

Golspie High School Handbook



2026-2027

Table of contents	Page Number
Welcome	3
Basic information and Vision and Values	4
Concerns, pupil absence and appointments	5
Family holidays, new admissions, placing requests	6
Parental involvement	7
Term dates and school meals	8
Administration of medicines	9
Minor Injuries and mental health & wellbeing	10
Employment of children	11
EMA, community involvement, partnerships and volunteers	12
The curriculum	13
Personal and Social Education PSE	14
Assessment	16
Transitions	17
Support for Pupils	19
Child Protection	21
Pupil Support- Additional Support for Learning ASL	20
School improvement and performance information	24
School policies	24
Equality and inclusion	27
Extra-curricular, study support and pupil voice	28
School hours and dress code	29
Adverse weather and practical information	31
Data protection and usage	31
Military families	33
Staff list	34
Relationship building strategies	36

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

Dear Parent or Carer,

It's my pleasure to introduce our 2026-27 School handbook. I hope that this handbook along with the information available on our school website and social media platform provides you with all the information that you need about Golspie High School.

At Golspie High School we emphasise an ethos of challenge, encouragement and enjoyment with a focus on kindness and respect, hard work and resilience. We want all our young people to realise their full potential in all aspects of school life. We are very proud of the wide range of learning opportunities and pathways we provide for our young people. This is supported by a programme of wider-curricular activities.

We believe that much of the strength of a school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We want our pupils to feel they are valued as individuals, as in a family.

We stress the importance of a purposeful and ordered working atmosphere, where our young people are safe, valued and secure. We aim to develop successful partnerships with parents and our wider community for the benefit of all of our young people. In doing so we acknowledge your continued support and the hard work of our parent council and our successful and developing partnerships.

We set and maintain high standards so that our important value of respect is understood by our young people in their widest context. This allows us to work well together to ensure successful learning and achievement for everyone at Golspie High School.

You are welcome to get in touch with us about any matter relating to your child's education or about other school issues and we always welcome your suggestions and comments.

Kind Regards,

Catherine Brown

Head Teacher

Contact information

Name: Golspie High School

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

Telephone: 01408 633451

Website: <http://www.golspiehigh.org.uk>

E-mail : golspie.high@highland.gov.uk

Facebook : [Golspie High School Facebook Page](#)

Head Teacher: Mrs Catherine Brown

Depute Head Teacher: Mr Craig Phillips

Golspie High School is a non-denominational secondary school catering for S1-6 (approximately 11–18-year-olds). As of November 2025, the school roll was 255 pupils. The Parent Council can be contacted via the school email address above or directly at golspie.high@highlandpc.co.uk Minutes of meetings and other information are stored on the Parent Council section of the school website.



Learn from the past, aim for the future.

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

Complaints and requests for service

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Metzler, Mrs Murdoch, Mrs Heys or the Senior Management Team for more serious issues. [Children First Supportline | Children First](#)

Any curricular concerns may go directly to the Faculty Heads:

Mrs Johnson – Science, Maths and Business

Mrs Smith – PE, HE, Technical and Music

Mr McAnena – English, History, Geography and Languages

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager, Katherine van Voornveld by email katherine.wood@highland.gov.uk

School Transport

Any queries should be addressed to the Local Transport Officer sinead.denoon@highland.gov.uk or emailed to school.transport@highland.gov.uk

Attendance

Good attendance is vital if pupils are to achieve their full potential. Parents should ring 01408 633451 or email golspie.high@highland.gov.uk the school on the first day of any unexpected absence.

Please let us know in advance if you are aware that your child will be off on a certain date - a note should be handed by the child to their register teacher.

Appointments

Doctors' and dentists' appointments should be made out-with normal school hours. Where this is not possible a pupil will only be released from school for such appointments on production of an appointment card or a letter from their parent/guardian.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils. If we have not heard from you and your child is absent without explanation, we will contact you asking for clarification.

On return to school, irrespective of any earlier contact, a note explaining the period of absence must be brought by the pupil. The note should be dated and give the dates of absence being explained therein.

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

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

Family Holiday

When parents are considering whether to remove their children from school for a family holiday, they should be aware that such a decision:

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

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

[School Term Dates](#)

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

New Admissions

Information for parents seeking a place for their child in the school, including arrangements for visiting the school, can be found here

[Enrol your child for school | Enrol your child for school | The Highland Council](#)

School placing requests

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

Application may be made to the Area Quality Improvement Manager, Katherine van Voornveld - katherine.wood@highland.gov.uk

Placing request applications are made online at: [Placing Requests](#)

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

If pupils live out with the school catchment area and their parents wish them to attend Golspie High School, they can contact the school office to arrange a visit.

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

Parental Involvement

i) Parent Council

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

ii) Direct school-parent links

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

- i) **An annual report for all pupils from S1 to S6** of each learner's progress, strengths and next steps in learning.
- ii) Three **brief progress reports** through the year for S4-6 and two for S1 to 3. See GHS Calendar for Parents for details of when this report is issued for each year group.
- iii) **Parents' Evenings**. See GHS Calendar for parents for details of when each year group Parents' Evening takes place. These are all face to face in the school building.
- iv) **Occasional information evenings**. These cover a range of themes that we believe parents want more information on. These will include, for example, the curricular

- stage that your child is about to enter (i.e. for S3 this will involve looking at the Senior Phase and course options etc for their S4 year of studies).
- v) **Head Teachers Information to Parents Communication.** Specific information relevant to parents are issued regularly via FB, email, text message and phone call as appropriate.
 - vi) **Our refreshed school website** contains news and key documents, and links to other websites relevant to your child's education [Golspie High School Website](#)
 - vii) **Our Facebook page** is updated regularly to share news [Golspie High School Facebook](#)
 - viii) **Our Pupil Support Team** serve as a first point of contact for any parental concerns and will make contact with home if concerns arise.
 - ix) **Head Teacher's drop-in.** Please feel free to make an appointment at any time with the Head Teacher to discuss any aspect of your child's learning or any other school matter.
 - x) **Winter weather arrangements** are sent out annually and also on the [Golspie High School Website](#)

2026 holidays

- February break - 16 February and 17 February
- In service day - 18 February
- Easter holidays - 3 April to 17 April
- May Day - 4 May
- In service day - 7 May
- Summer holidays - starts 3 July
- In service days - 17 August and 18 August
- In service day - 14 September
- October holidays - 12 October to 23 October
- Christmas and New Year break - 23 December to 6 January

2027 holidays

- February break - 15 February and 16 February
- In service day - 17 February
- Easter holidays - 26 March to 9 April
- May Day - 3 May
- In service day - 6 May
- Summer holidays - starts 2 July
- In service days - 16 August and 17 August
- In service day - 13 September
- October holidays - 11 October to 22 October
- Christmas and New Year break - 22 December to 5 January

Term dates [School Term Dates](#)

Health Promoting School & Canteen

As a Health Promoting school, we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community. [School menus | Pricelist 2025/26](#)

School Meals cost £2.65 for pupils. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see [Free School Meals and Clothing Assistance Information](#)

Pupils receive credit on their account which they can use during break and lunchtime in the canteen. The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details see: [School Meal Payment Information](#)

Please see the following link for prices and sample menus which are also available in Gaelic or Polish: [School menus |](#)

Administration of Medicines

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

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

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

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

Where appropriate, we will plan for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

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

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

Minor injuries

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

Mental Health and Wellbeing

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



Information sheet for School Counselling

What is counselling?

All schools in Highland have fully trained School Counsellors who work from your school premises to support all young people if they need it.

Counselling helps you to think things through and find solution yourself about what is worrying you and making you feel sad or anxious.

It is totally your choice whether you wish to see a counsellor or not and if you decide it is not for you, you can discontinue going.

Everything that you choose to discuss during your sessions with the counsellor is entirely confidential unless you wish the information to be shared or you or someone else is at risk of harm.

You meet the counsellor on a one-to-one basis either in person or online and no one will interrupt you during a session which normally lasts for about 45 mins. You can then decide if you want to attend more sessions.

Who is our School Counsellor?

Your school counsellor is calledMaggie.....

You can either contact them direct or a member of school staff can refer you to them and the counsellor will email you.

Consent to share information

You do not have to tell people that you are choosing to see a counsellor, it is your choice who knows. If however, you have sessions within the school day you will need someone in school to know when you are attending a session. Also, the counsellor will need to know your name, age, email address and year group. Either the school staff member will ask you to give your consent to share this information with the counsellor or if you are contacting the counsellor direct, they will ask your permission to share this information with someone at school.

Your information will not be shared with anyone without your consent.

Consent to collect data

Your school is asked to record data about who is using the school counselling service. This equalities data states if you have a disability, your sexuality, your religion etc. The data is submitted totally anonymously, no one will know this is about you. The anonymous information is added to a spreadsheet and helps to check that counselling is accessible to all young people and helps to improve the service. Are you happy for your anonymised information to be shared? If you do not want your information shared then you can still be referred to counselling.

Feedback and Complaints

You will be asked to give anonymous feedback about your counselling experience if you wish, however If for any reason you wanted to complain about anything in relation to school counselling please email Deborah Carter – Counselling Manager deborah.carter@highland.gov.uk or speak to your guidance teacher.

Employment of Children

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

[Employment of Children](#)

Education Maintenance Allowances (EMA)

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

In session 2026/2027 pupils born between 1 March 2007 and 30 September 2010 can receive payments from August 2026. Pupils born between 1 October 2010 and 28 February 2011 can receive payments from January 2027. Further information on full eligibility criteria and the online application process can be obtained from the school.

[Education Maintenance Allowance](#)

Community involvement

As a school we work in close conjunction with our ASG Primary Schools and a huge number of other local businesses, external agencies, organisations and bodies to ensure that our pupils have a diverse and relevant learning experience. There are simply too many to list, however some are listed below to give an indication of the breath of partnership working at Golspie High School:

North Highland College, High Life Highland: Music Tutors, Active Schools, Youth Development. My Future My Success, Developing Young Workforce, School Nurse, CAHMS, Youth Action Team, Mikeysline, School Counselling Service, Social Work, Police, Local employers, Skills

Development Scotland, MCR Pathways, Rights Respecting Schools, Golspie Youth Action Project, Brora Heritage Centre, Lairg Learning Centre, Go-Golspie, Rotary Club, Community Councils etc.

Community partnerships and volunteers

If any parent/guardian believes that they, their business or their place of work could become involved in assisting the school by becoming one of our partners, or a volunteer with skills to share, please ring 01408 633451 and ask for an appointment to discuss further.

Curriculum

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

S1, S2 and S3: A Broad General Education

Throughout S1 and S2, pupils are taught specific subjects from all curricular areas as well as skills and attitudes which will be essential in the senior phase and later life. Pupils study from all curricular areas, subjects studied presently are as follows:

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

S3

In S3, pupils study English, Maths as well as PSE and PE. S3 Pupils then make choices, these are explained to S2 pupils and their parents in the spring.

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

S4

During the Spring Term of S3 pupils choose the subjects they wish to continue to study in S4. Parents should check the website for information at this time. We build in as much flexibility and choice as possible into this process, though all pupils will continue to study the core subjects of Mathematics and English. These courses lead in the main to the new National qualifications - available at National 3, National 4 and National 5 level, together with National Progression Awards and other Nationally recognised awards within the SCQG Framework. Whether a pupil is entered for National 3, 4 or 5 will depend on their work and attainment throughout S1-3 and on how they perform in the early months of S4. Pupils will study for 6 National qualifications throughout S4. Only National 5 qualifications have an end of year exam as National 3 and National 4 are entirely judged on assessment throughout the year. Options can vary from year to year.

S5/S6

Pupil's study National 3-5, Nations Progression Awards and National Certificate, Higher and Advanced Higher courses. Foundation Apprenticeships are also available. The choice and range of courses may vary from year to year depending on staffing and other resources. The S5/S6 course choice is subject to such constraints as the numbers of pupils opting to do a course. In most cases it should be possible to offer most options over the two years of S5 and S6 session. Subjects are offered in columns.

Personal and Social Education

All pupils have weekly classes in Personal and Social Education (PSE) from stages S1 to S6. Currently topics dealt with in these sections include careers guidance; smoking; alcohol; drugs and their effect on health; sex education; accident prevention; internet safety; and study skills. Planet Youth [Home | Planet Youth Scotland](#)

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

Skills for Learning, Life & Work

Experiences which give pupils the opportunity to develop skills for learning, life and work are one of the major components of the *Curriculum for Excellence* curriculum. It is an expectation that young learners, on their way to becoming successful learners, responsible citizens, confident individuals and effective contributors should develop the following skills:

Literacy skills

All staff and subject areas have a responsibility for teaching literacy. Teaching includes the basics, such as spelling and grammar, and a wide variety of learner tasks which present opportunities for using language.

Numeracy skills

All staff and subject areas have a responsibility for teaching numeracy. Learner tasks within subject areas support and develop the four capacities and present opportunities to explore relevant topics, such as financial literacy.

Health and Wellbeing skills

All staff and subject areas have a responsibility for teaching health and wellbeing. Health and wellbeing is defined in the broadest sense and is not just seen as fitness.

Our annual sponsored walk and numerous charity events provide opportunities for pupils to develop their skills in relevant and stimulating contexts and develop the four capacities. The Broad General Education and senior curriculum have been redesigned to include a broader entitlement of health and wellbeing. House and Year Group assemblies provide opportunities for the celebration of achievement and promotion of values. The PSE course continues to be revamped in order to provide opportunities for pupils to reflect on their health and wellbeing and plan next steps in development.

How pupils learn and develop

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

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

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

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

[Parentzone Scotland | Education Scotland](#)

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

Should there be any sensitive aspects of learning, departments will liaise with guidance staff to ensure pupils with particular issues are supported. If, however, you believe that your child was dealing with issues or content that you do not find appropriate then please inform the

class teacher. Any such information will be discussed at a departmental meeting and the head of department or guidance teacher will get back in touch with you.

As per government instructions, all pupils in the Broad General Education phase should receive a timetabled block of Religious and Moral Education. If you wish to exercise your parental right to withdraw your child from this, please write to the Head Teacher to inform them. Should you wish more information, please contact the school who will outline the units of work involved.

Assessment

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

[Assessment and achievement | Curriculum in Scotland | Parentzone Scotland | Education Scotland](#)

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

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

GHS assesses and monitors pupil progress in a variety of ways. At all times the focus is on generating information which supports learning by identifying strengths, learning needs and strategies for bringing about improvement. Pupils and parents are encouraged to focus on the comments that go along with assessment throughout the year because it is much more important to know how to improve than it is to know how many marks a pupil received. Research suggests that feedback rather than marks is much more likely to bring about improvement. If we accept that learning is a journey, then the comments are the signposts towards the chosen destination. This information may be generated at the end of a lesson when pupils are asked to review the learning intentions ("what we intend the pupils to know

by the end of the lesson”) and success criteria (“the steps that pupils need to take during the lesson to complete the learning intention”), but also it may be an end of unit test, a homework or a revision exercise completed in class. In all cases, the information about how to improve is the crucial piece of information

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

Transitions

P7 into S1:

Golspie High School (GHS) has a full programme for the transition into secondary school. There are several visits arranged for all P7 pupils to GHS during the year. These include a chance to sample various subject areas and their activities that the pupils will be involved in during their S1 year. This will include Creative Industries, Art, Technical, Science, Music, sporting activities and a variety of opportunities in English, Language, Maths, Social Subjects etc. Pupils will gain the chance to meet as many of their teachers they will have in S1 as possible. Visits to GHS culminate in ‘Transition Week’ in June. This is an opportunity for the pupils to experience life at GHS, start to find their way around, make new friends and meet their teachers. During this time, they are well supported by staff and senior pupils to ensure that their first real experience of life at secondary school is a positive experience.

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

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

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

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

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

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

Enhanced Transition

Some P7 pupils require more support at transition than others and in these cases the ASL Support PT, attends transition meetings with the Primary Teachers, parents and any other relevant agencies to discuss the issues and find strategies to overcome them. For some pupils, more support is needed to ease their transition. These pupils will attend additional taster visits on a more informal basis organised by the ASL Support PT. Where there is a greater need, GHS staff will do all they can to overcome anxieties and problems and so a wide range of support is available as required.

Transitions through and from the school:

End of Broad General Education S3 to S4.

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

S4 into S5 and S5 into S6

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

- Support for pupils leaving school, including career guidance, financial advice, further education, post 16+ learning choices. How to access further information locally e.g. [Hi Hope](#); [Job Centre Plus](#); [UCAS](#); [Skills Development Scotland -Apprenticeships](#)

Careers Advice

No-one Left Behind is a commitment by Scottish Government to deliver a system that is more tailored and responsive to the needs of people of all ages who want help and support on their journey towards, into and in work - particularly people with health conditions, disabled people and others who are disadvantaged in the labour market. Highland Council has a lead role in respect of this agenda 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 - [Work Life Highland](#)

During their time at Golspie High School all pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers, school librarian and representatives from Skills Development Scotland. At key stages such as option choice decision-making, most staff will be involved in making recommendations or giving general advice. We rely on the good links between home and school to ensure that through open dialogue, the most appropriate decisions for individual pupils are arrived at.

There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the overall emphasis is now on career planning. The strategic aim of Skills Development Scotland is *to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives*. Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping Careers to differentiate levels of service according to need:

high priority pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment.

medium priority are those not at risk but nevertheless requiring career planning support

low priority are pupils able to self-help.

The Careers Advisers linked to Golspie High School are Julie Mackay julie.mackay@sds.co.uk and Beth Cameron beth.cameron@sds.co.uk They are available all week to advise on matters relating to career and curricular choice. The Careers Team can also be contacted by parents or pupils at:

**Skills Development Scotland, Leasachadh Sgilean na h-Alba
County Buildings, 84 High Street, Dingwall, IV15 9QN**

Every effort is made to support pupils and parents. Parents should spend time with their child looking at the world of work website: <http://www.myworldofwork.co.uk/>

Information about local job and work placement opportunities are listed on the hi-hope.org website to support 16+ planning www.hi-hope.org

Hi Hope is due to be replaced early in 2026 by a new platform called Work It [Home - Workit](#)

The school actively advertises apprenticeships on a dedicated Google classroom for all senior pupils and supports the transition of pupils as school leavers in a number of ways. The school liaises with outside agencies to ensure that all pupils have sufficient opportunities to access further training and for some pupils this starts in S4 with the Vocational Pathways Programme.

It is the aim of staff at GHS that all pupils leave with a positive destination and the best possible qualifications. See <http://www.highland.gov.uk/learninghere/16pluslc/> for further information about Highland Council's support programme for school leavers.

[16+ Learning Choices Information](#)

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

Pupil Support

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

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

There is also Information available at: [Home - Thriving Families](#) click on Education.

All pupils have an entitlement to universal personal support during their time in education. For many, the support that they need is simply access to high quality learning experiences, a supportive school environment, support at key transition points and an identified key adult who they can discuss concerns and progress.

We have 3 Pupil Support Principal Teacher's. They have skills, experience and an allocation of non-teaching time to help individual pupils on their caseloads. This usually takes the form of advice about subjects or support with a personal/social/emotional situation.

These staff are also responsible for the delivery of the Personal and Social Education programme in the school. The PSE programme covers a wide range of areas related to health and wellbeing, including sensitive aspects regarding relationships, sexual health, parenthood and drugs awareness. We deliver universal support lessons, in-house to whole year groups, classes and to small groups and individuals where appropriate. We regularly seek advice and adapt our PSE programme through working with partner agencies to support the PSE delivery, including NHS, Police, Fire Service, Social Work, School Nurse, and Planet Youth, RASASH etc. This may take the form of delivering lessons, talks, assemblies and small group and individual interventions and regular confidential appointments and drop-ins.

Support Principal Teacher's take a particular interest in their pupils by monitoring behaviour, attendance and progress reports and are key figures in all transitions. Regular contact between Pupil Support staff and parents is a priority and actively encouraged.

The 3 Pupil Support Principal Teachers (Mrs Metzler, Mrs Murdoch and Mrs Heys) each have a caseload, looking after a group of pupils from each stage, S1 to S6. Children from one family will usually be placed with the same Pupil Support PT so that parents have a single point of contact.

Religious Observance

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance. Please notify the relevant PT Pupil Support.

Child Protection

From time-to-time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse or are at risk.

In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures within Highland can be obtained from

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

or the Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone 01463-703483.

Pupil Support- Additional Support for Learning (ASL)

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

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

Subject teachers, in conjunction with ASL Teachers, monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required.

If necessary, an Individualised Education Plan IEP, Child's Plan CP or Co-ordinated Support Plan CSP may be put in place to help plan, organise, monitor and regularly review a child's progress. At various stages other professionals will become involved in helping support individual pupils. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

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

[Home - Thriving Families](#)

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

GHS has an information management system for staff for individual pupils with an identified ASL need. The ASL Teachers have a role as a key teacher for individual pupils and liaise closely with the Support Faculty Heads and teaching staff. Parents and pupils are fully involved with discussions, any alterations to support provision or curriculum and attend review meetings.

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

How is information identified and shared?

At transition, information such as any additional support for learning needs are gathered from the previous school and evaluated. The liaison between the schools is crucial in ensuring that existing assessments, diagnosis and successful strategies are carried forward with the child. This enables staff at GHS to meet the needs of the pupil. The ASL PT plays a major role in ensuring appropriate support is in place for pupils with additional Support for Learning. They will liaise closely with parents and the child's key teacher to ensure class teachers have the correct information, and as required, the necessary support. There is a system in place whereby if a subject teacher becomes aware that one of their pupils is having difficulties, they will follow set procedures and at the appropriate time contact the ASL Support PT. Following appropriate discussions any appropriate support would be put in place. Parents and pupils will be involved in discussions.

What should I do if my child's Support for Learning needs change?

If the pupil is already receiving support and parents believe they need increased support, parents can contact the ASL PT Mrs Ady Heys.

If you are unhappy about the support for your child

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

Other Information

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASL. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as: (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527. [My Rights My Say](#) (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; [Scottish Independent Advocacy Alliance](#) (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741. [Scottish Child Law Centre](#)

School Improvement

The main improvements over the last 12 months can be found in the Standards and Quality Report 2024 – 25, available on our website at, <http://www.golspiehigh.org.uk>

Plans for improvement of the school's performance in the current session can be found in the School Improvement Plan 2025-2026, available on our school website at <http://www.golspiehigh.org.uk>

- 1. Learning and Teaching**
Meeting learners needs through challenge and differentiation
- 2. Raising Attainment**
Through enhanced tracking and monitoring procedures
- 3. Wellbeing, Equity and Inclusion**
Through development of whole school ethos and activities

Performance Information at local and national level [Parentzone dashboard](#)

Scottish Qualifications Authority [SQA](#)

Scottish Credit and Qualifications Framework [SCQF](#),

High Life Highland [Active Schools](#)

Insight into Apprenticeships [EDT's Insight into Apprenticeships](#)

Powering Futures [Powering Futures](#)

Policies

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

[PPR](#)

[Promoting Positive Behaviour](#)

[Attendance](#)

[Bullying](#)

[Work experience](#)

GHS Rules



Ready



Respectful

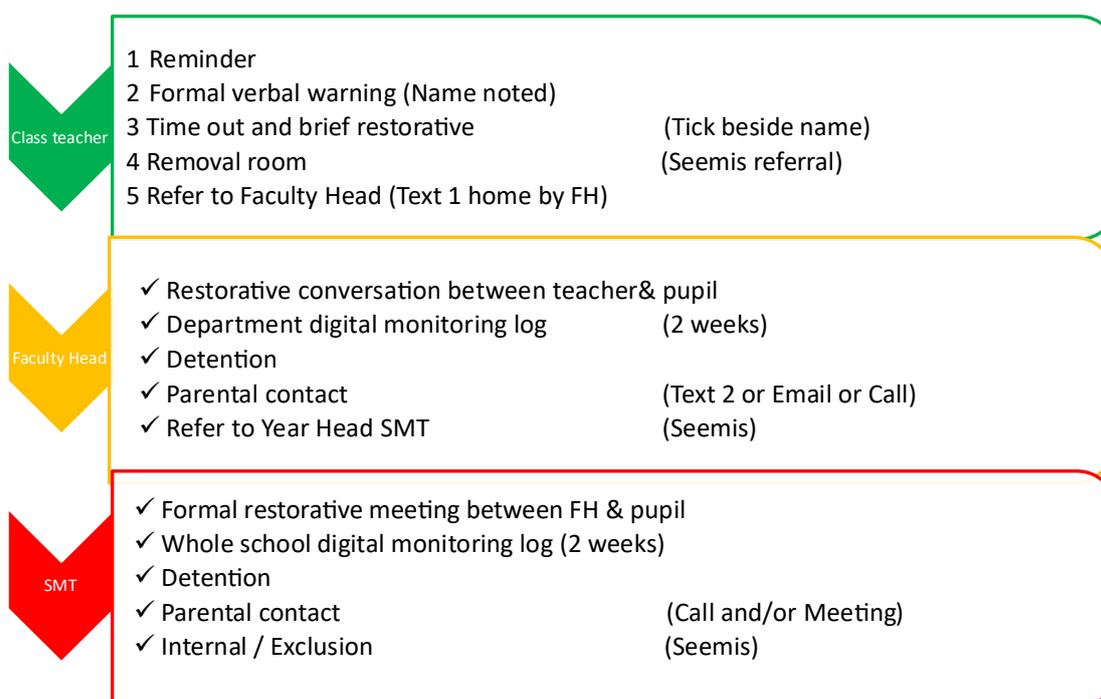


Safe

GHS Expectations

Staff will	Pupils will
<ul style="list-style-type: none"> • Model high standards of conduct • Meet and greet - End and send • Give a fresh start every lesson • Show unconditional positive regard • Praise in public • Reprimand without shaming • Be fair and consistent in approach • Provide high quality teaching • Support all learners of all abilities 	<ul style="list-style-type: none"> • Be on time for class • Be prepared for class • Wear school uniform • Keep mobile phones in bag • Follow staff instructions • Work hard in class • Be respectful to others in class • Drink water only in class • Wait to be dismissed

GHS Behaviour Code



Positive Behaviour in GHS



Equality and Inclusion

For up-to-date information please see:

[Equality, Diversity & Citizenship through Equal Opportunities](#)
[Presumption to provide education in a mainstream setting](#)

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

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

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information [UNCRC Guidance](#)

Extra-curricular activities

In addition to the formal classroom education, a great deal of learning goes on through other ways in school. The enthusiasm and commitment of teachers and staff who give up their own free time ensures that these opportunities can be offered to our pupils. These activities generally occur at lunchtime and after school, such as Drama Club, School Show, Golspie Youth Club, Football matches and practice, Music practice, Tykes Drop in, Youth Development Drop in, Bike Club, Kit Car club etc.

Study Support



GHS Study Support Sessions

Lunch Times

Monday	Tuesday	Wednesday	Thursday	Friday
			N5 Physics	

After School

Monday	Tuesday	Wednesday	Thursday	Friday
Maths (all teachers)	H History		N5 Biology	N4/5 History
Apps Maths	N/H Art		H Physics	
N5 Eng Science	Maths (Ms R)		N/H English (Ms McAtear)	
Music (Ms T)				

By prior appointment: lunchtime or after school

N PE	English (Mc McLeod)	Chemistry	Business Admin & IT
------	---------------------	-----------	------------------------

Pupil voice and leadership

GHS has an active Pupil Voice committee with representatives from each year group. The group meets every 2 weeks and gathers and respond to the views of pupils across the school for action and improvement to their experience at whole school, within and out with classes.

This year we have two Head Students, Carrie Torres and Georgie Maclennan, leading several pro-active committees working together on areas such as: learning and teaching, displays, fundraising events and parental engagement.

Our senior House leaders, Broch, Orion and Raven, are active in maintaining the House photographs and information on their notice boards and delivering updates at our regular House assemblies.

School Hours

Monday, Tuesday, Wednesday, Thursday		Friday
<u>MORNING</u>	<u>AFTERNOON</u>	<u>MORNING</u>
Registration 8.45 - 8.55	Lunch 1.20 – 2.00	Registration 8.45 – 8.55
Period 1 8.55 – 9.45	Period 6 2.00 – 2.50	Period 1 8.55 – 9.45
Period 2 9.45 – 10.35	Period 7 2.50 – 3.40	Period 2 9.45 – 10.35
Break 10.35 – 10.50		Break 10.35 – 10.50
Period 3 10.50 – 11.40		Period 3 10.50 – 11.40
Period 4 11.40 – 12.30		Period 4 11.40 – 12.30
Period 5 12.30 – 1.20		Lunch 12.30 – 12.45

School dress code

A high standard of uniform is expected from pupils as it promotes pride in themselves, in the school and in the community. The smart appearance of the pupils is also important for the way the school is seen and judged by the community and by visitors. Special clothing may be advised for particular activities at the discretion of staff in charge. Common sense and reasonableness are always applied in any ruling, and we will ensure that pupils and parents know clearly what is acceptable. Parents will be consulted as appropriate and may consult the school at any time. Please note that jewellery should be kept to a minimum. Jewellery must be removed before pupils participate in practical classes.



Golspie High School Dress Code



Red Tie

- May borrow from registration teacher if possible

Black/white Polo

- ✓ • Jackets/non-school uniform off in class
- ✓ • Logos no bigger than a post-it note
- ✓ • Black jumper/hoodie
- ✓ • Black/white shirt
- ✗ • No football tops

Black bottoms

- ✓ • Black jeans
- ✓ • Black leggings
- ✓ • Black trackies
- ✓ • Black shorts
- ✓ • Skirt, finger-tip length
- ✓ • Logo no bigger than post-it note
- ✗ • No stripes
- ✗ • No cycling shorts

Adverse Weather – School closures

Parents can obtain information on the Highland Council school closure website

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

The school will send a text message to all parents and post updates on our Facebook page.

Practical Information

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

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

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here [16plus Planning | Hi-hope](#)

Data policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only. Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: [Highland Council Privacy Notice](#)

Why do we need your data?

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>).

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

Concerns

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

Military Families

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

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

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

Highland Council proudly committed to the Armed Forces Covenant many years ago and have built positive relationships with its Armed Forces community. There is a unique and dedicated partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” extend a warm welcome to you. This was formed to promote and ensure the equity and equality for any child or young person from an Armed Forces family, within an educational context, so that they thrive whilst with us in Highland.

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

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

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

Golspie High School Staff 2026-2027

Rector	Mrs Catherine Brown
Depute Rector	Mr Craig Phillips
English	Mr S McAnena (FH) Mrs Fiona McLeod Ms K Prinsen
Modern Languages	Miss Fiona Welsh
Geography	Ms Claire Ross
History	Mr Benjamin Ward-Fuller
Mathematics	Miss Michelle MacLellan Mr Chris Mounfield Miss Hannah Ritchie
Business Education	Mrs Suzanne Doogan
Science	Mrs Kirsty Johnston (FH) Mr Ken Guest Mrs Ady Heys Mr Jonathan Tennant Mr Angus Simpson
Art and Design	Miss Yasmin Borthwick
Music	Mrs Heather Smith Mrs Naomi Allison
Physical Education	Mrs Trisha Macrae Miss Gemma Paterson
Technology	Mr Dave Roberts
Pastoral Support Team	Ms Anne Metzler-Murray (PT) Mrs Jo Murdoch (PT) Mrs Ady Heys (ASL PT)
ASL Department	Mrs Ady Heys (PT) Mr Ricky MacDonald Mrs Joyce Kullas
Instructors	Mr Roy Hamilton (Drumming) Mr Scott Murray (Bagpipes) Mr Jack Christie (Violin)

Office Staff	Mrs Eleanor Macdonald (Administrative Assistant) Vacancy (Clerical Assistant)
Technicians/Auxiliaries	Dr Andrew Heys (School Technician)
Literacy & Numeracy CSW	Mr Clive Grewcock
Pupil Support Assistants	Ms Alexandra Aske Miss Kathryn Cooper Mrs Fiona Gilmour Mrs Rona Gordon Mrs Alison Graham Mr Clive Grewcock Mrs Lesley Macrae Ms Kirsty Neilson Mrs Alison Ross Mrs Catherine Sutherland
Librarian	Miss Alison Macleod Ms Ailsa Rennie
Janitor	Mr David Rose Mr Alan Cameron
Youth Development Officer	Mrs Helen Cairns
MCR Pathways Co-ordinator	Steve Murray
Youth Justice Practitioner	Mrs Fiona Holliday
Children's Services Worker	Ms Janette Yuill & Ms Darcie Millar
Skills Development Officer	Ms Julie Mackay & Ms Beth Cameron
Active Schools Co-ordinator	Ms Elissa Stevenson

1. **TEACH THE CHILD NOT THE CURRICULUM** 2. **Believe in them** 3. **Humour** 4. *Know their names* 5. **Know something about them** 6. *Show you're interested in them as people not just as students* 7. **Smile A LOT** 8. **Be warm** 9. **BE FIRM BUT FAIR** 10. *Unconditional positive regard* 11. **'Play' regularly** 12. **RESPECT & SUPPORT INTERESTS** 13. **Do Show and Tell.** (It's not just for KS1!) 14. *Be real for your learners* 15. **BE INTERESTED IN THEM AS PEOPLE** 16. **Consistently kind** 17. **Say good morning** 18. **Take a genuine interest in them** 19. *Be consistent* 20. **Let them know a little about you** 21. *Chat with them during break duties* 22. **Greet students as they arrive at the gate and classroom door** 23. **HIGH FIVE IN THE CORRIDOR** 24. **End the day on a good note (no grudges)** 25. **Care about them** 26. **Banter (as long as you have trust)** 27. **Show interest in their interests** 28. **Have a sense of humour** 29. **Mutual respect** 30. *Open communication* 31. *Know learners name* 32. *Be approachable* 33. **Tease them gently** 34. *Smile from your heart* 35. *Pinch the occasional crisp (not the whole bag!)* 36. **CATCH THEM AT THEIR BEST** 37. **Positive phone calls home** 38. *Have high expectations* 39. **Show empathy (not sympathy)** 40. **LOOK OUT FOR THEIR SPORTS TEAMS RESULTS** 41. *Remember their birthday* 42. *Make cakes and share them* 43. **LAUGH WITH THEM** 44. *Listen and then listen some more* 45. **DON'T JUDGE** 46. **Separate the behaviour from the person** 47. **TREAT THEM FAIRLY** 48. **Have lunch with them**

99 THINGS TO BUILD RELATIONSHIPS WITH STUDENTS / LEARNERS

49. **KICK A FOOTBALL AROUND THE PLAYGROUND WITH THEM** 50. **Jump rope with them** 51. **SEEK TO UNDERSTAND RATHER THAN TO BLAME** 52. **Listen with the intent to understand rather than the intent to reply (S Covey)** 53. **Learn to apologise** 54. **Share the power** 55. **Aim to**