint with The Highland Council can be found at:

https://www.highland.gov.uk/info/670/consultations_complaints_and_compliments/368/how_to_make_a_complaint

Please note that transport is not a school responsibility. Any queries should be addressed to the Local Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, the local transport office (01397 709033) or, public.transport@highland.gov.uk.

CODE OF POSITIVE BEHAVIOUR

Our School Values underpin our culture:

Responsibility ● Respect ● Resilience ● Creativity ● Curiosity ● Compassion

Dleastanas ● Spèis ● Seasmhachd ● Cruthachaileachd ● Furachas ● Co-fhaireachdainn

Pupils are asked to abide by the following statements.

Mallaig High School is a good school because we all try to observe the following code of behaviour.

- We always try to work to the best of our ability.
- We show courtesy and respect towards each other.

- We are supportive and considerate and always avoid putting others down.
- We are aware that swearing causes offence and offensive behaviour is not welcome in our school.
- We know that good manners cost nothing, therefore we are polite.
- We always show respect for the school environment and those who have to look after it, therefore - we always use the bins provided for litter; we try not to bring mud into school on our shoes; we only play ball games on the pitch; after using the toilets, we leave them in the state which we would wish to find them.
- We must always be punctual to school and to class. *(NB school starts at 0850 and 1410. After this you must sign in. If you are late to class, it is courteous to apologise and explain.)*
- Absences from school require a written explanation. Appointments during school time require an appointment card to be shown.
- We are always mindful of road safety considerations, both in and out of school.
- When using the School bus we observe the rules for this.
- We all observe the school dress code.

There are some things we must not do.

- Chewing gum is not allowed in class because it leaves a mess on tables and carpets.
- Clothing with a design, logo or words / pictures which cause offence or are contrary to the idea of a healthy school, is not permitted.
- Money or valuables must never be left in the toilets or unattended anywhere in the school

Here are some things we must remember.

- Complete homework on time.
- Bring a school bag and a pen and pencil to school.
- Look after our homework diary and bring it to every lesson.
- Report any damage to the building, property or equipment immediately.
- Bring PE kit to all PE classes.
- Bring containers for HE as and when required.
- Wear the correct clothing for practical subjects

STUDENT DRESS CODE

At MHS we adopt a workplace approach when it comes to clothing and therefore whilst we don't have a traditional school uniform, we do have a smart and casual Dress Code that we expect students to stick to and thank parents for supporting.

Our dress code for everyone is summed up as appropriate and inclusive.

Students should be dressed in manner that is comfortable and weather appropriate. It should be acknowledged that this is a place of work, and as such we have frequent visitors who view students in both their appearance and behaviour, both at MHS and in the community. The students are representatives of us all and have a duty to help us promote a strong, positive reputation.

A few specific issues that we would ask for your support with are:

- Shorts / Skirts / Dresses should be close to knee length;
- T shirts should be as plain as possible, and have no inappropriate wording, symbols or logos;
- All parts of the stomach and back must be fully covered without pulling or tugging;

- No transparent or 'cut away' tops or low riding jeans (underwear should not be visible);
- Trainers and shoes are allowed but no flip flops, sliders or work style boots (e.g. steel toe capped);
- Coats should be removed when in lessons and hoods taken down.

When students are working on practical activities or involved with off-site trips and learning, then it is likely that a different dress code will be more appropriate. We would always give students guidance accordingly.

For sport activities students need trainers, shorts or joggers, a change of t-shirt / top and (non-aerosol) deodorant. We would expect students to change into sports clothing and change back out to encourage comfort and personal hygiene

Days at other provision e.g., College: students will be advised what they need to wear by the external provision.

If students arrive at school and are felt to be unsuitably dressed, parents will be contacted and asked to support us in maintaining the code.

PUPIL SUPPORT

Ms Pamela Watt, Acting Head Teacher, has overall responsibility for pupil support and she should be your first point of contact if you need information on your child's performance or if you need to communicate important information to the school.

Working with Ms Watt will be three Principal Teachers of Pupil Support who have direct responsibility for pastoral care of the pupils. Each PT has a caseload of about 35 pupils: the school is divided into three, based on the House system; siblings are usually allocated to the same House. If you have a concern about your child, please contact your child's Pupil Support teacher in the first instance.

Mr Jenkins is responsible for pupils in **Duich** christopher.jenkins@highland.gov.uk

Mr Masterton is responsible for pupils in **Nevis** colin.masterton@highland.gov.uk

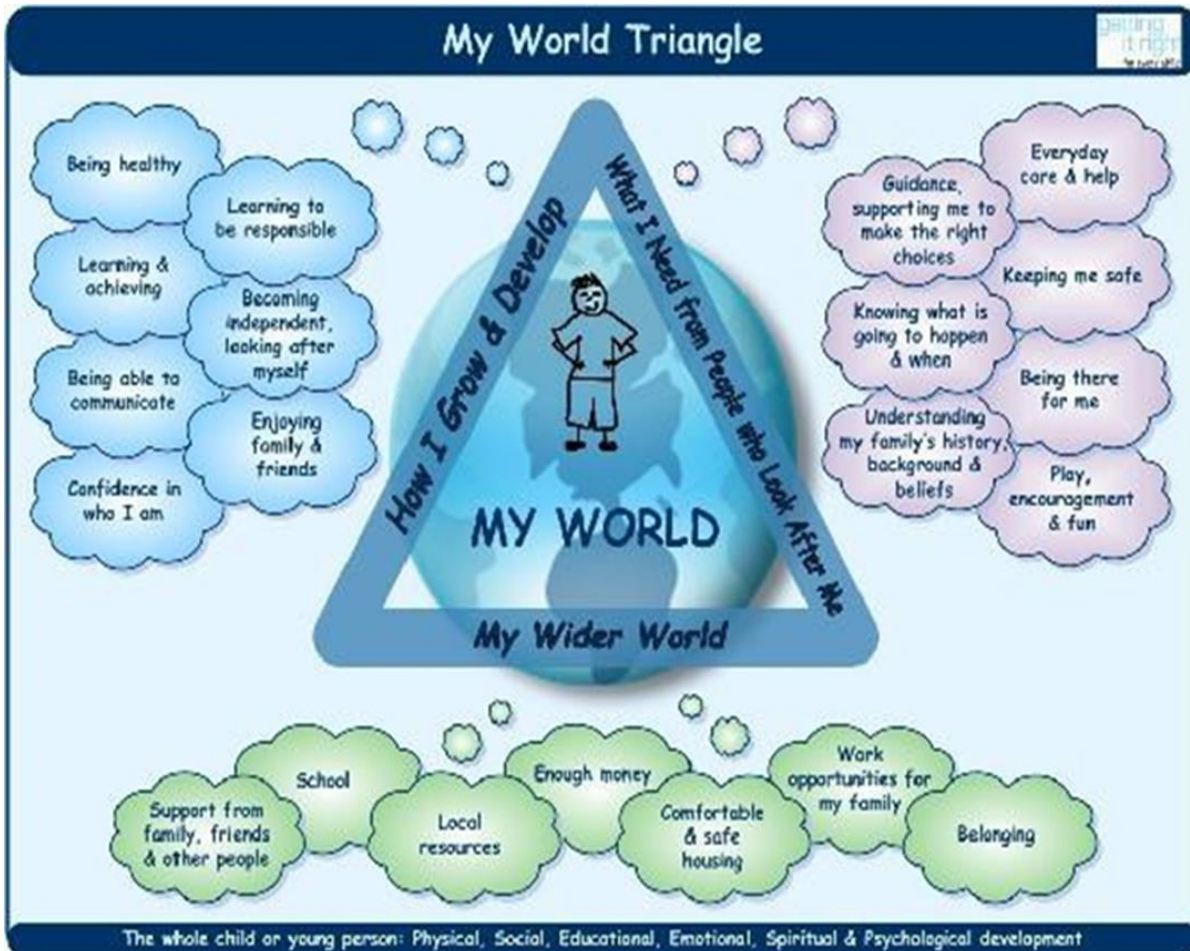
Mr Starmuller is responsible for **Hourn** peter.starmuller@highland.gov.uk

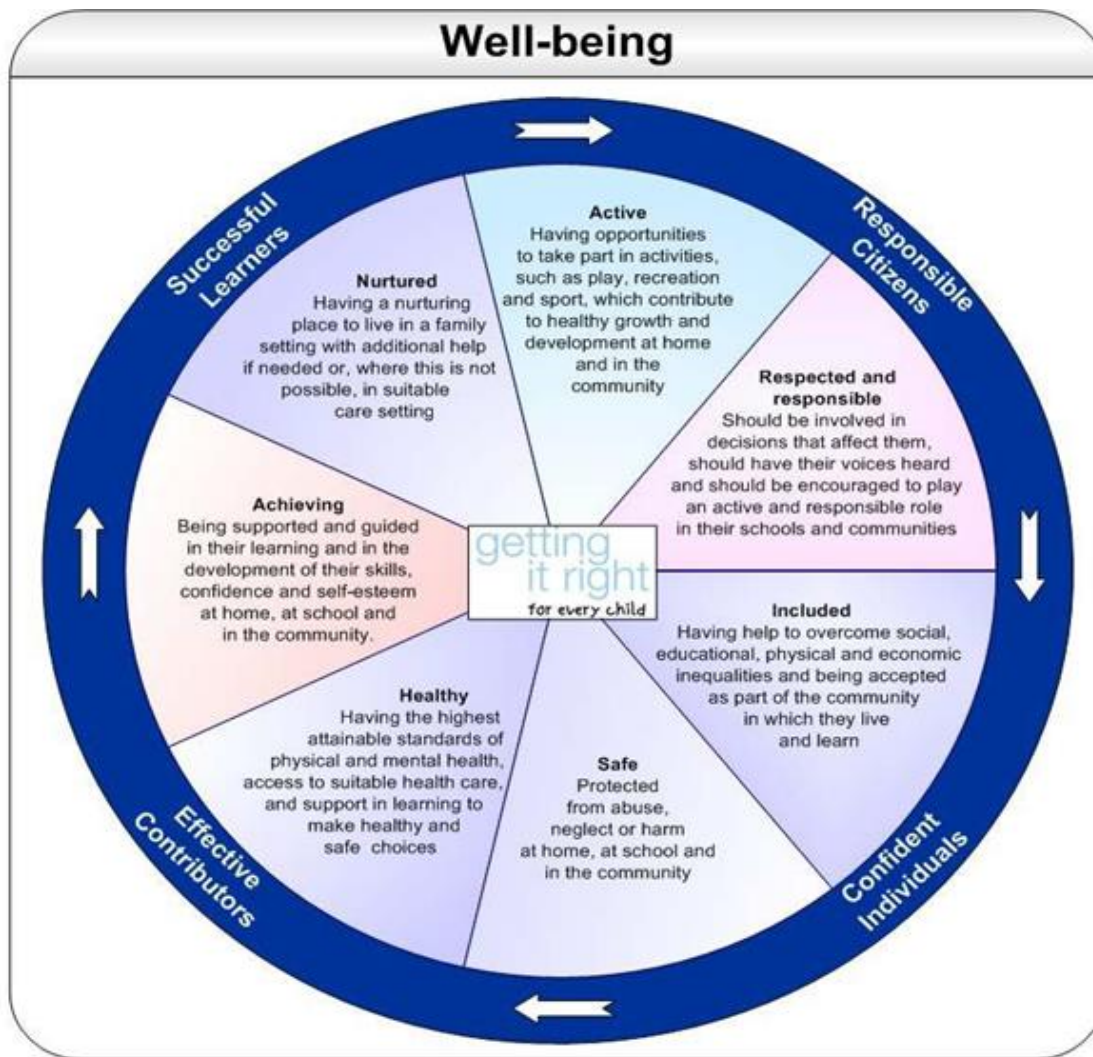
In addition to this structure, PSE teachers, meet with a year group of pupils, weekly. These classes are an opportunity to help them with any day-to-day issues – social, academic, career-related etc. Concerns are shared at weekly pastoral meetings- ongoing concerns are dealt with by Pupil Support. All staff complete Child Protection training- updated annually. Any child protection issues will be immediately reported to the Head Teacher or Depute.

Throughout the year, a range of activities are held, using the facilities of the school, providing competition between the houses. Pupil involvement in running these events is encouraged and to this end Junior and Senior house representatives are elected annually. Their function is twofold. They serve on a committee together with staff representatives who then decide on the nature of events throughout the year. The general framework of: Games Tournaments, Swimming Gala, General Knowledge Quiz, Drama and Sports Day can be expanded to include ideas from the "Reps". "Reps" also have the responsibility of informing their house members of these events and persuading them to participate.

SUPPORTING OUR LEARNERS

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. My World Triangle is used to help us consider individual circumstances:





A Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. 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

Further support resources are also available, as follows:

[Support for Learners Website](#)

<http://enquire.org.uk/>

www.chipplus.org.uk

Our Principal Teacher of Learning Support teacher, **Mrs Norman**, monitors the progress of pupils who require additional support needs. Inclusion is a core principal. The needs of pupils are generally met within a classroom setting. Some pupils may require additional support (long or short term) in the form of tutorial support or a programme of support directed by a specialist, partner agency- for example Speech and Language. Whenever significant adjustments are required these will be detailed in a Child's Plan.

Parent/carer and pupil involvement are central to this planning and review process. More information can be found about the Highland Council model for child's plans at:

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning>

The Highland Practice Model is based on principals and frameworks: The Children and Young People Act 2014, A Curriculum for Excellence, The Equality Act 2010 and the Additional Support for Learning Acts 2004 and as amended 2009 and will support every child and young persons' prerogative to grow, develop and reach their full potential as enshrined in the United Nations Convention on the Rights of the Child. (Highland Council.)

Further advice can be obtained from the following organisations:

- (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 <http://enquire.org.uk/>
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576;
- (c) [Scottish Child Law Centre](#) a charitable body registered in Scotland under registration number SC012741.
- (d) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with their Pupil Support Teacher

Mr Jenkins (Duich) christopher.jenkins@highland.gov.uk

Mr Masterton (Nevis) colin.masterton@highland.gov.uk

Mr Starmuller (Hourn) peter.starmuller@highland.gov.uk

SOCIAL WORK

The Social Work Department may be involved with families in this area for any number of reasons. They will, if appropriate, keep the school informed of anything that may be relevant to the education of children of those families in school.

Other areas when Social Work may contribute as partners: Attendance issues, Referrals to the Children's Panel, Child Concern Matters and Future Needs Assessments for pupils who may require additional support when leaving school. Pupils, parents and carers can expect respect, support and confidentiality.

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.

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 go to:

https://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

SCHOOL LIAISON GROUP

From time to time, the School Liaison Group meets to consider how best to support the needs of specific pupils. This group includes School Staff (usually Management, Pupil Support and Learning Support), Educational Psychology, and staff from Health and Social Work Services.

Should there be any personal/family information that you would not want to be shared, please let the Head Teacher know at the earliest opportunity before the meeting

PARENTS/GUARDIANS/CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

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

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

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress. A member of the Senior Management team is in school most evenings for parents to contact with any issues.

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

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

PARENT COUNCIL

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting: Mrs Alison Morris,

Mallaig.high@highlandpc.co.uk

The objectives of the Parent Council are:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and welfare of the pupils
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

At present, the members are:-

Mrs Alison Morris (Chair) & Mrs Jacqueline McDonell (Secretary). The Treasurer's position is currently Vacant.

Any correspondence for the attention of the Parent Council can be addressed to the High School. Parent Council Meetings have recently returned to in-person, with remote links for parents for whom this is impractical.

PARENTS' EVENINGS

Both on-line & face-to-face opportunities will be available for parents to visit the school to consult with the teaching staff following the issue of a school report. There are also Parents' Evenings scheduled for early in the year for most year groups, so the emphasis is on targets/ next steps rather than a review.

Parents who are concerned about their child's progress are most welcome to contact the school at any time and arrange a meeting with the Head Teacher, Depute or the teacher of a specific subject.

Precise dates of Parents' Evenings are decided in June each year for the forthcoming session and are published for parents in August.

Over the last two years we have used the following pattern.

September—Meetings for Parents of S1 & S2 pupils with Pupil Support Staff

November—First Meeting for Parents of Senior Pupils (S4—S6) with all Subject Teachers

February—Second Meeting for Parents of Senior Pupils (S4—S6) with all Subject Teachers

March—Meeting for Parents of S3 Pupils with all Subject Teachers

May - Meeting for Parents of S1 Pupils with all Subject Teachers

June - Meeting for Parents of S2 Pupils with all Subject Teachers

All of the meetings with Subject teachers are timed to follow reporting for the relevant year groups, Senior pupils receive two full reports during the year. Early in the New Year, we schedule a *Pathways* event, for senior pupils and parents to learn more about senior options.

CURRICULUM

Details of national expectations for curriculum design in Scottish Secondary Schools can be found at:

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/index.a.sp>

Some of this detail is summarized in Appendix 2 of this document.

For curriculum purposes, the school can be seen as divided into two halves: S1-S3 and S4 – S6

BROAD GENERAL EDUCATION PHASE (S1 – S3)

The curricular organisation of the school provides a broad base in the early years. In the BGE phase, pupils follow a common course in mixed ability classes.

The subjects studied throughout the year are:-

Art & Design; Computing; Drama; English; French; Gaelic; Geography; Health & Wellbeing; H.E; History; Mathematics; Modern Studies; Music; P.E; Religious Education and Science

As we move out of post-covid recovery, we plan to reinstate Integrated Tasks or Projects which aim to combine the skills and understanding that pupils are gaining in individual subject areas. A lack of technical teachers (Wood/metal work) we hope will be addressed through project days.

SENIOR PHASE

Pupils in the Senior school, S4 – S6, are treated as one group: the classes are arranged by ability, not by age, so many classes will contain pupils from all three year groups.

The school can present pupils for National 4 & 5 exams in: Applications of Maths, English, Maths, French, German, Gaidhlig, Gaelic (Learners) Biology, Chemistry, Physics, Geography, History, Modern Studies, Art & Design, Music and P.E.

The following Higher courses are offered: English, Maths, French, German, Gaidhlig, Gaelic (Learners) Biology, Chemistry, Physics, Geography, History, Modern Studies, Art & Design, Music, P.E. and Business Management. Recently, we've added Higher Applications of Maths and Higher Music Technology. Our senior offer has been enhanced by Open & Distance Learning courses- online courses delivered by West Highland College and Highland Virtual Academy. In past years, Spanish, Psychology, Business Management, Photography and Computing have been popular.

Pupils are regularly presented for the following Advanced Higher courses: English, Maths, French, German, Biology, Chemistry, Physics, History, Art & Music. Advanced Higher Maths is also available as an Open & Distance Learning course.

As most pupils move into the Senior school they will be presented for six subjects at the appropriate level of certification: National 1 - 5 or Higher. The new qualifications, Nationals, have replaced both Standard Grades and Intermediate levels. It is also possible for pupils to go straight to Higher in S4, if they show particular aptitude.

Pupils moving into S5 will generally be expected to follow at least five certificated courses. More than half of the pupils will be aiming for Higher courses in this year. Although there are signs of increasing flexibility from colleges and universities, S5 is still the most important year for gaining qualifications that can lead on to Further or Higher education.

Pupils will be interviewed individually towards the end of their 3rd and 4th year to discuss their requirements for the following school session. There is no predetermined set of 'choice columns'; we design the timetable around the pupils' requests. Every effort is made to deliver a timetabled curriculum that provides for pupils' needs.

EXTRA CURRICULAR ACTIVITIES

The school provides various opportunities for different activities during the lunchtime break. Pupils take much of the responsibility for organising competitions in football, volleyball and basketball.

The library is open every lunch time and this provides a quiet environment in which to study or do homework. A member of staff and a senior pupil are always on hand to give help if required. The Art

Room is open at lunch time on most days. Pupils have the opportunity of using the Music Room and its facilities at lunch time.

Sports training takes place and Inter House games tournaments are also played during the lunch break and after school on Monday and Tuesday. Highlife Highland / Active Schools partners provide a programme of activities for our pupils.

EXAM PRESENTATION

Decisions about the level of presentation for each pupil will be made separately for each subject in the February before Exam presentation. Course work and Prelim results will be used as a basis for the judgement. The school reserves the right to withdraw the presentation of Higher candidates who clearly have no chance of success, based on the evidence of their course work and/or their Higher Preliminary Exam, held in the February before the SQA Exam. In this case the pupil may be presented for a lower level if the syllabus is sufficiently similar. For some candidates, Alternative Assessment Arrangements may be appropriate, our PT Learning Support makes relevant applications for these.

ASSESSMENT AND REPORTING

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience, aimed at improving their learning. We strongly advocate a growth mindset; pupils should make use of feedback, in all its forms, to become leaders of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

In the BGE phase, target setting is informed by standardised testing to back up ongoing classroom assessment. At present the school uses the information from Scottish National Assessments testing in P7 and S3, Progress in English and Progress in Maths tests in each year from S1 to S3 and Cognitive Abilities Testing early in S1 and S2. These tests allow us to see how pupils are performing against national standards as well as gauging their own potential. Assessment grades based on classroom performance are collected termly from each subject. The results are discussed with all staff and are discussed with pupils in their Pupil Support meetings, from which new targets will be generated.

For pupils in the Senior school, there are end of term assessments at regular intervals through the year. Typically, these would be in October, December and March. Candidates should aim to pass these tests if they are to show that they are on course to achieve an award. Awards for both National 5 and Higher levels are made on an A—D scale, with A being the highest attainable grade.

The Scottish Qualifications Authority Examinations for pupils are held from the beginning of May to early June.

HOMEWORK

Co-operation between home and school is very important in encouraging pupils to establish the habit of regular homework right through their school career. Parents can provide valuable support through routine checks and communication with their children about homework. Teachers are increasingly using Google Classroom to share details of and resources for homework tasks. Parents can be copied into these virtual classrooms. If possible, studying should be encouraged each evening and this should take the form of reading notes, learning new words /concepts, and checking that the day's work has been fully understood.

Pupils need a suitable, robust schoolbag to protect valuable books. All pupils have a Chromebook. They are expected to bring the required books and (charged) Chromebooks to school each day. Younger pupils may still require support with organising themselves.

TRANSPORT

Pupils from within the school catchment area who live more than three miles from the school are each provided with bus transport by the Education Authority,

Pupils living within a three-mile radius have the option of using the local bus service, paying the fare themselves, before and after school and also at lunchtime,

A high standard of behaviour is expected from all pupils who make use of both the public and school bus service and parents are asked to support the school in this matter by insisting that their children are particularly careful when boarding or leaving the bus and that seat belts, if fitted, must be worn.

More detailed information regarding the school transport in severe weather is issued annually to parents and an updated version of the current letter is included on the school's website: <https://www.mallaighigh.org/information/adverse-weather>

ABSENCE

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number 01687 462107. Mrs Geddes, the Schools Team Leader or one of her team, will contact parents or carers by 'phone on the first morning of any pupil absence to confirm that illness is the reason for absence and to offer to make arrangements for work to be sent home if it looks like the pupil might be off for more than a couple of days. If there has been no response by 'phone, parents are required to provide a note from their parents or guardians explaining their absence on the day they return.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, they need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out'. 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.

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

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

The school has to report on absences in terms of those which are authorised and those which are unauthorised. Authorised absences are essentially those valid reasons which would keep anyone off work: illness, domestic crises, bereavement, weddings of immediate family. Except in very special circumstances, all other absences need to be recorded as unauthorised. The Head Teacher cannot authorise absences from school. Parents should be aware that an unauthorised absence such as a shopping trip or a holiday during term time falls into the same category as truancy.

The Scottish Government lays down the conditions under which we can grant absence:

FAMILY HOLIDAYS DURING TERM TIME

The majority of family holidays taken during term time should be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include: A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events

A family holiday classified under the 'authorised absence' category should *not* include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

Family holidays with the above and similar characteristics should be classified as unauthorised absence. More advice on attendance [here](#)

<https://www.gov.scot/publications/guide-parents-school-attendance/pages/6/>

LATE COMING

The school records lateness in three different categories:

- Caused by a late school bus
- Caused by an appointment with the Doctor
- Other

All pupils who arrive after 8.50 must sign in at the school office and also report to their teacher. This is so that we have an accurate attendance roll if there was a fire or a similar emergency where everyone had to be accounted for quickly. Except in the case of a very late bus, a pupil who arrives after 10 am will need a note from a parent or guardian to explain the absence. This may be brought the following day.

ADVERSE WEATHER

Schools 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.

To use the service dial 0870 054 2272 and enter Mallaig High School's pin number when prompted: 04 1160.

You can also access the highland school closure website on:

www.highland.gov.uk/learninghere/schools/schoolclosures/ for school closure information.

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. This application needs to be completed each year.

Further information on full eligibility criteria and application forms can be obtained from the school.

https://www.highland.gov.uk/directory_record/20782/education_maintenance_allowance

LUNCHES

Free meals can be claimed in certain circumstances, for information and application form please see

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Application forms are available from the school reception. 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:

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

Senior Pupils are not restricted to the school grounds during lunch times. Particularly during spells of good weather, many pupils will choose to have lunch in Mallaig village.

Unless a pupil is going home for lunch, they remain subject to school discipline during the lunch hour whether in school or out with the school.

A cafeteria arrangement provides meals each school day. The menu, which changes daily, offers a wide range of hot and cold dishes, both snacks and main courses, together with fruit and soft drinks, including milk. Healthy options are available at heavily subsidised prices and the school actively encourages pupils to choose a healthy diet, both through education and through incentives within school.

Pupils who bring packed lunch to school use the canteen at the same time as other pupils. Pupils who are in receipt of free school meals, including pupils who stay in the Residence, can select items from the menu to a certain value. Parents who are in receipt of Income Support are entitled to free meals for their school age children and forms of application are available in confidence from the school office. It is essential that these forms are returned promptly to the Area Education Office so that there is no delay in making the free meals available.

The school canteen operates a 'cashless' system that involves credit being 'loaded' onto pupils' Young Scot cards. Pupils will be thoroughly briefed on this system during their induction days. It may be easiest

for parents to give their children money or a cheque for a week's lunches: this can be loaded into the system so that they do not have to carry money around. Alternatively, parents/carers can deposit money electronically:

https://self.highland.gov.uk/service/School_meal_payments

To do this, you'll need your child's Scottish Candidate number- the school office can supply a reminder.

HEALTH CARE

Administration of Medicines

There are strict regulations around a school's ability to administer medicines. If your child suffers from a chronic condition which requires regular medication, please discuss this with us at an early stage so that we can organise an appropriate protocol with medical advice, if necessary. The school's Administration of Medicines policy can be found here:

https://www.highland.gov.uk/downloads/file/175/administration_of_medicines_in_schools

Sometimes pupils become ill while they are in school. It is essential that we have up to date emergency contact details, so that we can discuss with parents whether the pupil should go home or be seen immediately by a doctor.

Minor injuries

School first aiders will deal with minor cuts and bruises; these will be cleaned and a plaster applied. We will always try to contact parents when there is an accident that requires medical treatment. Currently, there are a number of members of our team who have a First Aid training qualification.

The School Doctor and Nurse carry out the routine and statutory medical examinations for children of school age. They also both contribute to the school's Health Education programme as part of personal and social development.

Parental consent will be sought before certain inoculations. It is important that parents inform the school in confidence of any medical history which might affect their child's performance or safety at school.

CAREERS ADVICE

During their time at Mallaig High School all pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers and representatives from Skills Development Scotland. We are very fortunate to have Elizabeth Fisher as our Careers Adviser elizabeth.fisher@sds.co.uk . The school will ensure that all pupils leaving school has a positive destination. 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

At key stages such as option choice decision-making, most staff will be involved in making recommendations or giving general advice. We rely on the good links between home and school to ensure that through open dialogue, the most appropriate decisions for individual pupils are arrived at.

There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the overall emphasis is now on career planning. The strategic aim of Skills

Development Scotland is to *equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives*. Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping Careers to differentiate levels of service according to need:

- **high priority** pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment.
- **medium priority** are those not at risk but nevertheless requiring career planning support;
- **low priority** are pupils able to self-help.

**Skills Development Scotland,
Marine Walk
3 Carmichael Way
Fort William
Inverness-Shire
PH33 6FF
Tel. 01397 874 550**

LEAVING DATE

Basically, there are two occasions when the law allows pupils to leave school in this area.

- (i) 31st May
- (ii) First day of the Christmas Holidays

(i) A pupil must be 16 years on or between the 1st of March and 30th September in order to leave school on 31st May.

(ii) A pupil must be 16 years on or between 1st October and the last day of February in order to leave school on the first day of the Christmas holidays.

Pupils will remain on the school roll until they complete a Leavers Form and return all school property: books, etc.

R.M.P.E. & RELIGIOUS OBSERVANCE

Pupils, from S1 to S4, have a weekly period of Religious, Moral & Philosophical Education as part of their curriculum. Topics include the investigation of the world's major religions as well as broader moral and philosophical issues. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

EMPLOYMENT OF PUPILS

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see: https://www.highland.gov.uk/info/1125/licences_permits_and_permissions/23/employment_of_child ren

It is illegal to employ a child who has not obtained a Certificate of Employment for a parttime job to be undertaken when the school is in session, including Saturdays and Sundays during term time.

- Any child aged 13 or over who seeks a part-time job must obtain an application form from the school.

- The prospective employer is required to give details of the job to be offered in Part 1 of the form.
- Thereafter the child must arrange for Part 2 of the form to be completed by her/his parent or guardian.
- Thereafter, the form is dealt with by the school or the Area Education Manager as appropriate.
- A pupil contemplating working outside school hours is advised to discuss the matter with his/her Guidance Teacher before taking up employment of this nature.
- Parents will be informed when the school feels that the pupil's schoolwork is being adversely affected.

THE RESIDENCE

Pupils from the Small Isles & Knoydart are accommodated in the Mallaig High School residence during the school week, returning home at the weekend.

Pupils will be cared for by a team currently led by Karen MacDonald, who liaises between parents, pupils and the school, and organises activities for pupils outside of school time. Mrs MacDonald should be the first point of contact for parents who have questions relating to the Residence and how the Education Authority provides for children while they are away from home. Karen.MacDonald2@highland.gov.uk

SCHOOL FUND

The School Fund is an account in the name of the school to hold money raised from fund raising activities or for extra-curricular trips etc. Any cash coming into or going out of the school has to go through this account, which is entirely separate from the Council budget which funds the running costs of the school. The funded is audited annually by Lochaber Voluntary Action.

PUPIL COUNCIL

Pupil representation is an important aspect of the school's daily life. Pupils are consulted on all important initiatives and changes. The pupil Council is the main consultative forum. Pupils are elected to the council on an annual basis. Meetings are related to specific issues, of concern to both staff and pupils, which are publicised to pupils in advance

Ms Campbell meets regularly with the council members. Here the pupils have the opportunity to give their opinions on various matters concerning the smooth running of the school. The Pupil Council is evolving into an important institution in the school and a key partner in the school's decision making process.

Employability Skills

Pupils are encouraged to develop employability skills. Ideally all pupils will have undertaken some form of work experience scheme before leaving school. This is co-ordinated by the pupil support team, with valuable support from Developing the Young Workforce. The school runs an annual Careers event and attends Lochaber High School's Career Conference. Foundation and Modern Apprenticeships are promoted through careers and visiting speakers. MHS is keen to get involved in STEM activities. We host events run by the Army and Marines to promote teamwork and leadership. We are proud participants of the Youth Philanthropy Initiative which not only develops our pupils' understanding of third sector organisations and social issues it is hugely valuable in promoting a range of employability skills.

We are very grateful to all the businesses and professionals who support our pupils' development of employability skills. We are always keen to enlist new partners from the world of work- if you are able to help, please get in touch with Pamela Watt. Pamela.watt@highland.gov.uk

APPENDIX 1 Support for Learning

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Coordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.

- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on

APPENDIX 2 Curriculum

During 2002 a national debate on education, involving widespread consultation, was held throughout Scotland. The issues arising from the debate informed the *Ambitious Excellent Schools* initiative launched by Scottish Executive in November 2004. *A Curriculum for Excellence* is a major part of that initiative, and is described by the Scottish Government as "the major driver for transformational change in Scottish education." It aims to provide a single curriculum from 3-18, with the aspiration for all young people to be successful learners, confident individuals, responsible citizens and effective contributors in society and at work. The new curriculum promotes learning across a wide range of contexts and experiences, to enable every young person to develop his or her full potential.

Curriculum for Excellence seeks to achieve the following outcomes:

- for the first time ever, a single curriculum 3-18, supported by a simple and effective structure of assessment and qualifications: this allows the right pace and challenge for young people, particularly at critical points like the move from nursery to primary and from primary to secondary
- greater choice and opportunity, earlier, for young people, to help them realise their individual talents and to help close the opportunity gap by better engaging those who currently switch off from formal education too young
- more skills-for-work options for young people, robustly assessed and helping them to progress into further qualifications or work

- more space in the curriculum for work in depth, and to ensure that young people develop the literacy, numeracy and other essential skills and knowledge they will need for life and work
- young people achieving the broad outcomes that we look for from school education, both through subject teaching and more cross-subject activity
- more space for sport, music, dance, drama, art, learning about health, sustainable development and enterprise, and other activities that broaden the life experiences - and life chances - of young people

Principles of curriculum design

In designing the curriculum, the following principles have to be taken into account:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Curriculum areas

Allocation of subjects within curriculum areas provides a guide for ensuring that learning takes place across a broad range of contexts, and offers a way of grouping experiences and outcomes. The specified curriculum areas are:

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Literacy, numeracy and aspects of health and wellbeing are identified as skills for life and are to be the responsibility of all teachers.

Certain themes are built into the curriculum framework. These are:

Citizenship; Enterprise; Creativity; Sustainable development.

Progression and levels of achievement

CfE levels extend from 3-18 and describe both outcomes and experiences for each curricular area, usually as “I can...” and “I have...” statements.

The levels are:

Level	Experiences and outcomes for most children or young people
Early	In pre-school and in Primary 1
First	By end of P4, but earlier for some
Second	By end of P7, but earlier for some
Third	In S1- S3 but earlier for some. Fourth level broadly equates to Standard Grade General level/
Fourth	Intermediate 1
Senior	In S4 – S6, but earlier for some

These levels provide scope for challenge for pupils and depth of study. Pupils can progress through them at the pace that suits their progress. Fast tracking, if appropriate to individual pupils, is catered for within this framework.

Development work has been undertaken with regard to certification at the senior level, but there is as yet no final decision on certification.

Recognition for the wider achievement of pupils is a key feature of the improvement agenda and is to be the subject of consultation. This new element will cater for recognition of wider achievements, beyond attainment in examinations.

Key documents relating to Curriculum for Excellence can be found on the Education Scotland website at <https://education.gov.scot/education-scotland/scottish-education-system/>

APPENDIX 3 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.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.

DISCLAIMER

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