

# Mallaig High School Handbook

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## **HANDBOOK** **2026/27**

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

## Contents

INTRODUCTION .....	4
<b>Equality and Inclusion</b> .....	<b>4</b>
<b>Mallaig High School: Valuing our Partners</b> .....	<b>5</b>
<b>STANDARDS AND QUALITY REPORT</b> .....	<b>6</b>
PLANS FOR IMPROVEMENT .....	7
PLACING REQUESTS – PARENTAL CHOICE .....	8
SCHOOL CALENDAR FOR SESSION 2025 – 2026 .....	8
SCHOOL DAY .....	9
COMPLAINTS AND REQUESTS FOR SERVICE .....	9
CODE OF POSITIVE BEHAVIOUR .....	9
STUDENT DRESS CODE .....	10
PUPIL SUPPORT /GUIDANCE .....	11
SUPPORTING OUR LEARNERS .....	12
SOCIAL WORK.....	14
CHILD PROTECTION .....	14
SCHOOL LIAISON GROUP .....	15
PARENTS/GUARDIANS/CARERS AS PARTNERS .....	15
PARENT COUNCIL .....	15
PARENTS' EVENINGS .....	16
TRANSITIONS .....	16
CURRICULUM .....	17
<b>BROAD GENERAL EDUCATION PHASE (S1 – S3)</b> .....	<b>18</b>
<b>SENIOR PHASE</b> .....	<b>18</b>
PROMOTING GAELIC ACROSS MALLAIG HIGH SCHOOL.....	19
EXTRA CURRICULAR ACTIVITIES .....	19
EXAM PRESENTATION .....	19
ASSESSMENT AND REPORTING .....	20
HOW OUR PUPILS DEVELOP SKILLS FOR LIFE AND WORK.....	20

HOMework.....	20
SUPPORTING OUR LEARNERS AND CLOSING THE ATTAINMENT GAP .....	21
TRANSPORT.....	22
ABSENCE.....	22
FAMILY HOLIDAYS DURING TERM TIME .....	23
LATE COMING.....	24
<a href="https://self.highland.gov.uk/service/School_meal_payments">https://self.highland.gov.uk/service/School_meal_payments</a> .....	27
HEALTH CARE .....	27
Administration of Medicines .....	27
Minor injuries .....	28
CAREERS ADVICE .....	28
LEAVING DATE .....	29
R.M.P.E. & RELIGIOUS OBSERVANCE .....	30
PSE.....	30
EMPLOYMENT OF PUPILS .....	30
THE RESIDENCE.....	31
SCHOOL FUND .....	31
PUPIL COUNCIL .....	31
Employability Skills .....	31
APPENDIX 1 Support for Learning .....	32
APPENDIX 2 Curriculum .....	33
APPENDIX 3 .....	35
Data policy .....	36
DISCLAIMER.....	38

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Head Teacher Pamela Watt [pamela.watt@highland.gov.uk](mailto:pamela.watt@highland.gov.uk)

## INTRODUCTION

### Our 3–18 School Community

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

The schools share a Senior Management Team (Head Teacher and two Depute Head Teachers) and work closely together for training, planning and improvement, while each school retains its unique identity within its own community.

Mallaig High School serves the catchment areas of the Small Isles, Knoydart, Arisaig, Lady Lovat and Mallaig Primary Schools. Many pupils travel daily from across the region, including from as far as Lochailort.

As of November 2025, the school roll is 102 pupils.

Our 2024/2025 teaching complement is 15.0 FTE, including the Head Teacher and a full-time Gaelic Education teacher.

### Ethos

Our school ethos is reflected in our shared aims, which guide the whole school community:

- We aim to be a school where everyone values learning and works together to grow and develop their skills.
- We put our best efforts into all that we do. We aim high, reflect on our progress, and strive for continuous improvement.
- We make a special effort to ensure that everyone feels cared for, respected and well supported.
- We want all members of our community to feel happy and to make healthy, positive choices in their lives.
- We are open in our work and committed to listening to the views of others.
- We show respect for everyone.
- We treat everyone fairly and with kindness.
- We learn about, investigate and engage with the wider world—both beyond our school gates and beyond Lochaber.

## Equality and Inclusion

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

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

## **Equality, Inclusion and Children's Rights**

In summary, our work across the school aims to ensure that we:

- Value diversity and recognise the unique strengths and contributions each young person brings to our community.
- Support all learners to develop as **Successful Learners, Confident Individuals, Effective Contributors** and **Responsible Citizens**, in line with *How Good Is Our School? 4 (QI 3.1: Ensuring wellbeing, equality and inclusion)*.

We are committed to eliminating unlawful discrimination, advancing equality of opportunity, and promoting positive relationships across our school community. Our activities must not discriminate against any of the following **protected characteristics: age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity**.

Scotland has now incorporated the **United Nations Convention on the Rights of the Child (UNCRC)** into Scots Law. This strengthens the rights of all children and young people across Scotland.

Further information about children's rights can be found [here](#).

Our Mallaig 3-18 Schools' Equality and Diversity Policy can be accessed [Mallaig 3-18 Schools Equality and Diversity Policy.pdf - Google Drive](#)  
[Highland Anti-bullying Guidance](#)

## **Mallaig High School: Valuing our Partners**

At Mallaig High School, we are committed to building strong, purposeful partnerships with a wide range of organisations, community groups and educational institutions. These relationships enrich our curriculum, broaden our young people's experiences and help every learner reach their full potential.

### **Educational Partnerships**

#### 3–18 Cluster Primary Schools

We work closely with our cluster primaries to ensure smooth transitions, shared professional learning and a consistent approach to supporting children as they progress through their learning journey.

#### Colleges and Universities

Links with further and higher education providers—including Aberdeen and St Andrews Universities—give our senior pupils access to wider pathways such as vocational qualifications, insight days, online university programmes and apprenticeship information.

### **Community and Local Business Partnerships / Developing the Young Workforce (DYW)**

#### Local Employers and Businesses

Our DYW partners and local employers offer work experience placements, career talks, workplace visits and mentoring, helping pupils develop real-world skills and understand local employment opportunities.

#### Community Organisations

Through programmes such as Youth and Philanthropy Initiative (YPI), our pupils work with charities, youth groups and cultural organisations, promoting active citizenship and community engagement.

### **Support and Wellbeing Services**

#### Health and Social Care Partners

We work with NHS Highland and other agencies to support health education, personal wellbeing and early help interventions.

#### Mental Health and Counselling Support

Partnerships with organisations such as Ewen's Room and Lochaber Hope ensure pupils can access counselling, wellbeing support and strategies to promote positive mental health.

### **Skills Development and Career Guidance**

#### Skills Development Scotland (SDS)

SDS provides career guidance, employability skills, option choice support and labour-market insight for all young people.

#### Apprenticeship Providers

We collaborate with apprenticeship providers to offer clear pathways into industry-led training and employment.

### **High life Highland and Active Schools**

Highlife Highland and Active Schools are key partners, coordinating leadership programmes and a wide range of extra-curricular and sporting activities.

### **Community and Faith Partnerships**

Our local churches—St Patrick's and St Columba's—contribute to our school community through support, guidance and involvement in school activities.

### **Get Involved**

We are proud of the partnerships that support our young people, and we are always open to developing new collaborations that reflect our values of inclusion, respect and educational excellence.

If your organisation is interested in working with us, please get in touch.

### **STANDARDS AND QUALITY REPORT**

Mallaig 3-18 Standard and Quality report is available on our website at:  
[www.mallaighigh.org](http://www.mallaighigh.org)

From this document our key strengths are:

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

The latest HMIE report, from June 2020, can also be found on the school's website or at: <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3586>

Education Scotland Parentzone school information dashboard:

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

Attainment

### **Broad General Education (S1 -S3)**

2024/25 By the end of S3, almost all pupils achieved Curriculum for Excellence Level 3 in reading, writing, and listening and talking, with most attaining this level in numeracy.

### **Senior Phase (S4-S6)**

2024/25: the majority of S4 students attained five or more National 5 awards, slightly higher than the Highland average. In S5, almost half of students achieved five or more Highers- placing MHS top in Highland. Among S6 a majority attained 3 Highers- another measure placing them top in Highland. 40% of our sixth-year pupils left school with five or more Highers, placing them 4<sup>th</sup> in Highland.

The school exceeded the Highland, National, and Northern Alliance average tariff points.

### **School Leaver Destinations**

2023/24: These were in line with Highland and National figures for positive destinations, with almost all our young people moving to employment or further/ higher education.

### **PLANS FOR IMPROVEMENT**

In common with all Scottish secondary schools, Mallaig High School undertakes continuous self-evaluation to identify strengths, areas for development, and next steps. This year, as we deepen our shared identity across the Mallaig 3–18 Schools, both our Standards and Quality Report and our School Improvement Plan reflect fully aligned cluster priorities and joint improvement projects.

Our improvement work this session focuses on three key priorities that will strengthen outcomes for all learners across the 3–18 community:

Improving QI 2.3: Learning, Teaching and Assessment

Through collegiate approaches and high-quality Interdisciplinary Learning, we aim to build consistently engaging, challenging and well-paced learning experiences across the curriculum.

### Embedding Digital Profiling and Meta-Skills

We are developing robust digital learner profiles and explicitly teaching meta-skills to enhance Skills for Learning, Life and Work, supporting young people to understand their progress and articulate their strengths.

### Ensuring an Ethos of Inclusion, Participation and Positive Relationships

We continue to strengthen our nurturing, rights-respecting culture where every child and young person feels included, valued and able to participate fully in school life. The current plans for improvement are available on the school's website at:

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

### PLACING REQUESTS – PARENTAL CHOICE

Each school serves its own catchment area. Pupils living within this area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Quality Improvement Manager Kirsty Clark – [Kirsty.Clark@highland.gov.uk](mailto:Kirsty.Clark@highland.gov.uk). Placing request forms can be obtained from:

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2)

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

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

### SCHOOL CALENDAR FOR SESSION 2025 – 2026

Open	Close
Tuesday, 19 <sup>th</sup> August 2025	Friday, 10 <sup>th</sup> October 2025
Monday, 27 <sup>th</sup> October 2025	Tuesday, 23 <sup>rd</sup> December 2025
Wednesday 7 <sup>th</sup> , January 2026	Thursday 2 <sup>nd</sup> of April, of April 2026
Monday, 20 <sup>th</sup> April 2026	Thursday, 2 <sup>nd</sup> of July 2026

### HOLIDAYS

Casual Holidays—Monday 16<sup>th</sup> and Tuesday 17<sup>th</sup> of February 2026

May Holiday—4<sup>th</sup> of May 2026

### IN-SERVICE DAYS:

Monday 18<sup>th</sup> August 2025

Monday 15<sup>th</sup> and Tuesday 16<sup>th</sup> of September 2025

Wednesday 18<sup>th</sup> February 2026

Thursday, 7<sup>th</sup> of May 2026

[School term dates | Highland School Calendar 2026 to 2027](#)

## SCHOOL DAY

Mon – Thu P1 – P7 (08:50 – 15:50)

Fri P1 – P5 (08:50 – 13:15)

P1	08:50 – 09:40
P2	09:40 – 10:30
Break	10:30 – 10:45
P3	10:45 – 11:35
P4	11:35 – 12:25
P5	12:25 – 13:15
Lunch	13:15 – 14:10
P6	14:10 – 15:00
P7	15:00 – 15:50

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

## COMPLAINTS AND REQUESTS FOR SERVICE

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

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact Area Quality Improvement Manager, Kirsty Clark [Kirsty.clark@highland.gov.uk](mailto:Kirsty.clark@highland.gov.uk) 01397 702620  
Details of how to make a complaint with The Highland Council can be found at:  
[https://www.highland.gov.uk/info/670/consultations\\_complaints\\_and\\_compliments/368/how\\_to\\_make\\_a\\_complaint](https://www.highland.gov.uk/info/670/consultations_complaints_and_compliments/368/how_to_make_a_complaint)

Parent line <https://www.children1st.org.uk/help-for-families/parentline-scotland/> provides information, advice and resources for families.

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

## CODE OF POSITIVE BEHAVIOUR

Our School Values:

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

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

- We always try to work to the best of our ability.
- We show courtesy and respect towards each other.
- We are supportive and considerate and always avoid putting others down.

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

There are some things we must not do.

- Wear clothing with a design, logo or words / pictures which cause offence, this is contrary to the idea of a healthy school and is not permitted.
- Leaver money or valuables in the toilets or unattended anywhere in the school. The school cannot accept responsibility for lost, stolen or damaged property.

Here are some things we must remember.

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

## STUDENT DRESS CODE

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

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

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

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

- Shorts / Skirts / Dresses should be close to knee length;
- T shirts should have no inappropriate wording, symbols or logos;
- All parts of the stomach and back must be fully covered without pulling or tugging;
- No transparent or 'cut away' tops (underwear should not be visible);
- Trainers and shoes are allowed but no flip flops, sliders or work style boots (e.g. steel toe capped);
- Coats should be removed when in lessons and hoods taken down.

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

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

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

## PUPIL SUPPORT /GUIDANCE

We have three Principal Teachers of Guidance who have direct responsibility for pastoral care of the pupils. Each PT has a caseload of about 35 pupils: the school is divided into three, based on the House system; siblings are usually allocated to the same House. Islanders/ Residence pupils will be assigned to Mr Masterton, where practicable. If you have a pastoral concern about your child, please contact your child's Pupil Support teacher in the first instance.

Mrs Hamilton is responsible for pupils in Duich	<a href="mailto:jennifer.hamilton@highland.gov.uk">jennifer.hamilton@highland.gov.uk</a>
Ms Muthel is responsible for pupils in Nevis	<a href="mailto:maike.muthel@highland.gov.uk">maike.muthel@highland.gov.uk</a>
Mr Starmuller is responsible for Hourn	<a href="mailto:peter.starmuller@highland.gov.uk">peter.starmuller@highland.gov.uk</a>

In addition to this structure, PSE teachers, meet with a year group of pupils, weekly. These classes are an opportunity to help them with any day-to-day issues – social, academic, career-related etc. Concerns are shared at weekly pastoral meetings- ongoing concerns are dealt with by the Pupil Support team- comprising Guidance, PT Learning Support and Ms Watt.

All staff complete Child Protection training- updated annually. Any child protection issues will be immediately reported to the Head Teacher or Depute.

## House Activities and Pupil Leadership

Throughout the year, a wide range of inter-house activities take place, making full use of our school's facilities and encouraging a strong sense of community spirit. These events promote healthy competition, teamwork, and participation across all year groups.

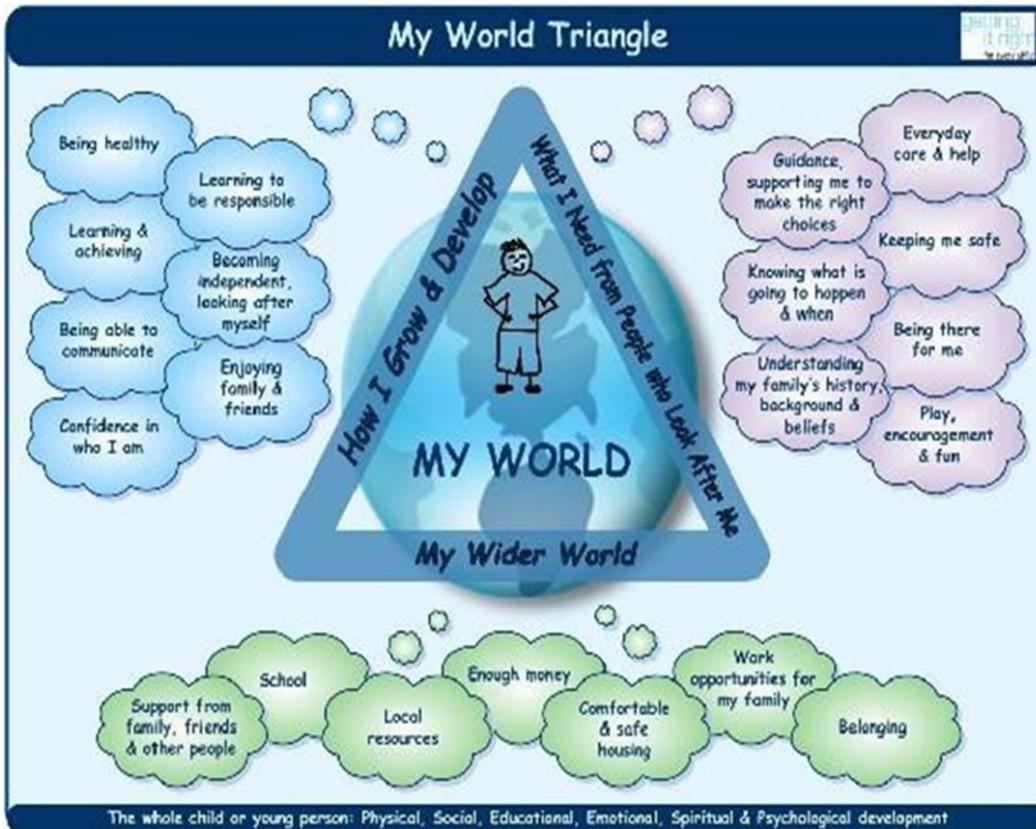
Pupil leadership is central to the success of our house programme. Working alongside our Active Schools Co-ordinator, the school appoints Sports Ambassadors to help plan, organise, and promote activities. In addition, each House elects House Representatives ("Reps") who play an active role in shaping and leading the events programme.

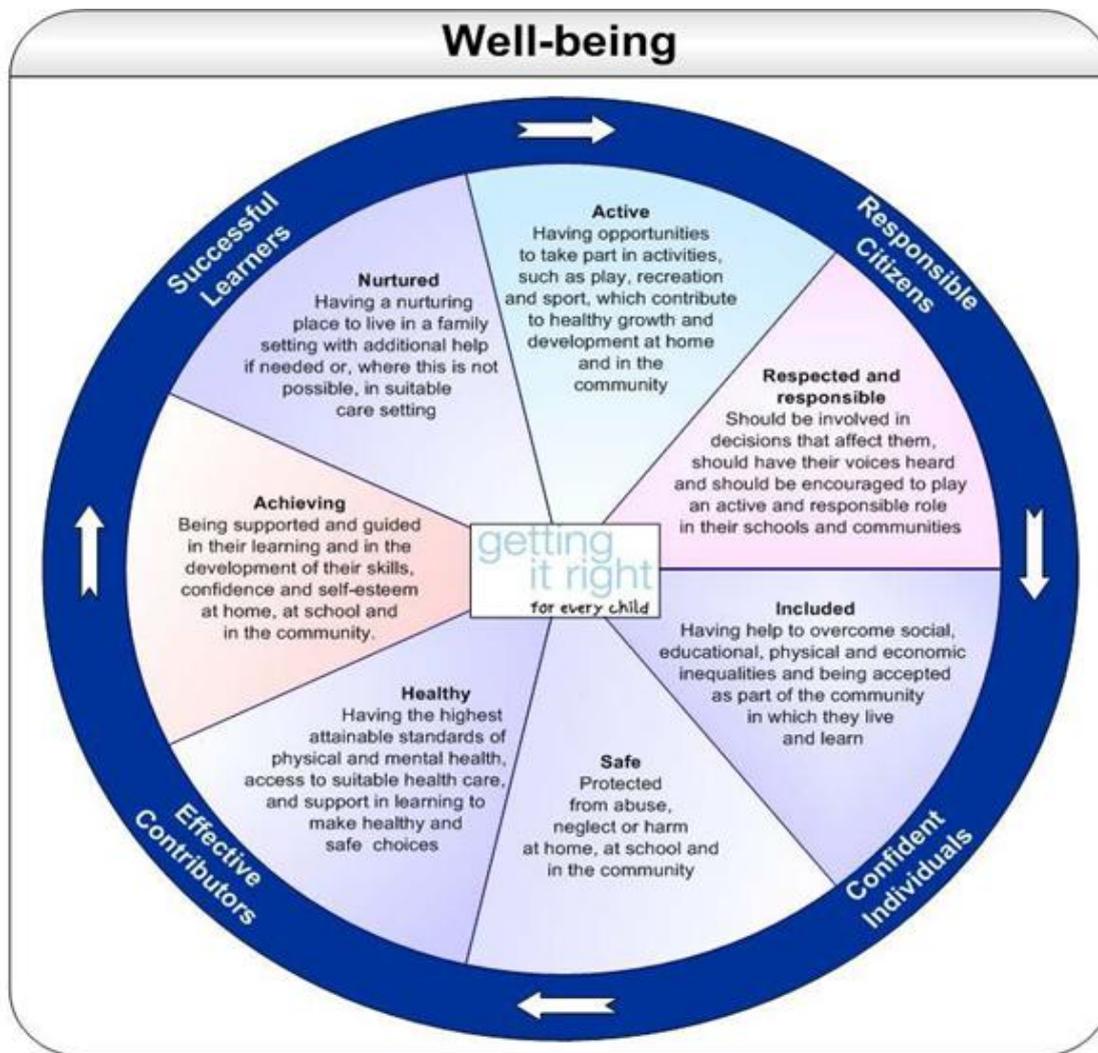
Our core calendar of events includes Games Tournaments, a General Knowledge Quiz, Drama activities, and Sports Day. This programme is regularly expanded based on ideas proposed by the Reps, ensuring that activities remain fresh, inclusive, and appealing to a wide range of interests.

House Reps are also responsible for keeping members of their House informed about upcoming events and for encouraging enthusiastic participation, helping to ensure a vibrant and engaging house system for all pupils.

## SUPPORTING OUR LEARNERS

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. My World Triangle is used to help us consider individual circumstances:





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

More information can be found about the Highland Council model for support and child's plans at:

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

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

Further support resources are also available, as follows:

Support for Learners Website

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

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

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

[My Child's Plan](#)

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

Further advice can be obtained from the following organisations:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- (b) [\*\*Home - Scottish Independent Advocacy Alliance\*\*](#), a charitable body registered in Scotland under registration number SC033576;
- (c) [Scottish Child Law Centre](#) a charitable body registered in Scotland under registration number SCO12741.
- (d) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

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

Mrs Hamilton, responsible for pupils in Duich [jennifer.hamilton@highland.gov.uk](mailto:jennifer.hamilton@highland.gov.uk)

Ms Muthel, responsible for pupils in Nevis [maike.muthel@highland.gov.uk](mailto:maike.muthel@highland.gov.uk)

Mr Starmuller, responsible for Hourn [peter.starmuller@highland.gov.uk](mailto:peter.starmuller@highland.gov.uk)

## SOCIAL WORK

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

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

## CHILD PROTECTION

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

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

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

More information about Child Protection Procedures within Highland go to:

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

## SCHOOL LIAISON GROUP

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

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

## PARENTS/GUARDIANS/CARERS AS PARTNERS

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

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

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

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

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

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

## PARENT COUNCIL

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

[Mallaig.high@highlandpc.co.uk](mailto:Mallaig.high@highlandpc.co.uk)

The objectives of the Parent Council are:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and welfare of the pupils

- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

At present, the members are:-

Mrs Fiona Mettam and Mr Sam Mettam (Joint Chairs) ; Mrs Kim Milne(Secretary) and Mrs Shivan Geddes (Treasurer)

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

#### PARENTS' EVENINGS

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

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

Precise dates of Parents' Evenings are decided in June each year for the forthcoming session and are published for parents in August. They are usually preceded by reports. Senior pupils receive two full reports during the year. Early in the New Year, we schedule a Pathways event, for senior pupils and parents to learn more about senior options.

This year we have followed this pattern:

October —Meetings for Parents of S1 with all Subject Teachers

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

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

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

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

June- open invitation to parents of Primary 7 pupils to meet Pupil Support team.

#### TRANSITIONS

How Mallaig High School Supports Transitions

We recognise that this can be a challenging time for children and young people. We provide a range of support- both at Primary to Secondary, to Senior Phase and then when leaving school. As a small school, we are in the privileged position of knowing our pupils and being able to respond to individual needs as they arise.

#### **Personal and Social Education (PSE) Curriculum**

Mallaig High School offers a comprehensive PSE curriculum that addresses mental, emotional, social, and physical well-being, equipping students with the necessary skills for successful transitions.

#### **Primary to Secondary Transition Support**

Our Guidance team work closely with P7 pupils and their teachers to ensure a smooth transition to Mallaig High. Pupils are further supported by cross cluster events and our Transition Week, in June. The school's LGBT Champion Group has developed workshops aimed at fostering an inclusive environment and easing the transition from primary to

secondary education. This initiative is part of their commitment to achieving the LGBT Youth Scotland Silver Charter Award. Please contact the school on 01687462107 for further information/ support. Shivan Geddes, Colin Masterton or Pamela Watt will be happy to assist.

### **Careers Education and Guidance**

Mallaig High School collaborates with Skills Development Scotland (SDS) to provide a structured programme of careers education. This includes guidance from a dedicated Careers Adviser, helping students make informed decisions about further education, training, or employment. We enjoy excellent support from Elizabeth Fisher our SDS / Careers Adviser. Elizabeth will readily meet with young people and parents.

### **Health and Well-being Support**

The school offers access to school nurses and counselling services. Our Ewen's Room counsellor, Margot MacDonald, provides confidential discussions to help students navigate changes and challenges. For more information <https://ewensroom.com/>

### **Parental Support**

The school provides resources and support for parents to assist their children during transitions, recognizing the importance of a collaborative approach to ensure students feel prepared and confident. Parents are invited in for an Open Afternoon/ Coffee and Cake at the end of our transition week, when they can enjoy a tour of the school led by our prospective S1s.

### **Enhanced Support for Children with Additional Support Needs**

Support for Pupils with Additional Support Needs (ASN)

Mallaig High School is committed to ensuring that all young people feel included, supported, and able to achieve their full potential. We provide tailored support for pupils with Additional Support Needs (ASN), recognising that every learner's journey is unique.

We work in close partnership with parents and carers, Support for Learning staff, class teachers, and a range of external agencies to identify needs early and plan appropriate interventions. Individualised Learning Plans, Child's Plans, and targeted supports are developed in collaboration with families to ensure that each pupil's needs, strengths, and aspirations are fully reflected.

To support successful transitions, we offer enhanced planning for pupils with ASN. This may include additional visits to the school, personalised familiarisation programmes, multi-agency meetings, and ongoing communication with families. Our aim is to reduce anxiety, build confidence, and ensure a smooth and positive transition into secondary school.

Above all, Mallaig High School is committed to nurturing an inclusive environment where every young person feels valued, respected, and empowered to thrive.

## **CURRICULUM**

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

<https://education.gov.scot/parentzone/curriculum-in-scotland/>

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

## BROAD GENERAL EDUCATION PHASE (S1 – S3)

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

The subjects studied throughout the year are:-

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

## SENIOR PHASE

### Senior Phase Curriculum (S4–S6)

Pupils in the Senior Phase (S4–S6) are treated as a single cohort. Many classes include learners from all three year groups, depending on the level of the course being delivered. This structure allows for maximum flexibility and ensures that pupils can progress at a pace appropriate to their ability and aspirations.

### National 4 & 5 Courses

The school can present pupils for National 4 and National 5 qualifications in the following subjects:

Applications of Maths; Art & Design; Biology; Business Management; Chemistry; Classical Studies; Digital Photography; English; French; Gàidhlig; Gaelic (Learners); Geography; German; History; Mathematics; Modern Studies; Music; Physical Education; Physics; Psychology.

### Higher Courses

We offer a strong range of Higher qualifications, including:

Art & Design; Biology; Business Management; Chemistry; Classical Studies; English; French; Gàidhlig; Gaelic (Learners); Geography; German; History; Mathematics; Modern Studies; Music; Music Technology; Physical Education; Physics; Psychology.

Our Senior Phase offer is enhanced by Open and Distance Learning opportunities through West Highland College and the Highland Virtual Academy (HVA). Availability of additional courses may vary from year to year.

### Advanced Higher Courses

Pupils are regularly presented for Advanced Higher courses in:

Art & Design; Biology; Chemistry; English; French; German; History; Mathematics; Music; Physics. Advanced Higher Mathematics is also available via Open and Distance Learning.

### Progression and Personalisation

Most pupils entering the Senior Phase will study six subjects at the appropriate level (National 1–5 or Higher). Where pupils demonstrate exceptional aptitude, it is possible to progress directly to Higher in S4.

Pupils moving into S5 are generally expected to follow at least five certificated courses, with more than half typically progressing to Higher level study. While college and university entry requirements are evolving, S5 remains a critical year for gaining qualifications that open pathways to Further and Higher Education.

To ensure personalised pathways, all pupils are interviewed individually towards the end of S3 and S4 to discuss their subject choices for the following session. Mallaig High School does not operate predetermined option columns; instead, we design our timetable around pupils' requests wherever possible, ensuring a curriculum that reflects the needs and aspirations of our learners.

## PROMOTING GAELIC ACROSS MALLAIG HIGH SCHOOL

Gaidhlig Pupils who have transitioned from Mallaig Gaidhlig Medium Primary (GM) have timetabled lessons, throughout the BGE, S1-3 stage. In the senior phase GM students can study National 4 and 5, Higher and Advanced Higher Gàidhlig. Gaelic learners can follow a similar pathway, National levels through to Advanced Higher.

Gaelic Learner Education (GLE) For students not enrolled in GME, Mallaig High provides Gaelic Learner Education, introducing them to the language and fostering appreciation for Gaelic heritage Curriculum Integration

**Gaelic language and cultural elements** are integrated into the curriculum, allowing all students to engage with Scotland's linguistic heritage.

**Community Engagement** The school collaborates with local Gaelic-speaking communities, offering students opportunities to practice the language in real-world contexts and participate in cultural events.

### **Extracurricular Activities**

Mallaig High supports Gaelic-related extracurricular activities, such as clubs and cultural events, to further immerse students in the language.

## EXTRA CURRICULAR ACTIVITIES

Mallaig High School offers a wide variety of lunchtime activities to help pupils relax, socialise, stay active and pursue their interests. Many of these opportunities are led by pupils themselves, who take impressive responsibility for organising friendly competitions in football, volleyball and basketball.

Our library is open every lunchtime, providing a calm, welcoming space for reading, studying or completing homework. A member of staff and a senior pupil are always available to offer help and guidance. Creative pupils can enjoy the Art Room, which is open on most days, and the Music Room is also available for practice and rehearsals.

We are proud of our thriving Eco Club and our newly established Debating Club, both of which continue to grow in popularity. Sports training sessions also run at lunchtime, with Inter-House games taking place both during the lunch break and after school on Mondays and Tuesdays. Our partnership with Highlife Highland and Active Schools further enhances this offer by providing a varied programme of activities for all pupils.

These opportunities help make lunchtime a positive and enjoyable part of the school day, supporting wellbeing, friendship and wider achievement.

## EXAM PRESENTATION

Highland schools are committed to ensuring that all young people are presented for qualifications at the highest appropriate level. Presentation decisions are based on robust assessment evidence from the Broad General Education and ongoing tracking throughout the Senior Phase. Pupils are supported to choose subjects that offer

challenge and the best chance of success, with most learners studying six courses in S4, five in S5 and at least four in S6.

Progress in SQA courses is continually monitored, with timely interventions shared with parents/carers and guidance staff when needed. All assessment and verification follow national SQA requirements to ensure fairness, consistency and high standards. Schools also provide targeted support for pupils at risk of disengagement or under attainment, aiming for every young person in Highland to leave school with a meaningful set of qualifications and a positive destination. Once course choices are finalised, pupils are expected to complete all selected subjects for the full academic year.

## ASSESSMENT AND REPORTING

At Mallaig High School, assessment is used to support learning, raise attainment, and ensure pupils, parents and staff have clear information about progress. Teachers use a range of evaluative, diagnostic and formative assessments to identify next steps, set targets and tailor learning effectively. Pupils are encouraged to view assessment positively and to adopt a growth mindset, using feedback to become leaders of their own learning. Parents receive regular updates through reports, progress checks and target-setting discussions.

In the BGE phase, target setting is supported by standardised assessments, including Scottish National Standardised Assessments in P7 and S3, and Progress in English and Progress in Maths tests from S1–S3. Classroom performance is tracked termly and reviewed with staff and pupils through Pupil Support meetings. In the Senior Phase, pupils undertake end-of-term assessments—typically in October, December and March—to monitor progress towards National 5, Higher and Advanced Higher awards. SQA examinations take place from early May to early June.

## HOW OUR PUPILS DEVELOP SKILLS FOR LIFE AND WORK

Mallaig High School is committed to continually improving learning, teaching and attainment across Literacy, Numeracy and Health and Well-being. We have prioritised the development of writing skills across all year groups, building on Highland Council training materials and aligning our work with the National Improvement Framework. In Numeracy, staff have engaged in professional learning to strengthen problem-solving and to help pupils apply numeracy skills confidently across the curriculum, supported by resources and whole-school initiatives such as Maths Week. Health and Well-being remains central to our work: our updated PSE curriculum, coordinated by our Principal Teacher of HWB, supports pupils' mental, emotional and social needs, and our partnership with Ewen's Room has enabled us to train pupils as Well-being Champions. As a rural and coastal school, we make full use of the unique learning opportunities available across our community and local industries, while also broadening pupils' horizons through Developing the Young Workforce activities and pathways beyond Lochaber. These contextualised approaches ensure that learning is meaningful, aspirational and relevant to life in the Highlands and beyond.

## HOMEWORK

Homework and Study Support

A strong partnership between home and school plays an important role in helping young people build positive study habits throughout their time at Mallaig High School. Parents and carers can offer invaluable encouragement by chatting with their children about homework, helping them plan their time, and doing simple routine checks. Many teachers now use Google Classroom to share homework instructions and resources, and parents can be added to these virtual classrooms so they can stay informed and offer gentle support when needed.

We encourage pupils to set aside a little time each evening to revisit classwork, read over notes, learn new vocabulary or concepts, and check that they have understood the day's learning. These small, regular habits make a big difference to confidence and progress.

To support learning, pupils need a sturdy schoolbag to keep books and materials safe. All pupils have a Chromebook, and they are expected to bring it—charged—along with any required books each day. Younger pupils may still need help with organisation, and we greatly appreciate the support families provide in helping them develop these important lifelong skills.

## SUPPORTING OUR LEARNERS AND CLOSING THE ATTAINMENT GAP

### Pupil Support Assistants (PSAs) and Targeted Support

At Mallaig High School, our Pupil Support Assistants play a vital role in creating an inclusive, nurturing learning environment. Working closely with teachers, they help ensure that every young person can take part in lessons, feel supported, and make good progress. PSAs are often the friendly, reassuring adult who helps pupils build confidence, stay engaged, and overcome barriers to learning.

They provide tailored support in many ways, including one-to-one and small-group sessions that reinforce literacy, numeracy and key skills. By monitoring progress and sharing feedback with teaching staff, PSAs help us identify when pupils need extra help and make sure support is put in place quickly. Their nurturing approach also contributes significantly to pupils' social and emotional wellbeing, fostering positive relationships and building resilience. This targeted support is an important part of our work to close the attainment gap and ensure every young person can succeed.

### Targeted Resources and Interventions

To meet learners' diverse needs, we make thoughtful use of a wide range of resources. Digital tools—such as Maths Tutor, Word Shark, and assistive technology including iPads, screen readers and speech-to-text software—help pupils access the curriculum confidently. Specialist literacy and numeracy programmes, differentiated materials, and flexible classroom spaces (including quiet, low-stimulus areas) support focused, independent learning.

Support is planned collaboratively. Teachers, PSAs, and specialist partners such as Educational Psychologists and Speech and Language Therapists work together to design Individualised Education Plans (IEPs) and provide consistent, coordinated support. We value strong partnerships with families, and regular communication helps ensure continuity of learning between home and school.

Our commitment to high-quality support is strengthened by ongoing professional development for PSAs and teaching staff, particularly in literacy, numeracy and mental health. Pupil Equity Funding (PEF) is used strategically to enhance support—for example, by increasing staffing or purchasing learning tools—and decisions are guided by regular assessment of pupils' progress.

#### Literacy, Numeracy and Health & Wellbeing Improvement

Raising attainment remains a central priority. We have placed a strong focus on improving writing across all year groups, using Highland Council training materials to strengthen approaches in the Broad General Education. In Numeracy, staff training and shared resources help pupils apply problem-solving skills across subjects, and whole-school initiatives like Maths Week continue to spark engagement and enjoyment.

Health and Wellbeing is equally important. Our refreshed PSE curriculum supports pupils' mental, emotional and social needs, led by our Principal Teacher of Health & Wellbeing. Through our partnership with Ewen's Room, pupils have also been trained as Wellbeing Champions, offering peer support and promoting a caring school community.

#### TRANSPORT

Pupils from within the school catchment area who live more than three miles, or for whom it is not considered a safe route to and from the school provided with bus transport by the Education Authority,

Pupils living within a three-mile radius have the option of using the local bus service, paying the fare themselves, before and after school and also at lunchtime. If they have a Young Scot Card, bus travel is free.

Islanders and pupils from Knoydart are ferried on the school boat.

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

#### Adverse Weather

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. Instead parents can obtain information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures>

#### ABSENCE

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

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, they need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out'. If returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made out with school hours.

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

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

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

#### FAMILY HOLIDAYS DURING TERM TIME

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

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

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

[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 parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Headteacher

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

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

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

Family holidays with the above and similar characteristics should be classified as unauthorised absence.

More advice on attendance here

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

#### LATE COMING

The school records lateness in three different categories:

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

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

#### TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

Please note, the schools will no longer be using the adverse weather line/pin, instead you should visit the Highland Council website, Facebook or Twitter pages for information (links below). The school will email updates to families as quickly as possible.

The Highland Council Website, Twitter and Facebook and Our School Instagram ,

- The Council's website <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools
- The Council's Facebook page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems
- The Council's Twitter page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather related problems

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore, there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate
- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point.
- During adverse weather conditions no pupil is expected to wait longer than 15 minutes past the normal “pick-up” time
- Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible

Please note: when weather conditions are poor, parents should ensure that children are met at the “drop-off” point, especially where public service transport is used.

Apply for an Education Maintenance Allowance

If you are 16 to 19 years old, in school or college, and come from a low-income household, you may be eligible for financial support through the Education Maintenance Allowance (EMA).

EMA provides £30 per week, paid during term time, to support young people to stay on in education.

Current household income thresholds (Scotland):

- £24,421 or less – if your household has one dependent child
- £26,884 or less – if your household has two or more dependent children

These thresholds are reviewed annually, so please check for any updates using the link below.

How to Apply

You can apply for EMA online at the link provided below. Before applying, ensure you have the required evidence and check for the most recent guidance and deadlines.

[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)

School Meals

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)

A school meal costs £2.65. The High School operates a cashless catering system for school meals. Pupils will need to bring money to pay into their school lunch accounts or payments can be made to the pupils account on-line. As a guide, pupils usually spend on average £3.00 - £3.50 per day if they buy a small snack at break and a main meal/drink at lunch time. If your child has free school meals £2.65 is added to the lunch account daily.

If you would like to apply for free school meals right click on the link below and select open Hyperlink. This is an important entitlement for many families, one which is often under claimed. It is also directly linked to some of the funding schools receive- so if you believe you're eligible, please apply:

[https://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

Because of the early finish on a Friday, lunch options are Grab n Go, which is basically a packed lunch to take away rather than a canteen lunch. Pupils will be asked on a Thursday if they might require a Grab n Go on the next day.

Parents/carers of children who need adapted diets due to medical, allergy/intolerance, ethical/cultural or neurodiverse reasons should submit an online special diet request at the link below.

If you have any questions please email [special.diets@highland.gov.uk](mailto:special.diets@highland.gov.uk)

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals/4](https://www.highland.gov.uk/info/878/schools/9/school_meals/4)

Application forms are available from the school reception. Pupils receive credit on their account which they can use during break and lunchtime in the canteen. The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards.

For further details please see:

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals/2](https://www.highland.gov.uk/info/878/schools/9/school_meals/2)

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

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

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

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

The school canteen operates a 'cashless' system that involves credit being 'loaded' onto pupils' Young Scot cards. Pupils will be thoroughly briefed on this system during their induction days. It may be easiest for parents to give their children money or a cheque for a week's lunches: this can be loaded into the system so that they do not have to carry money around. Alternatively, parents/carers can deposit money electronically:

[https://self.highland.gov.uk/service/School\\_meal\\_payments](https://self.highland.gov.uk/service/School_meal_payments)

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

## Transport

Pupils from outside of Mallaig village will be able to come to the High School on the regular school buses. There are two buses which pass through Arisaig Village: 08:02 & 08:15 and, Morar at 08:20. If you would like to find out specific pick-up times along the coastal route, please get in touch with the school office

Pupils who live out with the village of Mallaig are entitled to free school transport. Please make sure you apply as soon as possible to ensure pupils are added to the correct transport lists. This is necessary to ensure that the contractors have the information to plan vehicle/vessel capacities for the start of term. You can complete the form on-line by highlighting the link below.

Please note, The Highland Council free school transport provision is not aligned with the U22 free bus travel scheme (Young Scot Card/NEC) and must be applied for separately if you want access to free school transport.

[https://www.highland.gov.uk/info/878/schools/12/school\\_transport](https://www.highland.gov.uk/info/878/schools/12/school_transport)

For pupils not entitled to free school bus travel there is the U22 bus travel scheme which entitles the card holder to free bus travel anywhere in Scotland. This entitlement can be added to their Young Scot card which we will apply for during term 1.

## HEALTH CARE

### Administration of Medicines

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

[https://www.highland.gov.uk/downloads/file/175/administration\\_of\\_medicines\\_in\\_schools](https://www.highland.gov.uk/downloads/file/175/administration_of_medicines_in_schools)

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

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

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

take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

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

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

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

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

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

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

#### Minor injuries

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

#### Vaccinations

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

#### CAREERS ADVICE

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

pupils leaving school has a positive destination. Parents should spend time with their child looking at the world of work website: <http://www.myworldofwork.co.uk/> Information about local opportunities is listed on the hi-hope.org website to support 16+ planning: [www.hi-hope.org](http://www.hi-hope.org)

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

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

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

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

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

#### LEAVING DATE

There are two occasions when the law allows pupils to official leaving school dates:

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

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

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

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

## R.M.P.E. & RELIGIOUS OBSERVANCE

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

## PSE

Our Personal and Social Education Programme can be viewed on our Mallaigh High Website

<https://www.mallaighigh.org/health-wellbeing>

Any information you require about sensitive aspects of this programme e.g relationships, sexual health, parenthood, drugs awareness please get in touch with our Principal Teacher of Health and Wellbeing, Ms Amy Byrne [Amy.byrne@highland.gov.uk](mailto:Amy.byrne@highland.gov.uk)

## Mental Health and Wellbeing

Staff support the emotional development and wellbeing of pupils through both formal lessons and the everyday life of the school. If you have any concerns about your child's wellbeing, these can be discussed with their Named Person.

Highland Council provides a dedicated Mental Health and Wellbeing website offering advice, guidance and resources for young people, families and professionals. This can be accessed here.

Schools also have access to the Primary Mental Health Worker Service, and staff may seek consultation or advice if they feel a pupil may benefit from more targeted support.

In addition, counselling is available to all pupils from age 10. Information about your school's counselling provision can be obtained from your child's Guidance Teacher.

For young people who prefer online support, there is also Kooth, a completely confidential online counselling and wellbeing service available from age 10. This can be accessed here.

While parents and carers are usually involved in discussions before a child accesses targeted support, young people aged 12 and above may request help independently.

## EMPLOYMENT OF PUPILS

### Employment of Children

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

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

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

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

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

## THE RESIDENCE

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

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

## SCHOOL FUND

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

## PUPIL COUNCIL

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

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

## Employability Skills

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

We are very grateful to all the businesses and professionals who support our pupils' development of employability skills. We are always keen to enlist new partners from the world of work- if you are able to help, please get in touch with Pamela Watt. [Pamela.watt@highland.gov.uk](mailto:Pamela.watt@highland.gov.uk) or our DYW co-ordinator, Jenny Willens [jenny.willens@westhighlandchamber.co.uk](mailto:jenny.willens@westhighlandchamber.co.uk)

## APPENDIX 1 Support for Learning

### Information about the 2009 Additional Support for Learning Act

#### Legal information

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

#### What does this mean for pupils and parents?

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

Here are some of the main changes:

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

changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.

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

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

If you have any questions about the 2009 Act

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

## APPENDIX 2 [Curriculum](#)

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

Curriculum for Excellence seeks to achieve the following outcomes:

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

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

### Principles of curriculum design

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

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

### Curriculum areas

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

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

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

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

Citizenship; Enterprise; Creativity; Sustainable development.

### Progression and levels of achievement

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

The levels are:

Level	Experiences and outcomes for most children or young people
Early	In pre-school and in Primary 1
First	By end of P4, but earlier for some
Second	By end of P7, but earlier for some
Third	In S1- S3 but earlier for some. Fourth level broadly equates to Standard Grade General level/
Senior	SQA certificate classes ranging from National 3- to Advanced Higher. There is also the opportunity to attain wider achievement awards for example National Progression Awards.

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

Recognition for the wider achievement of pupils is a key feature of our improvement agenda.

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

### APPENDIX 3

#### Access to Pupil Records

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

#### Data Protection Legislation

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

#### Transferring Educational data about pupils

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

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

### Data policy

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

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

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: [https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

### Why do we need your data?

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

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

### Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data.

This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

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

### Concerns

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

### Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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 or Early Years setting. 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 Armed Forces community. There is a dedicated Highland Council partnership, The Military Liaison Group (Education), often referred to as "The MLG" which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

### A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

Please get in touch with your child's named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)

#### DISCLAIMER

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