



# **Grantown Grammar School**

## **Prospectus**

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Whilst the information in this handbook will be accurate at the time of publication, changes in circumstances may occur during the school year. Last updated December 2022.



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## Contact Information

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### Address:

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Cromdale Road  
Grantown-on-Spey  
PH26 3HU

**Telephone:** 01479 872649

**Email:** [grantown.grammar@highland.gov.uk](mailto:grantown.grammar@highland.gov.uk)

**Website:** [www.ggschool.com](http://www.ggschool.com)

**Facebook page:** <https://en-gb.facebook.com/grantowngrammar/>

The Head Teacher is Mrs Claire McGonigal.

Grantown Grammar School is a non-denominational school and currently has no Gaelic learning provision.

There are 352 pupils on the school roll, across 6 stages of education, S1-6 and aged between 11-18 years' old.

The Parent Council Chairperson is Mr Mike Causey and the Parent Council email is [grantown.grammar@highlandpc.co.uk](mailto:grantown.grammar@highlandpc.co.uk)

## Vision and Aims

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### Our Motto

**Age pro viribus** - Act according to your strengths

### Our Vision

At Grantown Grammar School we work together towards realising our vision of a school, which values everyone, which strives to nurture and develop each pupil to their own potential and to which parents and the community are confident to entrust their children.

### Our Aims

A detailed version of our aims can be seen on the school website.

### Summary of Aims

#### **To achieve our vision we aim to:**

Recognise and develop fully the potential of all pupils.

Provide a good learning environment and high-quality teaching.

Create and nurture a caring ethos.

Ensure that all pupils feel valued and can benefit from the principles of equal opportunity, inclusion and tolerance.

Achieve an effective partnership of pupils, staff, parents and community.

Give all staff the on-going opportunity to develop their expertise and professional skills.



## School and Surrounding Area

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### Location and Facilities

Grantown Grammar School is located on the north-east boundary of Grantown-on-Spey approximately three-quarters of a mile from the centre of the town. The school occupies a prime position with uninterrupted views across the forests and hills of Strathspey to the Cromdale Hills and the Cairngorms.

In addition to the easy access to the wonderful natural environment of the Cairngorms National Park, there are sports facilities abound. The school is surrounded by a golf course, football pitches, bowling green, tennis courts and the school has its own playing fields. The Craig MacLean Leisure Centre, a community sport & leisure complex is fully integrated with the school. The addition of this complex provides Grantown Grammar School with some of the best indoor sports facilities of any school in the Highlands.

### Catchment Area

Grantown Grammar serves the Strathspey area of the Highlands. The catchment area boundaries are:

Kinveachy (Boat of Garten)

Carrbridge

Nethy Bridge

Tormore Distillery (Advie)

(Please note that Aviemore is not in the catchment area for Grantown Grammar School)

### Associated Primary Schools

Pupils enrol from four associated primary schools:

Abernethy Primary School in Nethy Bridge, Deshar Primary School in Boat of Garten,

Carrbridge Primary School in Carrbridge and Grantown Primary School in Grantown-on-Spey.

### The Craig MacLean Leisure Centre

The Leisure Centre is a fantastic facility shared by the school during the day for PE and available to the whole community, where the timetable allows. The facility includes a swimming pool, full size games hall, complete with indoor climbing wall, a very large fitness suite, fully equipped with hi-tech fitness equipment and a spacious foyer area.

For full details of when they are open to the public and activities, please refer to their website:

<https://www.highlifehighland.com/craig-maclean-leisure-centre/>

While the Headteacher has overall responsibility for the premises, the operational management of the centre is the responsibility of the Highlife Highland Facilities Manager, **Mr Fraser Tulloch**, in conjunction with a formally elected Management Group.

To maximise the benefits of this facility for the whole community it is essential that pupils show a high level of respect to the centre and its' staff.



## Staff

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Grantown Grammar School pupils benefit from our enthusiastic staff who are committed to providing stimulating and challenging educational experiences for pupils. ([appendix 33a](#))

### **The Senior Leadership Team are;**

Mrs Claire McGonigal, Head Teacher

Mr Ruairidh Ross, Depute Head (S4,5 & 6)

Mr Scott Wilson, Depute Head (S1,2 & 3)

Between them they share a wide range of responsibilities. Remits are reviewed regularly and adjusted to best meet the needs of the school and the team. Central to the responsibilities of the Senior Leadership Team are the links established with subjects and the support they offer each department.

### **Principal Teachers**

Each department is led by a Principal Teacher, who is responsible for the smooth running of their department. The "link" member of the Senior Management Team has a key role, in partnership with these Principal Teachers, in monitoring and reviewing the work of each department.

Teachers in the school are organised by department and according to their subject specialism. Teachers with more than one subject specialism may be included in more than one department.

All teaching staff are registered with the General Teaching Council for Scotland and continue to participate in professional development throughout their career.

### **Pupil Support**

Guidance and Additional Support for Learning staff provide a supportive environment for all pupils. The Head Teacher is responsible for the overall management of pupil support.

The learning and teaching process is very effectively supported by Pupil Support Assistants, Music Instructors and School Technicians.

One of the first points of contact and the staff you may deal with most regularly are the Admin/Clerical staff, who ensure the smooth running of the school along with our Facilities Management Staff, School Cleaners and our Canteen Staff. The School also works in partnership with Highlife Highland Staff and pupils will engage regularly with an Active Schools Coordinator, Library Assistants and The Craig McLean Leisure Centre Staff.

If a parent/guardian has any concerns they should contact their Guidance teacher in the first instance or a member of the Senior Leadership Team for more serious issues. The school will always endeavour to resolve issues in partnership with parents/guardians. Should the situation not be resolved they can contact the Area Education Manager, Fiona Shearer.



## Enrolment

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A well-established procedure exists to ease the transition from primary to secondary school every August. Although it is an exciting time for P7 pupils, we recognise that there can be some apprehension. Therefore, our Pupil Support team meets with each primary school and provides pupils with their own information booklet, describing the daily routines at secondary school, they get the chance to discuss what secondary school will be like. There is also a weeklong familiarisation visit in June to meet and participate in activities with their new classmates and while following their secondary timetable. An information evening is also held for parents during the week to come and look around and ask any questions.

For pupils transferring later in the session, parents should complete an enrolment form on the Highland Councils' website [www.highland.gov.uk/schoolenrolment](http://www.highland.gov.uk/schoolenrolment) and contact the school to meet with a member of the Senior Leadership Team, who will normally arrange to meet with the parents and pupil to complete the enrolment and agree a mutually convenient starting date. Parents are advised that they should bring their child's original birth certificate and proof of address for this visit.

Guidance staff will arrange for a timetable and a pupil buddy to help them settle into school. We feel that the first few days of settling in are very important and Guidance Staff provide valuable support.

### Placing Request

Each school serves its own catchment area. Pupils whose homes are located in that area have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child.

Applications must be made to the Area Care and Learning Manager, Highland Council Headquarters, Glenurquhart Road, Inverness IV3 5NX. Placing request forms can be obtained from: [https://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2](https://www.highland.gov.uk/info/878/schools/11/school_enrolment/2)

Transportation to and from school, for placing request pupils, is a parental responsibility. Please also note that Parents that have already obtained a place to attend one of the associated primary schools will be required to complete a placing request for starting secondary school in S1.

Parents who move out of the catchment area but wish their children to remain at Grantown Grammar School, also need to make a placing request.

Parents are reminded that Aviemore is outside the catchment area for Grantown Grammar School.



## Travel

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Pupils living in Grantown-on-Spey are encouraged to walk or cycle to school. Pupils that cycle to school are advised to wear helmets, florescent clothing and use suitable lights during the winter. There is a bike store at school, which is locked each evening, but bikes are left there are at the owners own risk. Pupils must not cycle in the grounds of the school.

### Bus Transport

A large number of pupils (more than 60%) live outside Grantown and travel to and from school, by bus. A school bus pass entitles pupils to free transport from their designated pick-up point, to school and return from school to their pick up point.

The main bus routes are serviced by **Stagecoach** and include;

- Nethy Bridge to school and return;
- Boat of Garten to school and return;
- Carrbridge - Dulnain Bridge to school and return;
- Tormore - Advie - Cromdale to school and return.

These buses also double as service buses for the fare-paying public.

Other transport providers link to the main bus routes, school and homes and are provided by;

**Bremners of Aviemore** - Skye of Curr

**Lindsay Jack** - Boat of Garten, Drumuillie, Tulloch and Tomintoul.

**Stagecoach** - Braes of Castle Grant

### Bus Pass

All pupils eligible for transport, will be issued with a bus pass application form and passes will be issued shortly after the beginning of the Autumn term. Bus passes should be carried at all times. The bus pass entitles pupils to free transport on the 'school run' only.

Pupils new to the area or who change address during the school year and may be entitled to school transport, can obtain an application form from the School Office. This is submitted to the Care & Learning Manager who will decide whether transport can be provided.

### Bus Timings

Buses leave school at 4.05pm on Monday to Thursday and at approx. 1.25pm on a Friday.

If any pupil misses their bus home, they should go to the school office immediately where arrangements can be made to get them home safely. Pupils must not set out to find their own way home.

On Friday afternoons, some pupils may take part in school based activities and buses depart from the school at 4.05pm on these three main routes:

- Cromdale/Advie/Tormore
- Dulnain Bridge/Carrbridge
- Nethy Bridge/Boat of Garten

Stagecoach have indicated that a note from the school may be required to confirm entitlement for free travel on this service.



### **Code of Conduct**

It is important that all pupils observe Highland Council's [Transport Code of Conduct](#) to ensure the safety of all travellers. In particular, all pupils should comply with the legal requirement to wear seat belts at all times when travelling on school transport. Parents are asked to emphasise this important safety requirement.

Parental support in ensuring good conduct and safety consciousness is much appreciated. Matters of concern, complaint or difficulty with respect to school transport should be directed to Mr Ruairidh Ross, Depute Head.

Transport is not a school responsibility, and any queries should be directed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness IV3 5NX or [public.transport@highland.gov.uk](mailto:public.transport@highland.gov.uk)

### **Pupil Collection by Car**

Parking at the school is very limited and we need to ensure access for emergency vehicles. We ask that parents collecting pupils, other than those pupils with mobility problems or who are unwell, do not use the school car park or the bus bays.

Parents dropping off/picking up pupils outside the school gates at the start/end of the school day can cause a major problem as this is the turning area for buses. To reduce congestion on Cromdale Road which can arise at the start and end of school, parents are asked to drop off/pick up pupils on Heathfield Road if possible. The bus bays on either side of the school gates must not be used by parents.

If you are picking up a pupil during the school day, perhaps because he/she is unwell, the car park may be used. We would normally expect the pupil to wait at school reception for your arrival and to sign out when they leave with you.

Pupils should not enter the school via the car park area unless accompanied by a member of staff or another adult. The only exceptions are S6 students who may use the front entrance to enter and leave.





## Uniform

The school, with the full support of the Parent Council, requires that all pupils conform to our uniform policy. Parents have the most influence when it comes to their child’s wearing of school uniform and their support is essential to ensure that pupils maintain a high standard of uniform attire. The uniform, at its most basic is black and white and should be achievable by all. We strongly recommend that pupils mark their name in all items, to easily return those items that become mislaid.

### School Uniform for S1 - S3 consists of:

GGs black or white polo shirt. (alternatively, a white or black shirt/blouse)
GGs black sweatshirt or hooded top. (alternatively, a plain black sweatshirt)
Black trousers or skirts. (of an appropriate length)
Black or dark coloured shoes.

### School Uniform for S4 - S6 consists of:

White shirt/blouse and house tie
GGs black sweatshirt or hooded top. (alternatively, a plain black sweatshirt)
Black trousers or skirts. (of an appropriate length)
Black or dark coloured shoes.

### Appropriate kit for Physical Education:

Plain unbranded t-shirt and/or sweatshirt
Plain unbranded shorts/track pants/leggings
Trainers with non-marking soles for indoor sports hall
Football/Rugby boots and bag for outdoor pitch (optional)
One-piece swimsuit or trunks with towel and bag for swimming

### Appropriate kit for Outdoor Learning:

Waterproof jacket and layers of warm clothes
Flexible trousers, not jeans and packable waterproof trousers
Comfortable boots for walking, check if wellington boots maybe required
Rucksack with packed lunch, water bottle, warm hat, gloves and scarf/buff

During hot weather, pupils may wear black or grey shorts of an appropriate length. During winter weather, pupils may wear boots, but will be required to change into indoor footwear for class.

Pupils are advised against wearing jewellery to school, as the wearing of certain items of jewellery can cause injury to the wearer and other pupils. Pupils will be asked to remove any items of jewellery considered to cause a health and safety risk.

In some subjects such as PE, pupils will be required to remove all items of jewellery. It is, therefore, not acceptable for a young person to come to school with earrings, facial jewellery or other form of body piercing which cannot be removed. If body piercing or similar, requires that a ring or stud remain in place for a number of weeks, then this should be done early in the summer holidays.

Unacceptable clothing includes items likely to cause offence or lead to unrest in the school, or which is considered to be a health and safety issue; Items that are extremes of fashion, emblazoned with logos or are overly casual, such as jogging bottoms.



Pupils not following the school's uniform policy will be advised to report to reception and parents will receive a text home, to notify them of the uniform concern. It should be noted that this concern will be recorded, and repeated concerns will result in sanctions which will include limiting pupil access to privileges e.g. attending school events such as discos and the Prom or representing the school in extra-curricular activities.

## Uniform suppliers

<a href="#"><u>Zippy Embroidery</u></a>	Kylintra Mill, Grantown-on-Spey 01479 873613 <a href="https://www.grantownschoolwear.co.uk/grantown/grantown-grammar"><u>https://www.grantownschoolwear.co.uk/grantown/grantown-grammar</u></a>
<b>Highland Schoolwear</b>	25a Academy Street, Inverness 01463 717182
<b>Gilmour Sports</b>	01463 222022
<a href="#"><u>Klas Klothing</u></a> sports kit provider	01463 417020 <a href="https://www.klasklothing.co.uk/products/sports-club-shops/Clothing"><u>https://www.klasklothing.co.uk/products/sports-club-shops/Clothing</u></a>

Grantown Grammar School House ties are available for purchase from Reception for £6.00.



## Expectations and Behaviour

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Grantown Grammar School displays our “Expectations” to all pupils around the school, as below:

We expect and encourage you to:

**A**rrive on time for each lesson.

**B**e prepared to work during the lesson. Have your books, equipment, and homework with you.

**C**arefully follow any instructions given to you by the teacher. Stop whatever you are doing, look and listen when instructions are being given.

**D**o your work to the best of your ability. Allow others to do the same, as they deserve the same opportunities as you.

**E**xtend courtesy to all. Follow the class rules to gain your teacher’s attention. Don’t shout.

**F**ace up to your responsibilities. Do well for yourself, treat others and their work with respect.

**G**o for praise. Produce your best work.

Mobile phones and other personal electronic devices are not allowed in school and are brought to school at the owner’s own risk. They must be switched off and kept out of sight or will be confiscated, to be collected from reception at the end of the day.

School is a place for learning and study. Pupils are expected to make the most of their learning opportunities at Grantown Grammar School. We expect them to work hard in class, to listen to others and to make their own valuable contributions to the learning process. We expect pupils to develop as independent learners by taking increasing responsibility for their learning. We wish our learners to develop a determination to give of their best in their various responses to the opportunities provided for them. We believe that good effort leads to self-discipline, self-confidence and better skills and qualifications that will enhance a young person's life-choices in the future.

Staff in the school, work together to help ensure a positive working environment which is conducive to good learning. Should problems arise; parents will be involved at an early stage. In short, we strive to:

- Recognise achievement and give praise where it is due.
- Intervene where our expectations are not being met, involving parents at an early stage.
- Support all of our pupils to do their best and make the most of their opportunities.



## House Groups

Grantown Grammar School has three house groups that pupils belong to and they are usually in the same house group as their siblings. To encourage participation within and beyond the school, the House Points System recognises the wide range of activities and achievements pupils take part in, both in and out of school.

The House groups are:

**Roy (RY) Revoan (RN) and Revack (RK)**

Celebrating success is an important aspect of our ethos and there are three House Cups to compete for throughout the year; the Sports Cup, the Study Cup and the overall House Cup. These are awarded at the Leavers' Graduation and Senior Prize giving ceremony in June. All pupils have the opportunity to earn points and they can view how their house group is doing throughout the year at the "Accumulator" in reception and on the screens in the corridors. Each House has a member of staff as Head of House, assisted by other members of staff within each House. They support the work of the Pupil School and House Captains in organising House activities and encouraging whole school participation.

House	<b>ROY (RY)</b>	<b>REVOAN (RN)</b>	<b>REVACK (RK)</b>
Head of House	Mrs Ann Mackintosh	Mrs Rachel Knight	Mrs Kirsten Shearon
House Captain	Olivia Robinson	Fraser Casaru	Siana Lambie
House Vice Captains	Alice Kemsley Isla Oakes	Lexie Murray Molly Pawsey	Alexander Blair Adele Sellars
School Captain	<b>Fergus Riach</b>		
School Vice Captain	<b>Freddie Talbot-Heigh</b>		

School and House Captains also provide peer support to the pupils in their House.

### School Captain and Vice Captain

A School Captain and Vice Captain are voted for by their peers to represent the whole school at formal and local events such as the Remembrance Day Service and take a lead in running the Pupil Council. They have an important contribution to make to the school and meet regularly with the Head Teacher or Deputes and Guidance Team.

### House Captains

House Captains and Vice Captains are appointed for each House from S5/S6. Working with the School Captains, their main responsibility is to encourage pupil participation in the life of the school in the widest sense by organising and promoting House activities and keeping the House Point scores up to date. The School and House Captains are expected to engage with and offer peer support to younger members of their House.



## School Year

The calendar of term dates is published on the [school website](#) and [Highland Council website](#). Each school year or session runs between mid-August and end of June, with two weeks' holiday in Autumn, Winter and Spring and six or seven weeks in the Summer. ([Appendix 32b](#))

### Leaving School

The earliest pupils can leave school is at 16 years old and they will need to complete part of the school year as follows;

Turning 16 before 30 September, earliest leaving date would be 31 May.

Turning 16 before 28 February, earliest leaving date would be 31 December.

Pupils planning to leave, should discuss their next steps with their Guidance teacher and complete a leavers form, available from Reception along with returning any books or Chromebooks. Support for pupils leaving school can be found locally at 16+ learning choices ([Appendix 32h](#))

## School Day

The school week consists of four longer days, 8.53am until 4.00pm Monday to Thursday and an early closure on Fridays at 1.15pm. The working week for pupils totals 27.5 hours which is the same for all schools in Scotland.

	1	2	3	B	4	5	Lunch	6	7	8				
8.53	8.55-9.44	9.44-10.33	10.33-11.22		11.37-12.26	12.26-1.15	1.15-2.14	TT	2.22-3.11	3.11-4.00				
<b>Monday</b>														
	1	2	3	B	4	5	Lunch	6	7	8	9	10	11	12
8.53	8.55-9.44	9.44-10.33	10.33-11.22		11.37-12.26	TT	12.56-1.54	Reg	2.00-2.20	2.20-2.40	2.40-3.00	3.00-3.20	3.20-3.40	3.40-4.00
<b>Tuesday</b>														
	1	2	3	B	4	5	Lunch	6	7	8				
8.53	8.55-9.44	9.44-10.33	10.33-11.22		11.37-12.26	12.26-1.15	1.15-2.14	TT	2.22-3.11	3.11-4.00				
<b>Wednesday</b>														
	1	2	3	B	4	5	Lunch	6	7	8				
8.53	8.55-9.44	9.44-10.33	10.33-11.22		11.37-12.26	12.26-1.15	1.15-2.14	TT	2.22-3.11	3.11-4.00				
<b>Thursday</b>														
	1	2	3	B	4	5	Lunch	6	7	8				
8.53	8.55-9.44	9.44-10.33	10.33-11.22		11.37-12.26	12.26-1.15								
<b>Friday</b>														



Once pupils arrive at school, they are required to remain within the school grounds, unless they have an appointment or are feeling unwell where they should then notify their teacher and sign out at Reception.

Before school (from 8.30am) at morning break and lunchtimes, pupils may go to the school canteen, designated areas or in the school grounds to socialise and rest. Active and outdoor play are recommended also during these times, at either the extra-curricular clubs or on the playing field. Running inside the school is not permitted due to safety.

Water bottles may be taken into class and refilled from the tap at the back of the Hall. Fizzy drinks and bottles larger than 500ml should not be brought into school.

Pupils may leave the school grounds during lunchtime, however S1 pupils are required to remain within the school grounds, until after the October break. This is to enable them the best opportunity to get to know other pupils, join in lunchtime activities and to access school staff.

Tuesday afternoons allow the timetable to be more flexible and participate in various different activities. On Friday afternoons, pupils have opportunities to participate in sports, drama and other extra-curricular activities. Pupils can use this time for study or for completion of work assignments, but please be aware of bus timings for transport home. This time also permits teachers to take part in staff development, in-service training and staff meetings.

### **Assemblies**

Assemblies are held for a range of purposes and may be organised for the whole school, sections of the school, specific year groups or Houses. Assemblies could be led by the Senior Leadership, Teachers, School Captains, House Captains, other groups of pupils or by Guest Speakers

Grantown Grammar School is a non-denominational school but follows a broadly Christian religious observance programme through termly assemblies. Pupils are also given additional non-denominational opportunities for reflection at appropriate times of the year e.g. 2 minutes' silence on Remembrance Day. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

### **Extra-Curricular Activities**

There is a huge number of extra-curricular activities running in the school, which provide pupils with opportunities to develop wider skills and interests. We have a long-standing history of offering opportunities for pupils to participate in the much-valued Duke of Edinburgh Award Scheme.

Most clubs meet at lunchtime, and some are offered after school and, in addition, there are inter-house activities which encourage wider participation with local clubs. We are keen to see as many pupils as possible involved, as we believe this adds significantly to their personal development and enjoyment of school life.

We also appreciate the commitment of staff and senior students who give their time and expertise freely and on a voluntary basis, to enhance the quality of pupils' educational experiences through the provision of a range of extra-curricular activities.



There are also many opportunities within the school for extra-curricular participation in music including a number of music groups and the choir which are led by Mrs Kirsten Shearon, Principal Teacher of Music. There are concerts throughout the year to showcase pupils' musical skills.

The school benefits significantly from the support of Highlife Highland music instructors who offer instrumental instruction and often offer extra-curricular opportunities for pupils. Thanks to the hard work of pupils and staff the school has staged highly successful musicals in recent years including, Sunshine on Leith, Addams Family, Peter Pan and The School of Rock. These high-quality productions provide opportunities for large number of pupils.

There are opportunities for pupils to participate in outings and excursions in addition to foreign travel trips, thanks to the organisation of our enthusiastic staff. There are also a number of social events throughout the year, for pupils in the school. Many of these events are organised by the sixth-year pupils. Such events are popular with pupils but are only possible with the help of parents and staff.

The range of extra-curricular activities and excursions add significantly to the pupils' educational experience, but they are expensive and are dependent on funds raised by the school. The Parent Council also appreciates the active involvement of parents to allow these activities to continue. Please contact the school or Parent Council if you would like to get involved.



## Attendance

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Schools are required to keep an attendance record by law. We have a responsibility for the care and welfare of all pupils during the school day and therefore, need to know the whereabouts of absent pupils. Please contact the school office to notify them if your child will be absent from school for any reason. Messages may be left on the answerphone out of office hours and emails are collected after 9am each school day.

In all cases of unexplained absence, a SMS text message will be sent to advise parents. This is an automated telephone service linked to the school's registration system. Please do not panic if you get such a message and you think your child is in school. Occasionally they may have not been registered correctly in their class. Please notify the school, so we can confirm where they are.

If a pupil is absent for 3 days without explanation, Guidance Staff will make contact with the parent/guardian to ask about the reason for absence. In the event of the Guidance Teacher being unable to make contact, the school may be required to implement Highland Council Child Protection procedures.

When Parents/Guardians are considering whether or not to remove their children from school for a family holiday, they should be aware of the guidance from Highland Council. ([Appendix 38e](#))

If pupils become ill during the school day, parents will be contacted and asked to collect their child. It is particularly important that parents advise us immediately in the event of their contact numbers being changed.

If a pupil needs to leave during the school day for an appointment etc. they will need to bring a note from a parent or guardian. Pupils are required to sign in and out at Reception. Where at all possible, medical and dental appointments should be made outwith school hours. Pupils will not normally be allowed to leave school for appointments without confirmation from a parent or guardian. If you know in advance that your son/daughter will be absent due to a medical appointment, please notify the office.

We expect a high level of pupil attendance in order that they make the most of their learning opportunities. Poor attendance will be discussed with parents in the first instance. If there are serious concerns about attendance, parents could be invited to attend a multi-agency meeting to consider strategies which might resolve the situation.





## Curriculum for Excellence

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The following extracts are from the policy document “Building the Curriculum 3” which highlight some key elements of the curriculum.

*‘The Curriculum for Excellence recognises four different contexts for learning through:*

- *the ethos and life of the school as a community.*
- *curriculum areas and subjects.*
- *interdisciplinary learning.*
- *opportunities for personal achievement.*

*It also stresses the need to make connections between these.*

*The curriculum must be designed around the experiences and outcomes [as published by Education Scotland]. They should be used to identify essential content, key skills and experiences. The needs and abilities of the learner should dictate the pace and nature of their progress through the experiences and outcomes.*

*The curriculum must include the sciences, languages and literacy, mathematics and numeracy, social studies, expressive arts, health and wellbeing, religious and moral education and technologies. All of these elements must be part of every learner’s broad general education from early years up to the end of S3, although there will be opportunities for some specialisation within areas to reflect the learner’s progress and interest.*

*In the senior phase learners can reduce the curriculum areas covered but they must have the sort of experiences that will further develop the four capacities. This is an entitlement for all learners at all stages of their education.’*

Parents can access further information about the CfE on the parent section of the Education Scotland website via a link from our school website or by going to:

<http://www.educationscotland.gov.uk/parentzone/>

Courses in all subject areas have been redesigned around the CfE experiences and outcomes and increasingly pupils will recognise their progress through the different curricular areas. To better enable us to meet the CfE entitlements for all pupils, to provide some specialisation before the Senior Phase and to provide opportunities that will continue to develop the four capacities beyond S3, our timetable structure now includes a ‘flexible’ timetable on a Tuesday afternoon.

This Tuesday afternoon flexible timetable is planned on a termly/week-by-week basis rather than being fixed for the year. This provides us with more flexibility to extend the quality of provision for pupils by allowing us to take more advantage of the opportunities which are available to schools, as well as to involve staff from across the school in inter-disciplinary learning and an outdoor learning programme such as the John Muir Award. This flexible timetable arrangement also allows us to timetable longer blocks of time to individual subjects/pupils for particular projects i.e. assessment projects, visits, placements, visiting speakers. The arrangements for Tuesday afternoons, while flexibly timetabled, are core elements of the curriculum and compulsory for all.

We offer a Broad General Education (BGE) from S1 - S3. S3 provides a transition to the Senior Phase (SP) from S4-S6 where pupils embark on formal qualifications. ([Appendix 32c](#))



**S1 and S2** pupils will cover the experiences and outcomes through study in subjects contributing to the following curricular areas:

<b>Languages and Literacy</b>	English and French. Literacy development is also increasingly being supported across all subject areas.
<b>Mathematics and Numeracy</b>	Mathematics. Numeracy development is also increasingly being supported across all subject areas.
<b>Health and Well Being</b>	Physical Education, Personal and Social Education (PSE), Home Economics. Health and Well Being development is also increasingly being supported across all subject areas.
<b>Sciences</b>	Science. This is an integrated course covering elements of Biology, Chemistry, Physics and Environmental Science.
<b>Social Studies</b>	Social Subjects where pupils study Geography, History and Modern Studies on a rotation.
<b>Expressive Arts</b>	Art and Design, Music, English (Drama), Physical Education (Dance)
<b>Technologies</b>	Design and Technology, ICT, Home Economics.
<b>Religious and Moral Education</b>	Religious, Moral and Philosophical Education.



**S3** pupils continue to study a core curriculum but will have a limited choice in 3 timetable columns. Pupils are strongly encouraged to continue to study a subject in each curricular area.

<b>Languages and Literacy</b>	English and French (it is possible to opt out of French at this stage although it is discouraged)
<b>Mathematics and Numeracy</b>	Mathematics
<b>Health and Well Being</b>	Physical Education (core periods plus additional PE option), Personal and Social Education (PSE)
<b>Sciences</b>	Science. This is an integrated course covering elements of Biology, Chemistry, Physics and Environmental Science. Tuesday afternoons provide additional time for coverage of the experiences and outcomes in the Sciences.
<b>Social Studies</b>	Social Subjects where pupils cover Geography and History in rotation. Modern Studies outcomes are covered through Tuesday afternoon projects.
<b>Expressive Arts</b>	Art and Design, Music, Physical Education. Offered on an optional basis.
<b>Technologies</b>	Design and Technology, Skills for Work in Construction and Engineering Business. Offered on an optional basis.
<b>Religious and Moral Education</b>	All pupils will continue to study Religious, Moral and Philosophical Education

**The Senior Phase**

S4 to S6 Pupils are part of The Senior Phase is organised as a single cohort with a six column structure, maximising the curricular choice for pupils in all three year groups

Pupils will generally have one or two study columns depending on their stage and courses of study. Supervised study means that pupils are being supported into good study habits and the development of this invaluable skill for the future. A wider range of courses, than would normally be expected of a school of our size, is made possible through a flexible approach to timetabling, the use of composite classes and the use of Distance and Open Learning courses through links with other education providers.



All students are expected to show a high level of self-discipline and positive work ethic in the senior school and are required to agree to a Student Contract. ([Appendix 32d](#)) Students who are beyond their statutory leaving date who fail to meet expected standards can expect to be invited to leave school.

## Expectations

Full details of courses on offer for students in the senior phase are provided in a Senior Phase Pathways Booklet which also clarifies expectation of students at this stage. Most students returning to S5/S6 have completed their compulsory schooling and will be treated as young adults who are returning to school to develop skills for learning, life and work. There are high expectations of senior students to be positive role models to younger pupils. There are additional opportunities and expectations of students returning to S6.

## Homework

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Learning is not confined to the classroom and studying at home can help encourage a habit of lasting benefit to pupils. Homework provides pupils with opportunities to consolidate their learning and to develop further interest in particular subjects and may take a variety of forms including: project work; completion/consolidation of class work; home reading; formal written exercises; practical/physical exercises; preparation of class talks; redrafting written work; researching; reviewing notes; watching and reporting on relevant television programmes.

Pupils are encouraged to utilise their chromebooks to plan when work is due. Teachers use Google classroom to assign work and provide deadlines. Parents are asked to check with their child what work they have had during the week and can receive notifications from Google classroom, which enables you to understand what may be outstanding.

Parent/Guardians have a key role to play in encouraging good study habits and regular homework. They also help pupils learn.

Research shows that:

- Where parents are involved, children do better and achieve more.
- Doing homework regularly through their years at school has roughly the same benefit as an extra year of schooling.

In particular, parents can help in the following ways:

- ensuring that time and an appropriate work area is available for homework.
- Regularly checking and talking with your child about any difficulties they may be having.
- Monitoring that homework is done to the highest possible standard.
- Supporting their child with reviewing classwork, if no formal homework is set.

Success in external exams is built on work done in school and at home, both contribute to overall success. As part of developing a positive approach to homework, information about homework expectations is included in the [Senior Phase Pathways Booklet](#) available on the school website.

The school website also offers links to recommended sites for each subject.



## Assessment and Reporting

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Assessment takes a number of different forms in school and varies according to subject and stage. On-going, formative assessment is a key feature of all subjects and is used to provide information to pupils and parents on progress as well as next steps in learning. Pupil involvement in peer and self-assessment is increasing in all subjects and improves learning. Summative Unit Assessment is an important element of certificated courses. It is important that students prepare appropriately for scheduled assessments and meet all assessment deadlines for course work. This is particularly important in the senior phase when dates for Unit Assessments for SQA courses are posted on the calendar on the school website

Supporting pupils to reflect on progress in learning and set targets for further development is a key entitlement of the Curriculum for Excellence. Learning is summarised at key points of transition through the broad general education e.g. at the end of P7 (before transfer to secondary school) and end of S3 (before embarking on the Senior Phase). In Grantown Grammar pupils will develop an e-portfolio. All pupils in S1–S3 are expected to use their e-portfolio to record progress, to reflect on their progress in learning and to record their latest and best work across the different curricular areas

All pupils have a secure Grantown Grammar School log-in on Google Classroom, which can be used at home where internet access is available. Parents are encouraged to take an interest in their son/daughter's e-portfolio but are asked to bear in mind it is constantly being updated throughout the session.

All pupils will be supported to prepare an S3 Profile, a reflective summary statement encompassing:

- all curriculum areas – latest and best achievements
- literacy, numeracy, and health and wellbeing
- a learner's statement
- a record of qualifications and awards (as appropriate)

The S3 Profile can support the transition to the Senior Phase, helping pupils determine appropriate pathways to further and higher education, training and employment.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information. Details of when these are sent home are on the calendar on the school website.

### Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with their Guidance Teacher.

Further Information is available on the Parentzone website:

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



## Supporting Learning

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While all children and young people need support to learn, some will require additional support in order to make the most of their education. The Pupil Support Team, consisting of the Guidance and the Learning Support Departments and managed by the Head Teacher, work together to identify, assess and provide appropriate support for all of our pupils as far as possible within available resources.

The Learning Support Teachers monitor the progress of pupils formally recognised as having special educational needs. The needs of such pupils are generally catered for within the normal pattern of courses but with specialist advice and support as required. If required, a child plan may be put in place to outline an action plan to help organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for a child plan at: [http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

The principal aim of the Learning Support Department is to ensure that pupils' additional learning needs are met as far as possible. The teachers and support staff support pupils, across all subject areas, to ensure that all pupils have access to a broad and balanced curriculum as they develop and progress to become independent, confident and valued members of society. Where staffing allows, Learning Support staff work alongside subject teachers to provide support in classes across the curriculum. Where appropriate, pupils may also be tutored individually, in small groups or in the Support Base.

The Department actively encourages pupils to develop appropriate learning strategies to address their difficulties by making use of technological resources e.g. computers, spelling aids etc. By doing so, we endeavour to make students more independent in mainstream classes and in situations outwith and beyond school.

The Principal Teacher of Learning Support, **Mrs Lorna Crane** has responsibility for procedures relating to Coordinated Support Plans (CSP), Individual Education Plans (IEP), Child Plans and transition arrangements for pupils with identifiable additional support needs. ([Appendix 32k](#))

The Guidance Teachers are **Mr Mark Abenheimer** and **Mrs Leonie da Costa** and are responsible for up to 200 pupils each. In most cases, pupils from the same families are allocated the same Guidance Teacher.

The role of the Guidance Teacher is to provide on-going personal, curricular and vocational support to all pupils in their caseload and to be a consistent and first point of contact for the pupil and their parent/guardian. The Guidance Teacher will monitor attendance, behaviour and academic progress and be available to support pupils through any difficulties that may arise. The Guidance Teacher will endeavour to build a good, trusting relationship with both the pupil and the parent/guardian, will monitor and comment on the school reports, get to know the strengths and capabilities of their pupils and be in a good position to offer curricular and career advice.

The Guidance Teacher will also work with partner agencies as appropriate to support the development of pupils who require an increased level of support. Where they are 'Lead Professional', they will also be responsible for the Child's Plan. Guidance Teachers provide school reports and references to employers, colleges and universities.

The Guidance Team work closely with teachers, parents, Skills Development Scotland and other outside agencies to advise, encourage and support all pupils.

**Determination | Responsibility | Creativity | Ambition | Respect**



If you have a concern or require information or clarification on any matter related to your child's progress, then do not hesitate to contact the Guidance Teacher who will deal with any matter in a sensitive and professional way.

The Personal and Social Education programme (PSE) is designed to support the development of Skills for Learning, Skills for Life and Skills for Work not directly related to specialist subjects. The programme includes careers education and the development of employability skills and deals with social issues relating to alcohol abuse, drug abuse, bullying, relationships and sex education (including AIDS awareness). Further advice or information on aspects of PSE can be obtained from Mrs Claire McGonigal, Head teacher or the Guidance team. Parents will be informed in advance if a particularly sensitive aspect of learning is to be covered eg sexual health.

### **Anti-Bullying policy**

A high profile is given to anti-bullying initiatives across the country. Bullying thrives in a climate of 'not telling' and we have asked all staff and pupils to be alert to any signs of bullying. It is equally important that you, as parents or carers, contact the Guidance team or the Senior Management team if you have any suspicion that your child is the victim of bullying, either verbal or physical.

Research has shown that, if bullying goes undetected or unreported, there can be long-lasting damage to self-confidence and self-esteem. It is important, therefore, for us all to recognise that pupils have a right to learn in a safe, secure environment, free from bullying.

The school has an Anti-Bullying Policy in-line with guidance issued by Highland Council.

[\(Appendix 32g\)](#) In short, we will:

- Take complaints and concerns seriously.
- Investigate as soon as possible when a complaint is received.
- Show fairness, consistency and impartiality to all parties during any investigation.
- Respect confidentiality and limit knowledge of those directly involved and those who need to know.
- Ensure that school policies make it clear that bullying will not be tolerated.

We recognise that an adolescent insecurity and drive for conformity can lead to verbal cruelty towards others who they perceive to be 'different' - be it because of accent, skin colour, unusually high or low academic achievement, size, mode of dress or whatever.

Nevertheless, verbal abuse of others is bullying and will be treated as such.

Abusive use of the internet and mobile devices or Cyberbullying can become a serious problem for many young people. Unpleasant messages using text or social networks are serious. While most of the messages are posted outwith the school day, the impact can affect a young person's ability to cope in school. Inappropriate use of telecommunications or the internet is breaking the law and could lead to prosecution.

Parents are strongly encouraged to monitor their children's phone and internet use, to keep evidence of concerns, and to report concerns to school, internet providers and/or police. The school will take seriously any reported instances of abuse of pupils or staff. The penalty will normally be exclusion from school and the police may also be involved.



### **Equality and Inclusion**

We strive to ensure that all our activities in school: 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. and that provision is made within the curriculum for those with additional support needs. We recognise that the school itself should promote positive values and take the lead in opposing discrimination and prejudice.

Further information is available on the school website and Highland Council:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

### **Child protection policy**

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 Council 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](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

### **Transition Phases**

The Pupil Support Team is closely involved in the transfer of pupils from P7 to S1. Preparation for the transition starts at least a year in advance of the move. Guidance and Learning Support staff liaise with their Primary colleagues to ensure that the transition is as smooth as possible for all children. Many secondary subject departments develop links or projects with the Primary Schools to enhance this provision. Particularly vulnerable children may be given additional support by our Children's Services Worker, **Eilidh McLeod**. Parents are urged to contact their Primary Head Teacher or **Mrs Claire McGonigal** at the Grammar School if they have particular concerns

### **Buddies**

A number of senior students work closely with younger pupils as they learn in the paired reading programme. Senior students are also encouraged to provide in-class support to junior classes in a range of subject areas. Not only is this very helpful to junior pupils it also provides valuable learning experiences for the senior students involved. Students who commit to this, can also gain recognition through the SQA Community Involvement Award.





## School Improvement

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Grantown Grammar School's School Improvement plan is available on the school [website](#)

### Standards and Quality Report

Grantown Grammar School's Standards and Quality report is available on the school [website](#)

## Communication & Parental Involvement

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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, pupils, home and the school community.

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

Information on the Parent Council is on the [school website](#) or you can contact them directly at [grantown.grammar@highlandpc.co.uk](mailto:grantown.grammar@highlandpc.co.uk)

Our school website [www.ggschool.com](http://www.ggschool.com) is regularly updated and is a useful source of information about what is going on in the school. Information is also shared through a series of School Newsletters. All newsletters and general letters are available on our website in addition to calendar dates, including assessment dates.

### Parents' Evenings & Progress Reports

An Annual Progress Report is issued for each year group and there is a Parents' Meeting for each year group once a year.

Additional interim reports are issued throughout the year and the dates these are sent home are published on the school website.

### Concerns

Parents are invited to share concerns by telephoning the school to speak with their Guidance Teacher. Where a particularly serious issue is raised, or if the member of the Guidance Team is unavailable (and the matter can't wait), then a member of the Senior Leadership Team can be contacted directly.



## Careers advice

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A programme of careers education begins in First Year, when pupils become familiar with the careers library which has a wide and varied range of careers information.

Careers Education is further enhanced by links with local employers. Links can involve work place visits, presentations to pupils, interview preparation, mentoring and work experience placements for example. The availability of work experience placements locally is determined by the number of local employers willing to accept pupils for placement. We are working on increasing our links with local employers, to enhance provision for pupils and to support the development of skills needed in the local area. The flexibility of the Tuesday afternoon timetable provides an ideal time for employers to engage with young people in school, or for visits or short placements to local work places

Anyone interested in working with the school to support Careers Education is asked to contact the Headteacher, Mrs Claire McGonigal.

Our Skills Development Scotland Adviser, **Ms Kirsty Wright** visits the school regularly to work with pupils individually or in groups. Pupils are encouraged to access the SDS's website; My World of Work [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) which offers valuable advice.

Ms Wright is also available for consultation outside of school hours and attends parents' evenings. If you wish to contact an adviser, this can be arranged through Guidance Staff. Alternatively, you can contact the service directly at Careers Scotland, Aviemore Business Centre, Grampian Road, Aviemore, Tel: 01479 813590.

Pupils are supported in their applications to further or higher education. An Information Evening for Parents regarding the UCAS process is held each year in order to assist both pupils and parents with this process. In addition to this, Information Evenings are given by Inverness College, CiTB and other bodies to provide information about post school opportunities.

"Opportunities for All" is a commitment by Scottish Government to offer a place in learning or training to every 16-19 year old who is currently not in education, employment or training. Highland Council has a lead role in respect of "Opportunities for All" whilst young people are still in school. The long-term aim is to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment. ([Appendix 32i](#))

## Employment of Children

Many Pupils have part time work and this provides them with good values for future employment. Parent/Guardians may need to be aware of employment of children byelaws and how they 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:

[http://www.highland.gov.uk/downloads/download/19/employment\\_of\\_children](http://www.highland.gov.uk/downloads/download/19/employment_of_children)



## Catering

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The canteen staff provide a wide range of nutritious meals, snacks and drinks before school, at break and lunch. The menus offer a choice of freshly cooked, nutritionally balanced meals and include favourites such as macaroni cheese, fish and chips, chicken korma and healthy home baking. Seasonal meals are offered, where over 75 per cent of the menu is freshly prepared with ingredients that are GM free, with no undesirable E numbers or hydrogenated fats. Secondary School meals are priced at £2.55 per day and the [Menus](#) can be viewed on the Highland Council website.

If your child has special dietary needs, please refer to the Highland Council's [Special Diet Process for Parents](#), [Special Diet Privacy Notice](#) and [Special Diet Guidance](#). Then complete and return to the school the [Special Diet Request Form](#).

The canteen operates a cashless system which is operated with each pupil's own unique pin number. This is available from the office or canteen staff if you forget it.

Pupils can load money directly onto their account in the canteen by cash or cheque (made payable to Highland Council) or parents and guardians can [make payments online](#). Please bear in mind that you will need your child's Scottish candidate number, also available from the office and the online method can take a couple of days to credit the account.

Parents who are in receipt of Income Support or other benefits may be entitled to Free School Meals and clothing grants for their children. Parents need to apply for this online through the Highland Council website [www.highland.gov.uk/request](http://www.highland.gov.uk/request) or a paper form can be downloaded from the website if you are unable to apply online. Parents can also ring 01463 703645 to request the application form. Pupils entitled to free school meals will have the Free School Meal allowance (currently £2.55) added to their account daily, they can also add further money to their account if they wish.

Pupils may also bring a packed lunch to school and eat this in the canteen.

Further details of how to apply for the NEC/Young Scot Card can be found on the Highland Council website or at [www.youngscot.org](http://www.youngscot.org)



### Medical

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Please notify the school of any medical condition that might have an effect on your child's education and any significant changes during the year. This is very important in ensuring that staff are adequately briefed and trained should an emergency arise. The confidential medical information we hold for pupils is only shared with staff who will be responsible for their care during the school day. The school also works with the community school nurse in the provision of a well-established programme of examinations and immunisations.

You are required to provide an emergency contact when your child enrolls at Grantown Grammar School. It is important that you inform the school if these contact details change.

If a pupil becomes ill during the school day, they should report this to the class teacher. In the event of a pupil becoming unwell at interval or lunchtime, the pupil should report to the office directly or another pupil should go there to ask for help. On no account should an unwell pupil leave the school, during the school day, without having first reported to the office. Parents would normally be contacted to take an unwell pupil home, or to make appropriate alternative arrangements. We discourage pupils from texting parents directly during class and making their own arrangements to go home.

While we will always do our best should a pupil become ill during school, our facilities for dealing with pupil illness are extremely limited. If pupils are sick before school, it would be sensible to keep them at home for that day.

Pupils should not carry medication with them in the school. There is an exception to this for Asthma inhalers, Diabetic insulin and Allergy epipens. Pupils with known conditions, may store spare medication in the school medical room with their medical protocol. All other medication should be handed to the school office with clear written guidance from a parent/guardian of who it is for, how much to be taken and when they should take it. Staff will not be responsible for the administration of medication but will oversee its safe use by a pupil.

If an accident takes place, during the school day or school activity, the situation will be assessed in the first instance by a competent first aider and, if serious, we will contact you immediately.

In most cases, you will be called to the school and the situation explained, but in more serious cases we would take the pupil directly to Casualty and ask that parents meet us there. If we have any doubt about the situation and we cannot make contact with you, we will take the pupil to the hospital just to be on the safe side.

In an emergency situation or where it is not appropriate to take the person to hospital by car, we would call an ambulance and telephone to inform you of this. The Authority has a clear policy on accidents and on the reporting of accidents. Grantown Grammar School complies with this policy.

If your child suffers from a major illness, which is likely to lead to significant time off school, please notify the office who will put you in touch with your Guidance Teacher. They would then arrange schoolwork to be sent home in order to reduce the difficulties of catching up on their return to school. In cases of prolonged illness, the Authority has a scheme whereby some home tutoring may be available



## Health and Safety

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Highland Council is **not insured** to cover the loss of personal property and we would recommend that parents take the necessary steps to insure personal property against loss, damage or theft. Staff are not expected to accept responsibility for pupils' possessions.

We would advise that all personal items are clearly named to ease their return, when mislaid. Pupils should not bring valuables, or large quantities of money to school. In exceptional circumstances, the office can arrange the safe-keeping of a valuable item, for a pupil.

Clothes and bags left around the school and grounds are placed in the Lost property shelving by the double doors to PE, If they are not there, let the office or janitor know and they can help locate them.

### Adverse Weather

Highland Council has clear procedures to be followed in the event of adverse weather and possible school closure. Current guidance to parents and pupils relating to adverse weather can be found on the school website. All parents/guardians are required to complete emergency arrangements on the annual data form in the event that the school should close due to bad weather.

Throwing of Snowballs is not permitted anywhere in the school grounds or on route between school and town centre **except on the playing field**. Pupils are encouraged to enjoy the snow but throwing snowballs at others (unless on the field with friends who are willing participants) has resulted in a number of serious eye injuries in the past. Throwing snowballs at vehicles could cause an accident and lead to serious injury. Such behaviour may lead to exclusion from school and possible police involvement.

### Fire

A series of fire drills are carried out throughout the year and are practised so we are confident that safe evacuation procedures are understood. In the event of a serious emergency, pupils will be escorted from the evacuation area (the school field) to Grantown Primary School from which pupils will be sent home to parents or emergency contacts.

A one-way system still operates within the school as part of Covid-19 safeguarding measures and pupils are directed around the school by signs and asked to keep left in corridors to facilitate a safe flow in the buildings. Pushing and running are not permitted in corridors and stairs for the safety of all.



## Data Protection

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Information on pupils, parents 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 found on the [Scottish Government Website](#). The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

### Access to Pupil Records

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

### Transferring Educational data about pupils

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

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

### Data policy

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

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

- To plan and deliver better policies for the benefit of all pupils
- To plan and deliver better policies for the benefit of specific groups of pupils
- To better understand some of the factors which influence pupil attainment and achievement
- To share good practice
- To target resources better
- To 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.

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [ScotXed@scotland.gsi.gov.uk](mailto: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.



### **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.

Further information on full eligibility criteria and the online application process can be obtained from Highland Council's website. [https://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/14/education\\_maintenance\\_allowance](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance)

### **Military Families**

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

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

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

Visit the Highland Council Armed Forces Website for lots of helpful information and support [https://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/833/armed\\_forces\\_-\\_support\\_for\\_families\\_and\\_schools](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)



**Grantown Grammar School - Staff**

Head Teacher Depute Head Teacher Depute Head Teacher	<b>Mrs Claire McGonigal</b> Mr Ruairidh Ross Mr Scott Wilson
Guidance	<b>Mr Mark Abenheimer - Principal Teacher</b> <b>Mrs Leonie da Costa - Principal Teacher</b>
Support for Learning	<b>Mrs Lorna Crane - Principal Teacher</b> Mrs Alison Simon
Art & Design/Business & Enterprise/ICT	<b>Mr Dugal McCrow - Principal Teacher</b> Mr Angus Grant Mr Kyle Noble
English	<b>Mr Marcus Patton - Principal Teacher</b> Miss Tara Carmichael Ms Helen Vandenhove Mr Liam Patton
Social Subjects & RMPS	<b>Mrs Rachel Knight, Geography - Principal Teacher</b> <b>Mr Mike O'Brien, History, RMPS &amp; Modern Studies - Principal Teacher</b> Mrs Gem Russell, History & Modern Studies Mr Ruairidh Ross, History Mrs Janet McIver, Geography (part-time)
Mathematics	<b>Mr Christopher Mulgrew - Principal Teacher</b> Mr Jim Sutherland Mrs Rachel Sutherland Mr Liam Patton
Modern Languages	<b>Mrs Ann Mackintosh - Principal Teacher</b> Miss Joy Collins Miss Zheng Ma
Music	<b>Mrs Kirsten Shearon – Principal Teacher</b>
Physical Education & Home Economics	<b>Mr Mike Stone - Principal Teacher</b> Mr Jas Hepburn Miss Rhona McIntyre Mr Angus Dey
Science	<b>Mrs Pauline Garrow, Chemistry - Principal Teacher</b> Mr Nuno da Costa, Biology Mr Laurence Phin, Physics (Mon-Thu) Mrs Laura Sullivan, Biology
Technology	<b>Mr Kenny McGougan - Principal Teacher</b> Mr Andy Nias



**Non-Teaching Staff**

<b>Administration</b>	Mrs Emma Broadhurst Mrs Jill Milne Mrs Louise James	Administrative Assistant Clerical Assistant Clerical Assistant
<b>Janitorial Staff</b>	Mr Lee Carrott Mr Calum Graham	Head Janitor Assistant Janitor
<b>Technicians</b>	Mrs Shona Paterson, Science & HE	
<b>Pupil Support Assistants</b>	Mrs Ingrid Artus Mr Benn Bremner Mrs Melanie Fitzhugh Mrs Monika Grant Mrs Christine MacDonald Mrs Morag MacLeod Mrs Miriam Rensner Mrs Anne Sullivan Mrs Vivian Stables Mrs Celia Taylor Mrs Kerriann Wilson	
<b>Catering Staff</b>	Mrs Elaine Cullen Mrs Karen Grant Mrs Laurie Hickman Mrs Laura Jamieson Mrs Sally Morrison Mrs Karen Stewart (area cover)	Cook-in-charge
<b>Cleaning Staff</b>	Mrs Linda Alexander Ms Lynne Hutton Mrs Wendy Ibbertson Mrs Mairi Perks Mrs Karen O'Connor Ms Michele McLean	Supervisor
<b>Visiting Music Tutors</b>	Mr Colin Delmonte Mr Dougie Galbraith Mrs Heather Hook Mr Chris Josey Mr Ferdie Malin Mr Jon Rutter Mr Chris Thomson	Woodwind Tuition Percussion Brass Singing Strings Piping/Chanter Tuition Strings Tuition
<b>Visiting School Nurse</b>	Mrs Jo Lyle	
<b>Highlife Highland Staff associated with school</b>	Mrs Pam Topping Mr Fraser Tulloch Ms Kerrie Dixon	Network Librarian CMLC Facilities Manager Active Schools Coordinator
<b>Skills Development Scotland</b>	Ms Kirsty Wright	Careers Adviser



### Highland School calendar 2023/24

Please note - Dates may be subject to change

August 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
32		1	2	3	4	5	6
33	7	8	9	10	11	12	13
34	14	15	16	17	18	19	20
35	21	22	23	24	25	26	27
36	28	29	30	31			
37							

September 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
36					1	2	3
37	4	5	6	7	8	9	10
38	11	12	13	14	15	16	17
39	18	19	20	21	22	23	24
40	25	26	27	28	29	30	

October 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
40							1
41	2	3	4	5	6	7	8
42	9	10	11	12	13	14	15
43	16	17	18	19	20	21	22
44	23	24	25	26	27	28	29
45	30	31					

November 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
45			1	2	3	4	5
46	6	7	8	9	10	11	12
47	13	14	15	16	17	18	19
48	20	21	22	23	24	25	26
49	27	28	29	30			

December 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
49					1	2	3
50	4	5	6	7	8	9	10
51	11	12	13	14	15	16	17
52	18	19	20	21	22	23	24
1	25	26	27	28	29	30	31

January 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
2	1	2	3	4	5	6	7
3	8	9	10	11	12	13	14
4	15	16	17	18	19	20	21
5	22	23	24	25	26	27	28
6	29	30	31				

February 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
6				1	2	3	4
7	5	6	7	8	9	10	11
8	12	13	14	15	16	17	18
9	19	20	21	22	23	24	25
10	26	27	28	29			

March 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
10					1	2	3
11	4	5	6	7	8	9	10
12	11	12	13	14	15	16	17
13	18	19	20	21	22	23	24
14	25	26	27	28	29	30	31

April 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
15	1	2	3	4	5	6	7
16	8	9	10	11	12	13	14
17	15	16	17	18	19	20	21
18	22	23	24	25	26	27	28
19	29	30					

May 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
19			1	2	3	4	5
20	6	7	8	9	10	11	12
21	13	14	15	16	17	18	19
22	20	21	22	23	24	25	26
23	27	28	29	30	31		

June 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
23						1	2
24	3	4	5	6	7	8	9
25	10	11	12	13	14	15	16
26	17	18	19	20	21	22	23
27	24	25	26	27	28	29	30

July 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
28	1	2	3	4	5	6	7
29	8	9	10	11	12	13	14
30	15	16	17	18	19	20	21
31	22	23	24	25	26	27	28
32	29	30	31				

School holidays  
In-service days

School days



### **Senior Phase Options 23/24**

These forms are being reviewed and will be posted on the school website when finalised

<https://grantowngrammar.wordpress.com/senior-phase-options-information/>



**Grantown Grammar School  
Senior School Learning Agreement**

STUDENT NAME	CLASS
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As a member of the Senior School at Grantown Grammar School, I agree to do my best to support the ethos and aims of the school, make the best possible use of my opportunities and provide a positive role model to the younger students. In particular:

**ATTENDANCE**

- When I am in school, I will attend all timetabled classes unless I have the agreement of my class teacher and have informed my Guidance teacher.
- I will ensure that I have appropriate work to do during timetabled study periods.
- I must notify the school about absences on or before the first day of absence.
- I will provide a self-certification form explaining my absence on return to school, countersigned by a parent/guardian if I am in S5.
- As an S6 student, I will make all appointments outwith school during study periods.
- As an S6 student I will sign out when leaving school for legitimate reasons during the school day.

**STUDY PROGRAMME**

- My study programme must be 21 hours or more unless an alternative arrangement is agreed by a member of the Senior Leadership Team.
- I must follow the school procedures if I wish any changes to this programme to be considered.

**ATTAINMENT**

- It is my responsibility to ensure that all the requirements of my study programme are met including deadlines for assignments and assessments.
- I understand that for national qualifications a second failure of a Unit Assessment could result in not gaining a full course award.

**ATTITUDE & BEHAVIOUR**

- I agree to support the ethos and aims of the school and accept its standards of conduct.
- I agree to adhere to the school Dress Code.

**S6 CONTRIBUTION**

- I agree to take an active role within the school community by supporting school fundraising and assisting with the organisation of events and activities for younger pupils.

Student signature:	Date:
Parent/Guardian signature:	Date:



**HOLIDAYS TAKEN OUTWITH THE NORMAL SCHOOL HOLIDAY PERIOD**

I am writing to you to seek your support in what is an important matter for your school. We continue to work hard on raising standards of achievement in our schools. A key part of our strategy is to minimise absence levels and parents play a vital role in ensuring their son or daughter attends school as much as possible.

While the vast majority of parents plan family holidays within the allocated 12 weeks during the year, there has been an increasing trend for some parents to remove pupils from schools for holidays.

My reason for writing to you is to ask you to very carefully consider the implications on your child's education if you decide to remove them from school for a family holiday. I do so in the full knowledge that, for some parents, it is not always possible to plan a holiday in the designated school holiday periods. For some parents, summer is a very busy time and a holiday cannot be taken then but I would encourage the use of our two-week October holiday period if you are in this category.

When considering whether or not to exercise your right to remove your children from school for a family holiday, please 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, I would ask you to be aware of these considerations when making decisions on planning holidays during term time. I have enclosed a link to the school holiday dates on our website to aid you in your planning of any holidays you may be considering [https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates). If you do decide to make holiday arrangements during term time, you should confirm this in writing to your Head Teacher.

Yours sincerely

**Nicky Grant**  
**Interim Head of Education, Care and Learning**

Nicky Grant: Interim Head of Education, Care and Learning, HQ, Glenurquhart Road, Inverness, IV3 5NX	
Phone: 01463 702804	
Email: Nicky.Grant@highland.gov.uk	Web: www.highland.gov.uk



## GRANTOWN GRAMMAR SCHOOL

### Acceptable Use Policy for Personal Electronic Devices

#### 1. Rationale

1.1 The widespread ownership of mobile phones and other electronic devices among young people requires that school leaders, teachers, pupils and parents take steps to ensure that such devices are used responsibly in school. This Acceptable Use Policy is designed to ensure that potential issues involving mobile technology can be clearly identified and addressed, ensuring that the benefits that such devices provide (such as increased safety and quality tools for learning) can be enjoyed by our students.

1.2 Grantown Grammar School has established the following Acceptable Use Policy for mobile technology that provides teachers, students and parents with guidance and instructions for the appropriate use of personal electronic devices during school hours, and for the duration of school activities which extend beyond the school day.

1.3 Pupils and their parents or carers must read, understand and accept the Acceptable Use Policy before pupils are permitted to bring mobile electronic devices to school.

1.4 The Acceptable Use Policy for mobile technology also applies to students during school excursions, residential trips and extra-curricular activities.

#### 2. Personal Safety and Security

Grantown Grammar School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There are also concerns about children walking or cycling alone or travelling on public transport. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently. However, parents should not attempt to contact students directly during the school day. If parents need to contact their child during this time they should contact the school office. Pupils may also contact parents via the school phone or speak to Guidance or SMT to get permission to use their own phone in a private area to contact a parent.

Parents are reminded that in cases of emergency during the school day, the school office remains the appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

#### 3. Responsibility

3.1 The decision to provide a mobile phone or other electronic device to their children should be made by parents or carers.

3.2 It is the responsibility of students who bring mobile electronic devices to school to abide by the expectations outlined in this document.

3.2 Parents should be aware if, and when, their child takes a mobile electronic device to school.

3.3 Parents/carers should ensure that such devices are adequately insured for loss, damage or theft at school or at school events or trips.

3.4 Permission to have a mobile electronic device at school is dependent on parent/carer permission being received. Parents/carers may revoke approval at any time.

3.5 The Senior Management Team reserves the right to view the content of a child's mobile electronic device at any time in respect to the issues regarding the safeguarding of children. This would be viewed with the pupil or a parent present.

#### 4. Acceptable Uses

**Determination | Responsibility | Creativity | Ambition | Respect**



4.1 Mobile devices must be switched off when pupils come into the grounds of the school.

4.2 Pupils are advised not to use their mobile phones as they walk, or cycle, to school, unless there is an emergency, as such use has led to traffic incidents involving pupils who are texting or talking on the phone and not paying full attention to their road use.

4.3 Pupils may use tools on their mobile devices, including photo and video, to support learning **only** when this has been explicitly agreed by the class teacher. Such permission can only be given on a lesson by lesson basis. Teachers may only give permission where its use will clearly support learning and/or recording of achievement.

### 5. **Unacceptable Uses**

5.1 Mobile phones are not to be used in toilets or changing rooms or used in any situation that may cause embarrassment or discomfort to their fellow pupils, staff or visitors to the school.

5.2 Unless express permission is granted by the Senior Management Team or Guidance electronic technology should not be used to make calls, or use social media during school time. Anything recorded during the school day or on a school event must not be posted on social media by pupils unless with the express permission of the appropriate member of staff.

5.3 Mobile devices must not be used to photograph or film a student or member of staff without their consent.

5.4 Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour which may be reported to the police. e.g. it is forbidden for students to take videos and pictures of acts which could denigrate and humiliate a student or member of staff and then send the pictures to other students or upload it to social media. It is a criminal offence to use mobile technology to menace, harass or offend another person. It is important to be aware that almost all calls, text messages, emails and internet communications can be traced.

### 6. **Theft or Damage**

6.1 The school accepts no responsibility for replacing lost, stolen or damaged mobile devices. All electronic devices taken into school should be covered by home insurance policies.

6.2 Pupils may hand their mobile device in to the school office for storage. They should switch off the phone, put in the envelope provided and write their name and tutor class on the envelope. The envelope should then be sealed before handing it in to office staff. Pupils who wish to use this facility must report to the office **before** the start of the school day. The school, however, can accept no responsibility for phones handed in and all phones handed in should be insured by parents.

6.3 Pupils who bring a mobile phone to school should NEVER leave it unattended in public areas.

6.4 Mobile devices that are found in the school should be handed to the office or janitor.

6.5 The school accepts no responsibility for students who lose or have their mobile devices stolen while travelling to and from school.

### 7. **Sanctions**

7.1 Students who infringe the expectations set out in this document could face having their device confiscated by teachers and their parent/carer will be informed. Appropriate arrangements would then be made for the parent/carer to collect the device. This is unlikely to be on the day of confiscation. Devices held overnight will be kept in the school safe.

7.2 Repeated infringements may result in the withdrawal of the agreement to allow the student to bring the mobile device to school. Serious issues which impact on the welfare of others are detrimental to good order and discipline in the school and could lead to exclusion from school.





Appendix g

Highland Council's **Anti-bullying policy**

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying - guidance for schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

Appendix h

Further Information on **16+ learning choices**, after leaving school

<https://www.highland.gov.uk/learninghere/16plusic/>

Appendix i

**Opportunities for All** is a commitment by Scottish Government to offer a place in learning or training to every 16-19 year old who is currently not in education, employment or training. Highland Council has a lead role in respect of Opportunities for All whilst young people are still in school. The long-term aim is to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment. <https://www.gov.scot/publications/opportunities-supporting-young-people-participate-post-16-learning-training-work/>

Appendix j

Further Information regarding the Curriculum at local and national levels and Skills for life can be found at these National websites;

**Education Scotland** – <https://education.gov.scot/>

**Parentzone** – <https://parentzone.org.uk/home>

**Skills Development Scotland** - <https://www.skillsdevelopmentscotland.co.uk/>

Appendix k

Further Information on organisations which provide advice, information and support to parents/Guardians of children and Young people with Additional Support Needs can be found on these websites;

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

**My Rights, My Say** – an advocacy and advice service for young people over 12 with additional support needs

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

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

<https://www.siaa.org.uk/>

**Scottish Child Law Centre**, an organisation providing free legal advice to young people.

<https://sclc.org.uk/>