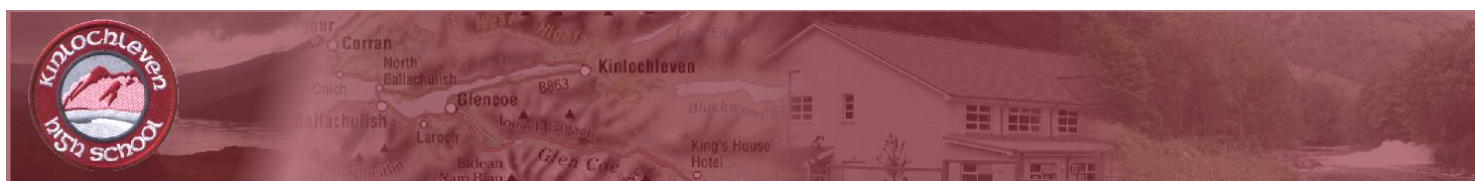


Kinlochleven High School Handbook 2016-2017

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Welcome to Kinlochleven High School

Kinlochleven High School is a welcoming, inclusive and friendly school offering high standards of teaching and learning across a broad curriculum. Our curriculum, based on the recommendations of Curriculum for Excellence, offers pupils the opportunity to develop skills and abilities across a wide range of subject areas and extra-curricular activities.

The new exam structure started in session 2013-2014 and was a year of considerable development for all at Kinlochleven High School. In session 2014-15 the revised exams were extended to S5 and 6 with the introduction of the new Highers. I am very proud to say that Kinlochleven High School was the only school in Highland to move completely to offering the new Higher qualifications. We will continue to review the provision of these courses and involve pupils and parents in discussion of our curricular plans as they develop.

We offer a wide range of social, cultural and sporting activities which contribute to providing pupils with the opportunity of becoming confident individuals and responsible citizens. Pupils, throughout their time in the school, benefit from a wide range of opportunities for out of school learning. Through activities like the S1 Outward Bound program and the S3 Ocean Youth Trust expedition pupils gain tremendously in terms of developing confidence and building team work. A major strength of the school is the involvement of all its pupils in the Duke of Edinburgh Award scheme.

We are fortunate, in the school, to have an active and supportive Parent Council and Parent, Teacher and Friends Forum (PTFF). New parent members will be warmly welcomed on either body. Dates of meetings are advertised via the school website. This partnership of teachers, parents and the wider community is an essential strand in helping our pupils to achieve their full potential.

Pupils too can have an input into the development of the school via the Pupil Council which represents their views on various aspects of school life. In the past the pupil council were instrumental in agreeing the school uniform policy and suggested amendments to discipline policies and curricular structures. Pupils' views are treated with respect and taken in to account when decisions are made.

Parents are kept informed of their child's progress through our new interim reports and also through bi-annual Parents' Evenings. Pupils also work on producing a profile which reflects on their progress in school as well as providing a way of recording your child's wider achievements. It is anticipated that parents will have access to this profile and be able to comment on it. A two-way flow of communication is a key aspect of the partnership between home and school, and members of the school community are encouraged to contact the school – at any time – if a problem should arise or if you require further information. The first point of contact should be a young person's Principal Teacher Pupil Support.

This booklet has been prepared to give you key information on the school and we hope you find it useful. In accordance with eco-policy this handbook will be published on-line and only printed if specifically requested by a member of the school community

We look forward to getting to know you in the years ahead and wish you a rewarding association with Kinlochleven High School



Rebecca Machin
Head Teacher

School Information

Kinlochleven High School is the six-year comprehensive school which draws pupils from the areas of South and Nether Lochaber, which includes the villages of Ballachulish, Duror, Glencoe, North Ballachulish, Onich and Kinlochleven. Within our Associated School Group (ASG) there are the following primaries Kinlochleven (on the same campus as the High School), Glencoe, Ballachulish, Duror and St. Brides (based in North Ballachulish).

The High School moved to a new purpose built building in August 2008 as part of The Highland Council PPP2 (Private and Public Partnership) initiative. This facility which is not only used by pupils but by the wider community has amongst its features, the following:

A library including public access computers

A 120 seat theatre

Video Conferencing facilities

Classrooms which are all equipped with interactive SMART Boards, surround sound and digital projectors

A pupil to computer ratio of just over 2:1

Two sports halls

A fitness suite

An Astroturf

120 seat canteen with plasma screen TV

state of the art craft-room

Extra-curricular activities and trips are an important part of school life and many are supported financially by an active Parents, Teachers and Friends Forum (PTFF).

As examples the following extra-curricular activities have been on offer to pupils during the course of the past few years:

Football

Shinty

Rugby

Basketball

Volleyball

Badminton

Young Engineers

Drama

Chess Club

Astronomy Club

Choir

Rock School

Theatre trips

Art trips

Economic and business trips

Duke of Edinburgh Award Scheme (Bronze through to Gold)

Extended Inter House competition

In terms of trips our pupils currently annually undertake the following:

S1 trip to Loch Eil Outward Bound

S2 Alternative Activities (dispersed throughout the session)

S3 Oceans Youth Trust trip in May sailing around West coast of Scotland

S6 Reward trip to a European city (previous destinations include Prague, Dublin, Copenhagen and Geneva). This year's location is still a secret!

The current school roll is 140, estimated to rise to 170 by 2022. At the start of the century the roll sat at 95, so in around twenty years our roll has almost doubled.

- By encouraging pupils to value learning and achievement as lifelong effective contributors
- By encouraging a healthy lifestyle
- By instilling a sense of respect towards themselves, others and property

Establish and maintain links within the community

- By encouraging pupils to be responsible citizens
- By promoting a sense of common purpose amongst all pupils, school staff, parents and the wider community
- By further developing the school facilities as a community resource
- By working with associated primary schools to develop inter-school links
- By working with local businesses and organisations

The school seeks to be an inclusive and welcoming place for all pupils and members of the school community. We seek at all times to meet our obligations under the Disability Discrimination Act.

See details of this act in Appendix 4.

School Leadership:

The school employs a distributed model of leadership which encourages delegated responsibility to a variety of teams. These include:

Senior Leadership Team (SLT)

Consists of the Head Teacher & Depute Head. Meets informally every morning to keep each other up to speed with what is happening in the school. Also meets regularly to look strategically at the running of the school.

2 x Principal Teachers Pupil Support (PTPS) (formerly PT Guidance)

The SLT meets weekly with Guidance Staff to evaluate pupil progress and monitor behaviour. The Principal Teachers Pupil Support meanwhile meet with staff from the Support for Learning department on a weekly basis to discuss pupils who require an additional level of support to allow them to engage with the curriculum. The PTPS team are also in regular contact with subject staff and parents with regard to pupils' progress. A young person's PTPS is the first point of contact in the school.

Curricular/Faculty Principal Teachers:

From January 2014 the school introduced a new management structure in place with Faculty PTs in the following areas: Mathematics, Science, Languages & Social Subjects and Practical Subjects. The main role of these PTs is to quality assure the teaching, learning, assessment and curriculum within their designated faculties. The Principal Teacher group is consulted in developing new policies for the school in advance of these policies being discussed at full staff meetings.

Learning and Teaching:

Learning and Teaching is our core business at Kinlochleven High School and the sharing of good practice is seen as a vital development tool as we seek to fully implement A Curriculum for Excellence. All teaching staff actively discuss and share good practice both through informal discussion and through our recently revived Teaching and Learning Community. The school also implements formal classroom observations to allow senior staff and Faculty PTs to monitor the quality of teaching and learning.

School Fund Committee

The Committee is responsible for managing the School Fund, monitoring spending and auditing accounts. The Committee consists of volunteers and is elected by the school staff, with the Head Teacher being a statutory member. The position of Chair (currently Mr Duggan) is elected annually by the committee.

We are fortunate to be the recipient of significant funds raised through the efforts of our Parent, Teacher and Friends Forum (PTFF) which significantly bolsters our School Fund. This enables a wide range of events and trips to take place.

Pupil Council:

The Pupil Council is elected by pupils themselves with two representatives from each year group. The Council meets twice per term with the S6 pupil leadership team, who have the responsibility of representing pupils' views to the SLT. Issues of concern, or new ideas, can be raised for discussion at SLT and/ or staff meetings and can be discussed further in tutor groups or PSE classes if required.

The aims of the council are:

- To give pupils a voice in the school.
- To inform teachers of pupils' opinions.
- To influence decisions.
- To bring about changes to improve school life.
- To make the school a better place.
- To enable pupils to help themselves.
- To raise awareness of school policies.

Pupil Leadership

S6 Leadership Team

The new S6 leadership team has been elected, and roles distributed. In the last 2 months the sixth year prefects have been learning to work with each other, and with the rest of the pupils and teachers. The sixth form have already organised a 'Once Upon A Time' prom for last year's leavers and are continuing to plan future events for the current pupils of Kinlochleven High School.

The S6 roles are similar to the previous year with a few minor adjustments. We still maintain the 2 school captains, 3 house captains and an events prefect + pupil support prefect for each house with an added sports captain per house rather than just one for all.

Like last year, the school captain roles consist of attending PTFF meetings and having pupil orientated contribution to fundraising discussions and leading the house captains and other prefects in their roles ensuring everybody works well as a team. The house captains lead each of their houses respectively who organise sporting events, interhouse competitions, dances, and quizzes.

The pupil support prefects have enlisted the help of some senior years to help with any pupils needs. We also have an additional tech support prefect who helps with making presentations and finding any pictures needed for our various boards around the school.

The pupil council continues to be an electoral process including application forms, and interviews held by the house captains. There are now however 20 pupils on the council: the 3 representatives from each year (one per house) including the 3 house captains, and now the 2 school captains attend the meetings as well.

Overall the new S6 have more responsibility than ever and feel comfortable in their roles with helping the school.

Heather Borland & Ally Banks

School Captains

Staff List

Teaching Staff

Mrs Rebecca Machin	Chemistry /RME	Head Teacher
Mrs Helen Roberts	Art & Design	PT / Faculty Head (Practical Subjects)
Mrs Jillian Clark	Business Education/RME	
Ms Michelle duPreez	English	
Mrs Irene Walker	English	
Miss Chloe Putton	French	
Mr Donald Smith	Geography	PT/Faculty Head (Literacy, Languages & Social Subjects)
Mrs Anna MacBride	History	
Mr Garry Simpson	Mathematics	PT Mathematics
Miss Emma Murray	Mathematics	Acting PT Pupil Support
Mrs Jill Mills	HE	PT Pupil Support
Mr Peter Duggan	Music (0.7)	(0.3 in Assoc. Primaries)
Ms Sandra Hollingdale	String Tutor	
Mr Mark Reynolds	Brass Tutor	
Mrs Gail Wilson	Physical Education (0.7)	(0.3 in Assoc. Primaries)
Miss Kimberley Boa	Physical Education (0.3)	
Mr Gordon Milne	Computing/Chemistry	Depute Head Teacher
Mr Alan Morrison	Physics	PT/Faculty Head (Science and Computing)
Mrs Sarah Sigerson*	Biology/ Chemistry	*Currently on maternity leave
Miss Nicola Blackwood	Biology	Temporary replacement for S Sigerson
Ms Leslie Thurnell	Chemistry (0.4)	
Mrs Kathy Blanc	Support for Learning (0.7)	
Mr Graeme Martin	Technical	
Mrs Ilona Munro	Drama	

PT = Principal Teacher

Support Staff

Mrs Mary MacDonald	Administrative Assistant
Mrs Beth Grant	Clerical Assistant
Mrs Eilidh Taylor	Pupil Support Assistant
Mrs Lisa Herriot	Pupil Support Assistant (Part-Time)
Mrs Penny Munday	Pupil Support Assistant
Ms Amy McDougall	School Librarian
Ms. Anna Pearce	Service Point Officer & Librarian's Assistant
Mrs Alison Sweeney	Service Point Officer & Librarian's Assistant
Mr Alan Keltie	School Technician (0.5FTE)
Miss Kimberley Boa	Active Schools Coordinator (Job Share)
Mrs Jane Bruce	Active Schools Coordinator (Job Share)
Ms Jenn Davidson	Youth Development Coordinator
Mr Matthew Prosser	Two Lochs Youth Worker
Miss Holly MacDougall	Catering Assistant
Mrs Eileen Donald	Catering Assistant
Mrs Maria MacDonald	Leven Centre Coordinator (Highlife Highland)
Ms Shirley Patterson	Careers Adviser (Skills Development Scotland)
Mrs Elizabeth Stevenson	School Health Visitor Manager
Mr John MacDuff	FMA (Morrisons FS)
Mr Dave Whittaker	Cleaning Supervisor (Morrisons FS)

The Parent Council

The Parent Council plays two important roles within the school; firstly to express the parent's views and ideas on some of the widespread issues that affect the school and the pupils. Its second role is to raise funds to help subsidise school trips and other extra-curricular activities.

The difference between the costs of these excursions and the amount parents are asked to contribute is huge. This reduced cost is only made possible because of the fundraising the Parent Council, or more accurately the PTFF (Parent Teacher Friend Forum) does.

The PTFF is a subgroup of the Parent Council but because of the amount of organising that has to be done it has its own meetings and office bearers. Currently it raises about £7000 per year. The PTFF and Parent Council meet on the same night with the PTFF meeting starting at 7pm and the Parent Council starting approximately an hour later.

This year's meetings are:

25th August 2016 – AGM at KHS

3rd November 2016 - in Ballachulish

9th February 2017 – at KHS

27th April 2017 – in Ballachulish

8th June 2017 – at KHS

(Dates and times are also advertised on the school website.)

There are a range of fundraising events throughout the year. Occasional a school text will be sent out asking for home baking, donations for prizes and helpers - all are a big bonus - vital in fact to ensure the success of the event and it's profitability - as is attending the events themselves - and bring a friend! Our planned events this year are as follows:-

30th September 2016 – Beetle Drive at Duror Hall

24th November 2016 – Xmas Bingo – KHS

25th February 2017 – Coffee Morning and Stall – Ballachulish

23rd March 2017 – Family Quiz – KHS

29th April 2017 – Catering for the Pre 65 trials - KHS

Your attendance and help at these events would be greatly appreciated. These events help to raise funds to support our extensive outdoor education program and wider extra-curricular activities for our pupils.

There are also another couple of simple ways to help raise funds throughout the year:

EASY FUNDRAISING - just register online and then almost everything you are buying anyway 'pays a commission to our school funds' The item doesn't cost you any extra but the school receives a contribution. (2700+ retailers including Amazon, Argos, John Lewis, Next, Post Office to name a few)

The 2008 Club - it's like the lottery! You just sign and only pay £12 a year for the chance to win £50 each month - cheaper than the real lottery and a better chance of winning!

Dave Shepton (Chair of Parent Council)

Term Dates

Term dates for this session and next can be found at.

<http://www.highland.gov.uk/learninghere/schools/schooltermdates>

Parents Evenings

Parents' Nights are held on a Tuesday and run from 5.30pm till 7.30pm. Notice is given of these via schoolbag mail and a text message is sent to parents of the relevant year group to remind them of these. Dates of parents' nights are also available via the school website.

Pupil Socials

We generally hold two regular dances per year, a very popular Halloween Disco and a Christmas Dance. In addition from time to time other events are organised by senior pupils.

Examinations

Prelim' examinations for S4/5/6 pupils sitting National 5, Higher and Advanced Higher qualifications are held each year in late January/early February.

SQA examinations begin in May each year, the timetable for which can be found at:

www.sqa.org.uk/sqa/1439.74.html

The exact times of exams locally may vary slightly from those published on the SQA website so pupils should consult the **timetable they are given by the school in April/May** for exact times.

Study Leave

There is no study leave for prelim' examinations.

Details of any study leave arrangements for the SQA exams in May/ June will be circulated later in the session.

Other important dates such as course choice deadlines will be circulated to parents at the appropriate time. Reminders will appear on the school website.

The School Day

To maximise the efficiency of our timetabling, particularly in senior classes, we have adopted a somewhat complex 33 period week structure. This means that the school day has to be organised differently on different days of the week. On Mondays and Wednesdays we operate a six period day with interval after period 2 at 10:50 to 11:05 and lunch between 12:55 and 13:45 between periods 4 and 5. On the remaining three days we operate a seven period day with interval at 11:15 after period 3 and lunch between periods 5 and 6 at 13:05 to 13:55. While pupils, and staff, have taken a little time to get used to this complex arrangement it is bringing benefits in terms of increased subject teaching time in the senior school. School starts on all 5 days at 9:00am.

Transition from Primary to Secondary School

The school has a relatively small catchment area and there are frequent informal contacts between the secondary school and its feeder primary schools. These contacts are supplemented by formal meetings of the Head Teachers from these schools on a regular basis. In addition

visits are carried out to the feeder primaries by a PTPS and the Support for Learning Teacher to discuss pupils who are about to join the secondary school.

Pupils in their last term of primary school visit our school to participate in a Problem Solving Challenge with pupils from all our feeder primaries. This is an opportunity to get to know each other in advance of joining secondary school. We also have a transition week when Primary 7 pupils join the High School for a week and follow a modified first year class timetable.

Following feedback from our younger pupils we have revised the “buddy” system for our new pupils. “Buddies” are now pupils from our S2 cohort who will be better able to relate to the new pupils while still having the knowledge and experience of the school necessary to provide support.

Parents from outside the catchment area can request a place for their child in Kinlochleven High School. Informal enquiries regarding a visit to the school, and possible participation in the transition week, should be made to the Head Teacher.

Placement requests should be made to the Area Education Office, Camaghael, Fort William, PH33 7NE.

School Improvement

In line with Highland Council policy a School Improvement Plan covering a 3 year period is produced. This plan, which outlines our development targets and sets out tasks to be overtaken each session, is available, on request, from the school office. The School Improvement Plan is developed in consultation with staff and is discussed with the Parent Council.

Our progress toward meeting the development targets is reviewed each year and a Standards and Quality Report is prepared. This document is available on the school website or on request from the school office. This report also highlights trends in exam performance as well as progress towards meeting the requirements of A Curriculum for Excellence. The school welcomes parents’ questions and views on the contents of either document.

Curriculum

The subjects studied by pupils in Kinlochleven High School are arranged to meet Highland Council and national guidelines. Pupils in S1, S2 and S3 follow a Broad General Education (BGE) based on the Experiences and Outcomes outlined in "A Curriculum for Excellence". Pupils will then study towards achieving the new National 4 and National 5 in S4. S5 and S6 will study towards National 4, National 5, Higher and eventually perhaps Advanced Higher. More details of our Curriculum structure are outlined below.

Some additional Highers are available through distance learning opportunities and in S6 some students follow Open University YASS (Young Applicants) courses.

In addition, collaboration with West Highland College has allowed us to offer vocational opportunities through Skills for Work in areas such as Construction, Rural Skills, Professional Cookery, Sport & Recreation, Child Care and Hairdressing .

Curriculum Structure 2014-15 onwards		
S1/ S2	S3	S4/S5/S6
<i>Pupils will study:</i> English Maths French History Geography Modern Studies Business Education Science Art Music Computing Science Technical Education Home Economics PE RME (Some of the above may only be available in either S1 or S2 due to staffing constraints)	<i>Pupils will study:</i> English Maths French or Media Studies PE RME <hr/> History or Geography or Business Education <hr/> Physics or Chemistry or Biology <hr/> Art or Music or Drama <hr/> Technical Education or Home Economics Or Computing Science. <hr/> Plus 2 other subjects giving a total of 10 subjects across all curricular areas.	S4, 5 and 6 is regarded as the Senior Phase during which students study towards SQA qualifications at National 4, 5, Higher and Advanced Higher. Pupils choose a maximum of 6 subjects to study taken from their S3 choices. Subject choice for S4 upwards is based on draft choices submitted by students around half way through the year. The following shows the number of subjects students should expect to study at each level. National 4 6 subjects National 5 6 subjects Higher 5 subjects Adv Higher 3 subjects Where students sit a mixture of different levels an appropriate program of study is negotiated. <i>Opportunities also exist for students to follow Skills for Work courses through West Highland College.</i>

In first to third years, pupils are expected to study a broad range of subjects to ensure ‘breadth and balance’ in their courses. A degree of personalisation is to be built in to our S3 provision where pupils make choices of subjects within the curricular areas.

We are in the process of extending and rebuilding our Inter Disciplinary Learning (IDL) program. Opportunities exist throughout the year for IDL through interdepartmental collaboration.

For S4 to S6 pupils there is a greater degree of individual choice to allow pupils “personalisation” of their learning. Additional Highers above those available in the school may be studied through distance learning. In the past subjects such as Psychology and Media Studies have been studied by our pupils. These courses are run in cooperation with UHI.

S6 pupils are also given the opportunity for study through the Open University YASS scheme.

All choices at S2 to S5 should be made in consultation with a pupil’s PTPS and parents. In the senior school college and university entry requirements should help to form the basis for the choices made.

Skills for life, learning and work

A major theme of Curriculum for Excellence is the development of important skills in Literacy, and Numeracy. Learning these skills permeates all areas of the curriculum and all staff have a responsibility to develop these within the context of their own subject areas. Health and Wellbeing is also a major underpinning theme to which PE, Home Economics and Biology have obvious contributions. In addition, developing confident individuals and responsible citizens is a feature of our Personal Development program for all years.

Religious and Moral Education (RME)

Pupils in S1-S3 receive one period of RME per week in line with current national guidelines. This course covers a wide range of faiths and topical moral issues. Parents have a statutory right to withdraw their child from RME but should discuss this with the Head Teacher before making any request. The opportunity to meet for religious observance is afforded to the pupils termly with contributions from local clergy.

Physical Education (PE)

In line with Scottish Government legislation all pupils up to S4 and a significant number in S5 & S6 receive a minimum of two periods of PE over the course of their school week.

Homework

Homework is issued to promote learning at home as an essential part of good education. It reinforces classroom learning and helps pupils to develop skills and attitudes necessary for successful lifelong learning. It also supports the development of independent learning skills, including the habits of enquiry and investigation. Homework can also be a useful diagnostic assessment tool for both pupil and teacher. All classes should be issued with regular homework. The type, duration and frequency will vary from department to department depending on individual, class, course, level of study and year group. More information can be found in our homework policy on the school website.

Pupils are asked to record homework in whatever way is convenient for them including use of mobile phones. Some subject areas have Twitter accounts which detail homework due. Parents can, of course, also follow these accounts to keep a check on the homework their child has been issued.

Assessment and Reporting

Informal assessment of pupils' work is carried out continuously as part of the normal learning and teaching in each classroom. Such formative assessment helps teachers to direct the next steps of learning. At various stages of the year more formal assessment is carried out to monitor and record pupil progress. Increasingly pupils themselves are involved in this assessment progress, through self and peer assessment, and help to identify areas for further development. Assessment in S1 to S3 forms an integral part of the learning and teaching process. It is unlikely that formal exams will play a part in these years. Though pupils may sit an exam in some subjects towards the end of S3.

In S4 to S6 pupils will follow courses that lead to formal qualifications. In every course students will sit a range of assessments throughout the year. You will be kept up to date regarding progress on these assessments via Parents' evenings, reports, letters home and text messaging.

Most pupils in S4, S5 and S6 will continue to sit SQA exams in May and early June. As stated previously, study leave arrangements for these exams will be communicated later in the session.

Dates for SQA exams are available from the SQA website www.sqa.org.uk **Parents should note however that exact times of exams may be altered to suit local circumstances so should consult the exam timetable given out by the school.**

Reports will be issued to parents of S4 to S6 pupils this session in February or early March 2017.

Reports are issued for each of the subjects studied and will contain attainment grades and information on attitude and effort. Teachers will also include a written comment highlighting strengths and the next steps in learning.

A more flexible and, we hope, informative regime of reporting has been developed for S1 to S3. These will help to give parents a more complete view of the type of assessment we carry out along with a clearer view of their child's progress.

Parents are also given the opportunity to meet with teachers at least twice a year at Parents' Evenings. Dates will appear on the school web site and also be sent to parents.

Monitoring and Tracking

Pupil progress is carefully monitored by Pupil Support staff. In S1 to S6 pupils are interviewed at key stages by PS staff to discuss current progress and future targets. Results from on-line assessments taken in S2 are used to predict progress in a range of SQA courses.

In S5 and S6, performance in the S4 SQA exams is used to estimate targets for the current year's qualifications and again these targets are used to inform discussion with pupils and feedback to staff.

All students have timetabled contact with a Learning Mentor or Tutor through weekly PLP (personal learning planning) classes. This time will be used, in part, to allow pupils to engage in discussion, with the class tutor, of their learning targets and reflect on ways to improve performance.

Celebrating Success

All aspects of achievement and progress are monitored, recorded and recognised at the annual awards ceremony. This ceremony is an inclusive event where a wide range of pupil achievement, academic, sporting, musical among others, is recognised.

Behaviour Policy

At Kinlochleven High School we believe that developing good relationships and positive behaviour is an essential part of creating the right environment for effective learning and teaching. Where children and adults feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves and others.

The aim of our behaviour policy is to provide a consistent approach to improving relationships and behaviour across the whole community.

With this in mind we all aspire to

- Be respectful and considerate of the environment, ourselves and others in it
- Always come to school ready to work

We do this by following the classroom standards, which are

- Show respect for ourselves, other pupils and staff
- Keep hands, feet and unkind words to yourself
- Listen to the person who is meant to be talking
- Turn up for classes on time
- Finish eating any food before you enter your class
- Bring pencils, pens and other equipment to school
- Take off your coat or jacket
- Always attempt to complete your work

As adults, who remember being youngsters ourselves, we also recognise that sometimes our pupils most valuable lessons are through making mistakes. If necessary, pupils will be given time to reflect on these by following the appropriate sanctions:-

- **One warning**
- **Time Out**

All such events are monitored by Pupil Support staff and SLT on a regular basis. Other actions or interventions may be deemed necessary after consultation with pupils and parents and will be at the discretion of SLT. It will focus on Problem solving, dialogue and negotiation, restitution and reparation, developing interpersonal skills, empowerment and accountability with an emphasis on reflecting, learning about behaviour and then putting things right.

School Uniform

The school has a policy of all pupils wearing the school uniform. Pupils had a role in deciding the uniform through the Pupil Council at the time. The uniform enhances a sense of corporate identity and contributes to the ethos of the school.

Details of our uniform can be found in the “Parent Zone” of our school website or on request from the school office.

Information on claiming financial support to buy uniform is also available via the school website.

Guidance & Support for pupils

“Every pupil is entitled to a key adult who knows them well and has an overview of their progress.”

This statement paraphrases information taken from Curriculum for Excellence. Currently in Kinlochleven High School the role of the “key adult” is shared between your child’s PT Pupil Support (PTPS) and his or her Learning Mentor / Tutor.

Each week all pupils work through a programme of Personal and Social Education as part of their regular tutor time. The PSE / Tutor program includes outside speakers brought in to provide particular expertise including the school nurse who covers aspects of sexual health. Other speakers include those who work with disability, the Duke of Edinburgh’s Award Scheme, Financial Advisors, Citizens Advice Bureau, the Social Work Department, Police Scotland etc.

This will allow more regular and more meaningful discussions to take place between pupils and their “key adult”. The exact framework for such discussions is a developing picture and under review to enhance the support we provide.

The purpose of our Guidance programme is to encourage all pupils to fulfil their potential. On arrival, pupils are allocated a PT Pupil Support who will remain with them through their school career. The PTPS’s role is to track progress, liaise with parents and encourage pupils to do well.

Pupil Support (Guidance) PTs are Mrs Mills and Miss Murray. Pupils should be aware of who their PTPS is

Every pupil is made aware that they can approach their PTPS at any time for help. **The PTPS should be the first point of contact for parents in relation to all aspects of children’s schooling.** At key points in the pupil’s progress, specific assistance and advice is available for instance, choosing subjects for S3 to S6.

Pupils are interviewed at least twice each year to review their progress, assess future needs and discuss issues they may wish to raise.

Contact and liaison with parents is also very important. Parents are welcome to contact their child’s PTPS at any time.

Careers advice is offered by Mrs Mills and Miss Murray assisted by Shirley Patterson of Skills Development Scotland. All pupils have access to online careers information.

Support for Learning

The school is committed to supporting all pupils in their learning but some pupils may require additional support as they progress through the school.

Mrs Kathy Blanc (assisted by Mrs McBride and Miss Boa on a part time basis) is the school's Support for Learning teacher. Mrs Eilidh Taylor and Mrs Penny Munday are Pupil Support Assistants. They work in collaboration with class teachers in the classroom and with individual pupils on a one-to-one basis according to need. Staff may refer a pupil for testing by Support for Learning when a difficulty becomes apparent in class. Any pupil who has a record of need for support in their primary school will automatically be assessed to identify any additional support needs.

Parents may also contact the school if they suspect that their child may benefit from Support for Learning. Initial contact should be made through the child's PTPS.

Mrs Blanc is responsible for monitoring pupils with specific learning difficulties and plans their Individualised Education Programmes (IEPs). Mrs Blanc also liaises with the Educational Psychologist and runs a paired reading scheme to help raise attainment.

Where a pupil has an identified need for extra help in accessing the curriculum they are generally entitled to similar help in SQA exams. The Support for Learning department co-ordinate such support.

Additional Support Needs

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

If you have a concern about your child please contact in the first instance your child's PTPS.

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

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at :

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

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

School Health Service

The School Health Service in Kinlochleven High School is provided by NHS Paediatrician and Health Visitor Manager Elizabeth Stevenson along with the Community Adolescent Mental Health Service team. The service works in partnership with children, parents and teachers to enable children to benefit fully from their education.

How is this achieved?

- Parents are given the option of having their child given routine immunisations at school rather than with their family G.P.
- Pupils with Special Needs are monitored on a regular basis.
- The service acts as a link between other health professionals and the school.
- There is a bi-weekly confidential drop-in service available

Any pupil wishing health advice may self-refer confidentially to the School Nurse. The nurse is in school on a regular basis and pupils should contact the office for details on how to contact her outwith these times.

The Paediatrician and Health team liaise with the PTPSs and SLT on health issues. Advice can be given on career implications of various medical conditions.

Child Protection

The Highland Council has detailed advice and information relating to Child Protection which can be found at:

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

The school follows The Highland Council's policy on Child Protection.

Data Protection

Any information you have supplied/any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this. This data will be maintained in accordance with the Act and will not be passed on to any other organisation without your prior approval unless this is a legal requirement.

Please see Appendix 2 for further details.

Security

In line with national measures to improve school security, all entrance doors use a coded or key-fob entry system. All visitors (including parents) are asked to enter by the main door, report to Reception and to sign in/out.

Lockers

Lockers are available for all pupils. A key is issued on payment of a £5 deposit which will be returned when the key is handed back. Pupils are expected to look after lockers and keep them tidy.

Library

Kinlochleven Public Library forms part of the school campus and is accessible by pupils both as part of class activities and at lunchtime. The library is well stocked and contains a wide range of books in addition to careers information. All pupils are issued with a Library number and lending is recorded using a computerised barcode system. There is access to computers, the Internet and to video-conferencing facilities.

Information Communications Technology (ICT)

The school currently has extensive ICT resources with a computer: pupil ratio currently better than 1:2. All classrooms have multimedia projectors, SMART Boards and surround sound to enhance learning through ICT.

An exciting development will, we are assured, see all pupils being issued with a portable computer (Chromebook seems the preferred option) at some point in the next year or so. This will be used to support classwork and homework. This innovation should support teaching and learning across the school.

School Meals

The canteen provides a bright social area with games for use throughout break times. The school canteen, which operates a cashless catering system, is run by The Highland Council. Pupils can choose from a range of hot or cold meals and can buy anything from a full meal to a snack. Snacks are also available during break.

Healthy eating is encouraged and the school has Health Promoting status.

Application forms for free school meals are available on the Highland Council website as follows

<http://www.highland.gov.uk/info/899/schools-grants-and-benefits/10/free-school-meals-and-assistance-with-clothing>

Pupils taking a packed lunch should also eat in the canteen area.

Transport to School

Pupils from the Duror, Ballachulish, North Ballachulish, Onich and Glencoe areas are transported by bus, currently contracted to Stagecoach Highland.

One bus leaves Duror at 8.17 a.m. picking up pupils at Kentallen, Glenachulish, West Laroch, Ballachulish Square and Glencoe junction.

The other bus leaves the Corran Ferry 8.15 a.m. picking up pupils at Onich, North Ballachulish, West Laroch, Ballachulish Square and Glencoe junction.

They both arrive at school around 8.50 a.m. Pupils from Glen Etive, Kingshouse etc are transported by minibus or taxi. After school, the buses return to Duror & Fort William, leaving the school at 3.42 p.m. These buses also double up as the Service Buses but guaranteed seats are in place for our pupils.

Information and downloadable forms for requesting school transport are available from:

<http://www.highland.gov.uk/info/878/schools/12/school-transport>

‘Late Bus Passes’ will be issued by the school for travel on a later bus service if a pupil is taking part in activities after school. These should be requested in advance from the member of staff undertaking the activity.

In the interest of safety, a high standard of behaviour is required on the school bus. The following rules apply:

- Pupils must follow instructions from the bus driver.
- Pupils should remain seated throughout their journey.
- Seatbelts should always be fastened.
- Smoking is absolutely forbidden.
- Pupils should not leave the bus, except at their ‘drop-off’ point.

Adverse Weather

Very occasionally it is necessary to close the school due to adverse weather conditions. This will only happen if we are unable to staff the school (if it is dangerous or impossible for staff to travel to school), if there is a heating or lighting failure or we deem it too dangerous for the vast majority of pupils to travel. If the school is to be closed, you will be able to get information from local radio stations (Nevis Radio or BBC Radio Highland).

Details of the Winter Weather website and telephone messaging system are on the school website.

The school will endeavour to contact you via the “Teachers2Parents” text messaging service, but **it is the parent or guardian’s responsibility to both make sure we have up-to-date contact details for this and also to use other information means, as detailed above, to keep up to speed with school closures.**

The decision on whether or not to send a child to school is ultimately the responsibility of the parent. If you are unsure about weather conditions, please consider your child’s safety first. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride pupil safety. The school will make alternative arrangements for missed examinations, other than external SQA assessments. In the event of bad weather, please use the website or the telephone messaging service to get up-to-date information before the school opens.

Emergency Contacts

In the event of an emergency closure during the school day it is good practice and of vital importance that each child has an emergency contact in Kinlochleven. Parents should advise the school of an alternative address, as close as possible to the school, which may be used by their children in emergencies.

For pupils using school transport

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 twenty minutes past the normal pick-up time. When weather conditions are poor, parents should arrange to have children met at the drop-off point.

Staying on at School

Pupils staying on at school beyond their statutory leaving date are entitled to apply for Educational Maintenance Allowance (EMA). To qualify for EMA students must attend school regularly and make an effort to maintain progress in their subjects. Details of applying for EMA can be found in Appendix 9 below.

Leaving School

Pupils remain at school to the age of sixteen and may then leave on the following authorised dates:

Pupils who reach the age of 16 by 30th September of any year, may leave school on 31st May of the same *calendar* year

Pupils who reach the age of 16 between 1st October and the last day of February (inclusive) may leave school at Christmas in that *school* year.

Before leaving, pupils should collect a 'Leaving Form' from their PTPS and have it signed by all their teachers to show that all books, equipment and locker keys have been returned. This should also indicate to the school their intended destination for statistical analysis purposes.

Before leaving school we endeavour to ensure all pupils have a positive destination be it a job, a college or university place or alternative education provision. In order for this to happen we work in partnership with Skills Development Scotland, Aspire North and other educational partners.

To do this effectively involves the sharing of data about pupils' performance and attributes. Moves are taking place to set up a central Data Hub to store this information. Data shared in this way is used only to allow various services to help provide positive destinations for all our leavers.

Communication with Parents

Communications between parents and the school has a vital role to play in the education of every child. Parents should contact the school if they have any concerns about their child's progress or welfare. Similarly, the school will inform parents quickly of any problems that arise at school. Each child / young adult in our school has a "Key Adult", who knows the child well and monitors their progress throughout the time they spend in our community. This "Key Adult" is the child's PTPS.

It is important that parents are kept up-to-date with happenings at the school as well as forthcoming events such as examinations, Parents' Evenings or the issue of Progress Reports. News and items of interest appear on the school website:

<http://newkhs.weebly.com/>

There are also regular news items in the Oban Times and the Lochaber News.

If you wish to contact the school about any aspect of your child's education we welcome your call at any time. The initial contact with the school should be through your child's PTPS who has access to the most up to date information regarding your child's progress.

Parent Bodies

We have an active and supportive Parent Council and Parent Teachers & Friends Forum (PTFF). All parents, and carers, are automatic members of the PTFF but must be elected to the Parent Council. The school encourages all interested parents and members of the local community to contact a member of the Parent Council or the PTFF to enquire as to how to join or assist.

The Parent Council is a statutory body comprising of elected parents and staff members. For a current list of members see the web page below:

<http://newkhs.weebly.com/parent-council.html>

To contact the Parent Council please e-mail: kinlochlevenhighpc@gmail.com
The Head Teacher acts as an adviser to the Parent Council.
Local Elected Members are also invited to attend all Parent Council meetings.

Making a Complaint

If you are unhappy with any aspect of the school's service, you may wish to make a complaint. These should be directed to either the PTPS or a member of the SLT as appropriate.

Most concerns and potential complaints can be resolved through informal discussion. More serious complaints should be made in writing. If you make a written complaint, the matter will be fully investigated and you will receive a written response. You will also have the opportunity to discuss the matter with the member of staff investigating the complaint.

If you are unhappy with the responses you receive from the school, or if your complaint is regarding the Head Teacher, you should contact Norma Young, Care & Learning Manager, at the Area Education Office, Camaghael, Fort William, PH33 7NE..

A copy of the council's Complaints Policy is available on request.

Appendices

Appendix 1 – Statistical Information

Readers are reminded that raw examination results should be treated with caution as such results may reflect social and cultural factors as well as the direct influence of the school.

www.ltscotland.org.uk/scottishschoolsonline/schools/kinlochlevenhighschoolhighland.asp

Appendix 2 - ScotXed Programme

(Transferring Educational Data About Pupils)

Education authorities and the Scottish Government Education Department (SGED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SGED has two functions: acting as a ‘hub’ for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SGED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify ‘localities’ rather than specific addresses. Dates of birth are passed on as ‘month and year’ only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SGED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGED, education authorities and other partners such as the SQA and Careers 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.

Your data protection rights:

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data.

This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SGED, which 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 colleagues within and out with SGED.

Concerns:

If you have any concerns about the ScotXed data collections you can email on:

scotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, SGED, Area 1B, 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.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net

Appendix 3:- Attendance

Schools are required to keep an attendance register by law, and to record an attendance in respect of each morning and afternoon of every school day.

We would like to emphasise the importance of knowing the whereabouts of absent pupils. This is because we have a responsibility for the care and welfare of all pupils during the school day. Therefore we would ask that parents telephone the school on the day of any unplanned absence to inform the office as to nature of a child's absence.

Pupils must give the school office a note written by their parent or guardian on the day they return from school following an absence. The note should explain the reason for the absence.

If parents know in advance of an absence/late arrival then they should write to their child's PTPS seeking the Education Authority permission to be absent detailing the planned absence.

Where a pupil has an unacceptably high rate of absence, the parents will be contacted by the school. Unexplained or condoned absences leading to a pattern of unsatisfactory attendance will be reported to the Area Education Manager and serious cases will be reported to the Reporter to the Children's Panel which can ultimately lead to prosecution of parents.

Medical and Dental Appointments

Where possible, medical and dental appointments should be made outwith school hours. However, it is recognised that this is not always possible. If a pupil has a medical appointment or has to leave the premises for some other reason, they must report to reception to 'Sign Out'. If returning the same day, you must again report to reception to 'Sign In'.

Holidays

Parents are asked to consider carefully the effect on their child's education if they take family holidays during term time. In most classes, learning involves practical work, group work, resource-based learning and continuous assessment. A period of absence will affect continuity of learning: pupils may miss vital areas of coursework and consequently find difficulty in catching up on their return. Please note that absences such as family holidays during term time will be recorded as an "Unauthorised Absence" and will remain on a pupil's record. This information may then be shared with third parties should they require a reference at a future date

Appendix 4 - Disability Discrimination Act 2005 and Equality Act 2010

Highland Council Education Services strives to avoid discrimination on the basis of pupil disability and is guided by legislation. The legislation makes it unlawful for a school to discriminate against a child for reasons related to his/her disability or for any of the grounds listed in the Acts.

Detailed information on the Acts and related topics can be found as follows:

www.legislation.gov.uk/ukpga/2005/13/section/3

www.legislation.gov.uk/ukpga/2010/15/contents

Appendix 5 - Equal Opportunities

Kinlochleven High School seeks to implement good practice in respect of equal opportunities. There should be no discrimination in the school on any grounds – ability, race, religion, gender, disability, ethnic background, sexual-orientation or socio-economic circumstance. Equal Opportunities do not mean that all girls and boys should be provided for identically. It does mean that the school should take care not to limit the educational opportunities of its pupils by assumptions, administrative decisions, style and content of teaching materials and teaching methods.

Throughout school policies we stress that boys and girls should receive equal praise for all qualities and the same sanctions where misbehaviour occurs. Dress regulations apply equally to all.

In addition to trying to ensure that equal opportunities are offered to boys and girls, the school also hopes to make students aware of the multi-cultural, anti-racist and anti-sectarian issues which are likely to affect them in the multi-racial society to which we all belong. The school opposes racism, sectarianism, homophobia and racist attitudes and tries to foster respect and understanding for others.

If you feel at any time that the High School does not purvey the ideal of equal opportunities for all, please let us know.

Parents can be of great help in supporting the school by encouraging their children not to have stereotyped views of academic ability, sex, sexual orientation, race, religion, socio-economic circumstance or disability. The school offers a full programme for those with special educational needs which utilises the mainstream curriculum.

If you have any good ideas the school can adopt in this important area, we would be very pleased to hear from you.

Appendix 6 - Racial Equality Policy

Rationale

The Race Relations (Amendment) Act 2000 and Equality Act 2010 require schools to be pro-active in tackling discrimination and promoting equality and good race relations. This policy confirms that Kinlochleven High School is opposed to all forms of racism and is committed to eliminating unlawful discrimination, and to the promotion of equal opportunities and good race relations. The contents of this policy are relevant to our whole school community, not just those pupils and families from minority ethnic backgrounds.

Aims

The aims of this policy are to:

- Promote positive attitudes and behaviour in pupils, staff and parents/carers towards people from different ethnic, cultural or national origins.

- Promote through the curriculum and ethos of our school, tolerance for, knowledge and understanding about and positive attitudes towards people of different cultures, religions and origins.
- Embed systems and structures to assist the school in fulfilling its obligations under Race Relations legislation to pupils, parents/carers and staff.

Appendix 7 - Employment of Children

A number of pupils have part-time jobs while at school. These require to be licensed and a form is available, as follows:

Guidance Notes:

http://www.highland.gov.uk/download/downloads/id/94/employment_of_children_guidance_notes

Application Form:

http://www.highland.gov.uk/download/downloads/id/95/employment_of_children_application_form

The school has no objection to pupil employment provided:

- a) the terms of the licence are not exceeded.
- b) the pupil's schooling is not affected e.g. by continually arriving late.

The school can withdraw the licence and end the employment if the pupil's schooling is suffering. While we appreciate that apart from any financial gains, employment for teenagers can be valuable in helping them to become responsible citizens, confident individuals and effective contributors we would strongly recommend that parents of older students in particular should remember that the successful completion of a group of Higher courses could require 20 or more hours of study a week. It can be difficult to balance this requirement with working part time. The Head Teacher or Depute Head should sign this licence on behalf of the school.

Appendix 8 Guidance Notes for Specific Types of Diet

If your child requires a special diet be it vegetarian, lactose free or other special requirement please see the link below for a downloadable form.

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

Appendix 9; Educational Maintenance Allowance (EMA)

EMA is available to some students staying on at school beyond the statutory leaving age of 16. Pupils in receipt of EMA are required to attend regularly and commit to working well in class and homework in order to ensure payments are made.

To apply for EMA and find out more about the scheme follow the link below.

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