



Lochaber High School

Àrd-Sgoil Loch Abar



Handbook for Parents
2022/23

Dear Parents/Carers

Welcome to Lochaber High School!

This booklet has been prepared to give you information on how the school works; I hope you find it useful.

Your child will experience many 'once-in-a-lifetime' opportunities (academic, social, cultural, sporting etc) during his or her time in the school which I hope he/she will find interesting and beneficial. We offer a well-balanced curriculum designed to help our young people gain a wide range of knowledge, skills and abilities and we work hard to provide the highest standard of education in a safe, caring and stimulating environment. Our staff are forever taking steps to making their teaching the best it can be, and I can say with a measure of confidence our young people will testify to that.

A partnership between teachers and parents is essential if pupils are to gain maximum benefit from their time with us. I would encourage all parents to take an active interest in their child's progress and to become involved with the school. We will keep you informed of your child's progress through annual progress reports, interim reports, a range of letters and regular Parents' Evenings. You should feel free to contact the school – at any time – if a problem should arise or if you require further information. Our door is always open and we are only a phone-call away.

I look forward to getting to know you in the years ahead and hope that your family's association with Lochaber High School will be happy and rewarding.

*Scott Steele
Head Teacher*

The information in this prospectus is correct at the time of publication but is liable to change in the future.

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Contact Information

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Web: www.lochaberhigh.org

Head Teacher: Mr Scott Steele

School Information

Lochaber High School is the six-year comprehensive school which serves the town of Fort William and the greater Lochaber area. There are eight associated primary schools: Banavie, Bun-Sgoil Ghàidhlig Loch Abar, Caol, Invergarry, Inverlochy, Lundavra, Spean Bridge and St Columba's. The school stands in spectacular surroundings to the north of Fort William at the foot of Ben Nevis.

The school has a high standing in the local community and beyond. Pupils do well in national assessments, and we continue to make progress each year. The school curriculum has developed, and is continuing to develop in line with national and regional guidelines. The curriculum is never static, and we are forever looking for ways to ensure our curriculum is relevant and genuinely exciting. The school operates a 33 period asymmetric week, in line with other Highland schools, allowing access to courses from the 'Virtual School'.

Gaelic for learners, Gàidhlig (Gaelic Medium education) and Gaelic culture and heritage are important aspects of the school's ethos and help to define the school's identity in the local community. West Highland College UHI is a major partner in providing vocational courses as the DYW agenda continues to progress. Almost all pupils leaving the school go on to positive leaver destinations.

The most recent inspection report (published in 2014) identified the key strengths of the school as:

- Very positive relationships between young people and staff.
- Overall quality of young people's learning experiences.
- Commitment of staff to improving outcomes for young people.
- Progress in creating a very positive ethos across the school.

School Improvement Priorities for 202/23 are:

- Learning, Teaching & Assessment
- Curriculum
- Improving Equality, Well-being and Inclusion

We have included the development of literacy and numeracy across the curriculum, where relevant, as key areas of improvement to support the recovery agenda, post Covid-related lockdowns.

The school building is spacious and generally very well equipped. A multi-million pound refurbishment and rebuilding programme – ‘Lochaber 21’ – was completed a number of years ago now which brought about considerable improvements to the campus. Our facilities are among the best in Highland. In collaboration with a local partner, we are about to add to our facilities with a high quality pump track which will further promote mountain biking in the local area. Furthermore, we also offer specialist facilities and support that are provided to pupils with additional support needs. The school benefits from the Highland ‘one device per pupil’ policy where all secondary pupils have a Chromebook.

Set in the ‘Outdoor Capital of the UK’, Lochaber High offers a unique and extensive range of extra-curricular activities. Pupils have the opportunity to participate in art, drama, music and sporting activities as well as the Duke of Edinburgh’s Award Scheme and charity fundraising events. There are strong links with the Commando Veterans’ Association who visit the school at Remembrance weekend each year. The school has arranged an extensive programme of educational trips in this country and abroad including S2 Outdoor Activities, S6 London trip, ‘Mediterranean Water Sports’, Iceland, Paris, Poland, New York, China and Skiing in the French Alps.

The school has a pipe band, wind band, big band and ceilidh band. The senior wind band won Gold Plus and came top in their section at the Scottish Concert Band Festival and the Lochaber Schools’ Pipe Band has led the parade at Disneyland Paris. Lochaber High musicians won Highland’s ‘Young Musician of the Year’ in both 2016 and 2017.

The boys’ shinty teams are the best in the world having won all national school championships. Girls’ teams have also been successful in national championships. The U15 boys’ football team are the current Highland champions.

Major events in the school calendar include an annual fundraising hike, School Show, Christmas dances and, at the end of S6, a Graduation Ceremony and ball.

The current school roll is 890 pupils and the current projections anticipate a rise as commercial developments in Fort William progress.

The School Day

We follow a 33 period week in line with all other Highland schools. Period timings are as follows:

Monday – Thursday

Early Notice Bell	08.45
Period 1	08.50 – 09.40
Period 2	09.40 – 10.30
Period 3	10.30 – 11.20
Break	11.20 – 11.35
Period 4	11.35 – 12.25
Period 5	12.25 – 13.15
Lunch	13.15 – 14.00
Early Notice Bell	13.55
Period 6	14.00 – 14.50
Period 7	14.50 – 15.40

Friday

Early Notice Bell	08.45
Period 1	08.50 – 09.40
Period 2	09.40 – 10.30
Period 3	10.30 – 11.20
Break	11.20 – 11.35
Period 4	11.35 – 12.25
Period 5	12.25 – 13.15

Term Dates

2022/2023	
Term 1	Mon 15 Aug 2022 – Fri 7 Oct 2022
Term 2	Mon 24 Oct 2022 – Thur 22 Dec 2022
Term 3	Mon 9 Jan 2022 – Fri 31 Mar 2022
Term 4	Mon 17 Apr 2022 – Thur 29 Jun 2022
February Break	Mon 20 Feb – *Wed 22 Feb 2022(inclusive)
May Holiday	Mon 1 May 2022
Staff Training	Tue 15 Aug 2022
	Mon 12 & Tue 13 Sept 2022
	*Wed 22 Feb 2022
	Mon 5 Jun 2022
2023/2024	
Staff Commence	Mon 14 Aug 2023
Pupils Commence	Tue 15 Aug 2023

Important Dates

Important dates for events such as Parents' Evenings and the publication of Progress Reports will be posted on the school website www.lochaberhigh.org

Catchment Area and Placing Requests

The catchment area for Lochaber High School includes eight Associated Primary Schools: Banavie, Bun-Sgoil Ghàidhlig Loch Abar, Caol, Invergarry, Inverlochy, Lundavra, Spean Bridge and St Columba's.

Pupils who live in our catchment area will have priority in being allocated a place.

Parents do have the right to specify the school in which they wish to place their child. Applications must be made to the Area Education Manager using a Placing Request Form which can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

Placing requests cannot be submitted until December. The exact date will be specified each year. If the school receives more placing requests than places, then allocation will be made according to siblings in the school and date of receipt of placing request.

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live outwith the school catchment area and their parents wish them to attend Lochaber High School, please contact the school to arrange a visit.

Staff List August 2022

Senior Management Team

Mr Scott Steele (Head Teacher)
Miss Elizabeth Gow (DHT), Mr Eric Groat (DHT), Mrs Isobel MacKenzie (DHT), Mr Stephen Stewart (DHT)

Biology

Mr Kenny McIntyre (PT)
Mr Harry Auty (Maternity Cover)
Mrs Iona Beagent
Miss Shannon Jeffrey
Mrs Bhawana Rawat

Chemistry

Dr Jacqueline Hill (PT)
Miss Stacey Hall
Mr Sebastian Watson

Computing, Business Studies & Digital Tech

Mrs Lindsey Kelly (Business Studies)
Ms Claire Lister (Business Studies)

Design & Technology

Mr William MacKenzie (PT)
Mr William (Bill) Cameron
Ms Margaret Goudie
Mr James (Jim) Shepherd
Ms Eryn Ross

English & Drama

Mrs J Hume(PT) (Drama/English)
Mr Sandy Brander (English)
Mr Stephen Carruthers (English)
Mr Jamie Currie (English)
Mrs Nadiya Fleming (English)
Mrs Kirsten McGregor (Drama/English)
Mrs Vikki MacKinnon (English)
Miss Sharon McGonigal (English)
Mr Ian Welch (English)

Expressive Arts

Mr George Young (PT/Music)
Mrs Mary Anderson(Music)
Miss Vicky Barclay (Art & Design)
Miss Sadhbh Roebuck (Art & Design)

Health & Wellbeing

Mrs Yvonne Clark (PT/PE)
Mrs Fiona Harrower (Home Economics)

Mr Callum Vardy (PE)
Mr Euan Watson (PE)
Mr Stuart Smith (PE)

Languages

Mrs Carolyn Groat(PT/Gaelic)
Mr Mairead MacLeod (Gaelic)
Miss Marianne Mathieu (French)
Ms Ayan Virgel (French)

Mathematics

Miss Jemma Calderwood (PT)
Ms Jenny Brady
Miss Melanie Cottam
Mrs Susan Doherty (Computing/Maths)
Mrs Catherine Mackie
Mrs Carol-Anne McCreath
Mrs Lyndsey Stewart

Physics

Mr David Clark (PT)
Mr Matthew Burke
Mr William (Bill) MacKenzie

Social Subjects

Mr Mark Colston (PT/History)
Mr Neil Adams (Geography)
Miss Gillian Baxter (RME)
Miss Christine MacMaster (Modern Studies)
Miss Niamh Ross (Modern Studies)
Miss Laura MacQueen (Geography)
Mr David Morrow (Geography)
Mr Derrick Roberts (History)

Pupil Support/Guidance

Mr Husayn Al-Khairulla (PT Guidance – Nevis)
Mr Liam Beagent (PT Guidance – Lochiel)
Ms Sharon McGonigal (PT Guidance – Shiel)
Miss Megan Kirkcaldy (PT Guidance – Rannoch)
Mrs Kim Jamieson (PT Support for Learning)
Mrs Elaine Campbell (PT ASN)
Mrs Melissa Beacall (ASNT Glencoe House)
Mrs Catriona Drain (ASN)

Mrs Kirsty Glen (Mamore House)
Ms Seona MacDonald (ASNT Glencoe House)
Mrs Jacqueline Macleod (ASNT Glencoe House)
Mrs Clare Reynolds (ASNT Glencoe House))
Alan Ross (ASN)
Miss Amy Wilson (PSB)

Instrumental Instructors

Miss Karen Thomson (SI/Woodwind)
Miss Margaret MacMaster (Piping)
Mrs Rebecca Lawrie (Strings)
Mr Mark Reynolds (Brass)

Library

Mrs Nicola Muir

Technicians

Miss Ann Gow (Science)
Mr Andrew MacLeod (Technical)

Office

Mrs Marion Macdonald (Admin Asst)
Mrs Kathleen Donaldson
Mrs Gail Johnston
Mrs Kerry Shearer
Miss Lisa Vickers
Mrs Lorna Weir (Thursday)

Facility Management

Mr Ian Smith
Mr Andy Elder
Mr Euan Morrison
Mr John Anderson

General Auxiliaries

Mrs Christina Cameron
Mrs Christine Rigg

Children's Services Worker

Danielle Reid

Pupil Support Assistants

Ms Nuria Alvarez-Landesa
Mrs Katie Ball
Mr Alfie Bentley
Mrs Deirdre Collins
Miss Hanna Dougan
Mrs Leanne Fitzsimons
Ms Janey Forbes
Mrs Lynne Laing

Ms Corrina MacDonald
Ms Kate MacDonald
Mrs Lorraine MacDonald
Mrs Joan MacGillivray
Mrs Caroline MacIntyre
Ms Fiona MacLellan
Mrs Alison MacLeod MacColl
Miss Marion MacPhee
Mrs Caroline MacPherson
Ms Helen MacRae
Miss Chelbie Maxwell
Mrs Iona McHale
Mrs Claire McIntosh
Mrs Ashley McKerracher
Mrs Ann Moffat
Alexandra Oancea
Mrs Louise Pescod
Mrs Fiona Rogan
Mrs Naomi Gillies

School Nurses

Mrs Jane Anderson
Ms Lynne Donoghue
Mrs Heather MacEachan
Ms Sophie MacKenzie
Mrs Ishbel Murray

Active Schools Coordinator

Ms Bridget Thomas

Careers Adviser

Mrs Louise Oliver
Ms Rachel Lincoln

DHT – Depute Head Teacher

PT – Principal Teacher

SI – Senior Instructor

Year Head Responsibilities (2022/2023)

S1 & S2	Mr Stephen Stewart
S3 & S4	Mr Eric Groat
S5 & S6	Mrs Isobel MacKenzie

Lochaber High School's Vision, Values and Aims

After extensive consultation the school community amended and updated our vision, values and aims.

Vision

Support, Challenge, Inspire!

Values

At Lochaber High School we wish to promote mutual respect, hard work and resilience. Equality, fairness and inclusion will underpin all that we do as we strive to nurture an able, confident and ambitious community.

Aims

At Lochaber High School we will:

- Strive to provide high quality learning and teaching which will challenge and inspire our young people to realise success.
- We will celebrate the uniqueness of our young people, our community and our learning environment.
- Encourage all our young people to develop their personal qualities and abilities by engaging positively with a wide range of activities and experiences within and beyond the curriculum.
- Value and treat everyone with fairness and respect so they feel included and nurtured within a caring, disciplined and supportive school community.
- Continue to develop productive partnerships with our associated local agencies to improve the well-being of our young people and families within our community.

Promoting Positive Behaviour Policy

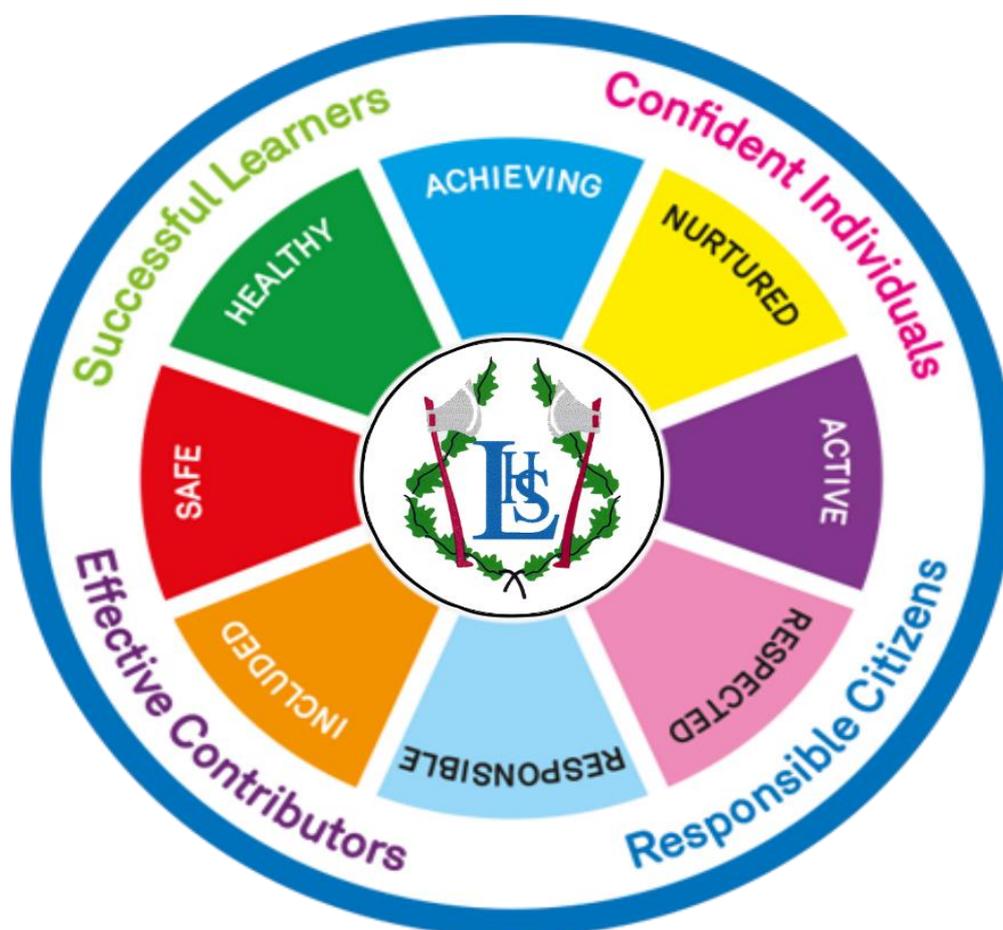
Our Promoting Positive Behaviour Policy (draft) which is based on adopting staged interventions to offer the right kind of support at the right time for our young people who may require such support.

The key strategic policy drivers which inform Lochaber High School's Promoting Positive Behaviour Policy are:

- the national improvement framework particularly the improvement of young people's health and wellbeing, raising attainment and closing the attainment gap
- the United Nations Convention on the Rights of the Child
- the Scottish Government's policy of Excellence and Equity
- the policy framework of Getting it Right for Every Child (GIRFEC)

We believe that every young person in our school should be supported, challenged and inspired to achieve the best possible academic and social outcomes from their learning wherever learning takes place, and this policy sets out the framework to be used to support and challenge pupils so that together, with families and at times external agencies we remove barriers to learning.

Recognising resource limitations support should be targeted to those who need it most and as early as possible to ensure best possible outcomes. As with all our school practices, we will regularly scrutinise, review and modify this policy as part of our self-evaluation and school improvement process. This policy is in line with our overall strategy regarding Health & Well-being.



As a school at the heart of the community of Fort William and Lochaber we wish to acknowledge our role within the community to promote positive behaviour by:

- expecting high standards
- consistently modelling high standards
- using praise and encouragement appropriately
- regularly referring to national well-being indicators found in every classroom
- encouraging positive relations between pupils
- providing proportionate support
- using referral systems as appropriate

Classroom Code of Conduct

All pupils are expected to follow a simple Code of Conduct. Pupils should:

1. Show respect and consideration (for other people, for school property, for the wider community and for the environment).
2. Attend school; be punctual and suitably prepared for classes.
3. Follow instructions from staff and work to the best of your ability.
4. Behave in a safe, sensible and responsible manner.
5. Participate actively in school life.
6. Wear school uniform every day.
7. Take pride in yourself and your school.

Classroom Practice

Factors underpinning positive behaviour are:

- effective learning and teaching
- positive professional-pupil relationships
- clear, supportive, staged interventions

Before learning begins:

- class teachers should welcome pupils into the classroom
- pupils are instructed to remove any outdoor or non-uniform garments
- pupils should have a designated seat or work station according to the class seating plan and instructed to prepare all resources required to start the lesson
- mobile phones should be silent, out of sight and not play a part in any lesson except if the class teacher wishes phones to be part of the learning. (This is in line with our school policy regarding mobile phones which should also be silent and out of sight in the corridors between classes.)

Level 1 – Class Teacher

When a young person engages in behaviour which interrupts learning the following should be undertaken by the classroom teacher as appropriate:

- verbal reprimand or warning

- temporarily move seat of pupil
- temporarily remove pupil from classroom for a brief time to allow the class teacher to discuss issues away from the rest of the class. Pupils cannot be left outside the classroom for any length of time
- issue an exercise which has educational value and is appropriate to the prior attainment of the pupil or a Positive Behaviour reflection exercise
- instruct the pupil to wait back for a brief time from the morning interval to allow the class teacher to discuss issues away from the rest of the class
- issue lunchtime detention supervised by class teacher or any other department colleague (Lunchtime detention should be up to 25 minutes allowing time for eating and comfort break)
- **temporarily remove pupil to the classroom of the Principal Teacher with appropriate work. At this stage in Level 1 the class teacher will complete an incident form or GIRFEC form depending on the individual situation (See Appendix 2).**

In cases of serious indiscipline class teachers will contact the relevant Year Head or any other available member of the Senior Management Team and complete an incident form (See Appendix 2).

Serious indiscipline can be defined as:

- violent/threatening behaviour (*Any violent or threatening behaviour towards a member of staff, an authority Violence and Aggression form must be completed.*)
https://www.highland.gov.uk/staffsite/downloads/file/36/violence_and_aggression_form_schools
- fighting
- swearing
- suspected drug /alcohol abuse
-

Teachers must give careful consideration to ensure sanctions are proportionate to the seriousness of behaviour which interrupts learning. Furthermore, teachers must respond to any incidents of indiscipline in any part of the school, and report this to their Principal Teacher who will make the judgement as to whether the offence should be managed by themselves or a member of the Senior Management Team.

Level 2 - Principal Teachers Curriculum

Principal Teachers Curriculum will follow the relevant steps at Level 1 as appropriate. To support and reinforce sanctions of the class teacher, Principal Teachers Curriculum will undertake the following:

- interview pupil
- interview pupil to advise on restorative strategies
- implement staged increase of any sanction already given by class teacher
- partner with other Principal Teachers Curriculum to support each other in supervising detention
- if a pupil fails to attend a lunchtime detention the Principal Teacher Curriculum should contact a member of the SMT so that action can be taken by Period 6
- under Supporting Pupils as a staple department agenda item Principal Teachers, with department colleagues, will review referrals using the LHS Dashboard; document any

additional planned supportive actions or refer complex cases to Guidance Teachers, Depute Head Teachers or Head Teacher

- request interview with parents following consultation with Guidance Teachers and/or Pupil Support teachers where further clarity on curriculum matters is required
- request additional support intervention from appropriate member of Pupil Support
- refer to Year Head through incident form (See Appendix 2).

Level 3 - Principal Teacher Pupil Support (Guidance)

Guidance Teachers' main role in promoting positive behaviour will be in investigating complex incidents of indiscipline, such as bullying referrals, identifying underlying causes of misconduct and supporting pupils in modifying their behaviour.

Working in partnership with Principal Teachers Curriculum and/or Year Heads to support pupils modifying their behaviour, Principal Teachers Guidance will undertake the following:

- monitor Pupil Referral data and interview pupils as appropriate
- using Pupil Referral data contact parents to avoid escalation in pupil misconduct
- request interview with parents
- carry out regular progress reviews with parents as appropriate
- place pupils on Pupil Support Card
- using Pupil Referral data apply proportionate sanctions
- liaise with Support for Learning, Year Heads and give consideration to referring pupils to outside agencies such as SFM, ALG and Children's Reporter.

Level 4 - Depute Head Teachers

Depute Head Teachers will take appropriate supportive action when:

- it has been demonstrated that a Class Teacher, a Principal Teacher Curriculum or Guidance Teacher has taken appropriate action before referral to Year Head /Depute
- there has been an incident of serious indiscipline
- if an overview of a pupil's behaviour gives reason for intervention

Depute Head Teachers will liaise with Support for Learning, Principal Teachers Curriculum and Guidance Teachers as appropriate and undertake the following:

- interview pupils
- contact parents
- meet with parents
- issue SMT lunchtime or after-school detention
- request PTs to supervise pupils in complex cases which require interviewing a number of pupils
- place pupil on Pupil Support Card
- engage with parents in a pre-exclusion meeting
- recommend exclusion and engage in readmission meetings
- refer pupils to PSB
- refer pupils as appropriate to outside agencies such as SFM, ALG, and Children's Reporter
- refer pupils to "Off-site" provision

- under Supporting Pupils as a staple agenda item within the SMT Operational Meeting, the SMT will review referral data and take appropriate action

Level 5 - Head Teacher

The Head Teacher will take appropriate supportive action when:

- it has been demonstrated that a Class Teacher, a Principal Teacher Curriculum or Guidance Teacher, and Depute Head Teachers have taken appropriate action before referral to Head Teacher
- there has been an incident of serious indiscipline
- if an overview of a pupil's behaviour gives reason for intervention

The Head Teacher will liaise with Support for Learning, Principal Teachers Curriculum, Guidance Teachers and Depute Head Teachers as appropriate and undertake the following:

- any of the above sanctions
- implement exclusion policy

All non-teaching staff in Class, Corridors or Social Areas

All incidents of indiscipline, except those requiring low level or verbal reprimand /warning, should be reported to the class teacher or member of the Senior Management Team as appropriate.

Recognising Positive Achievement

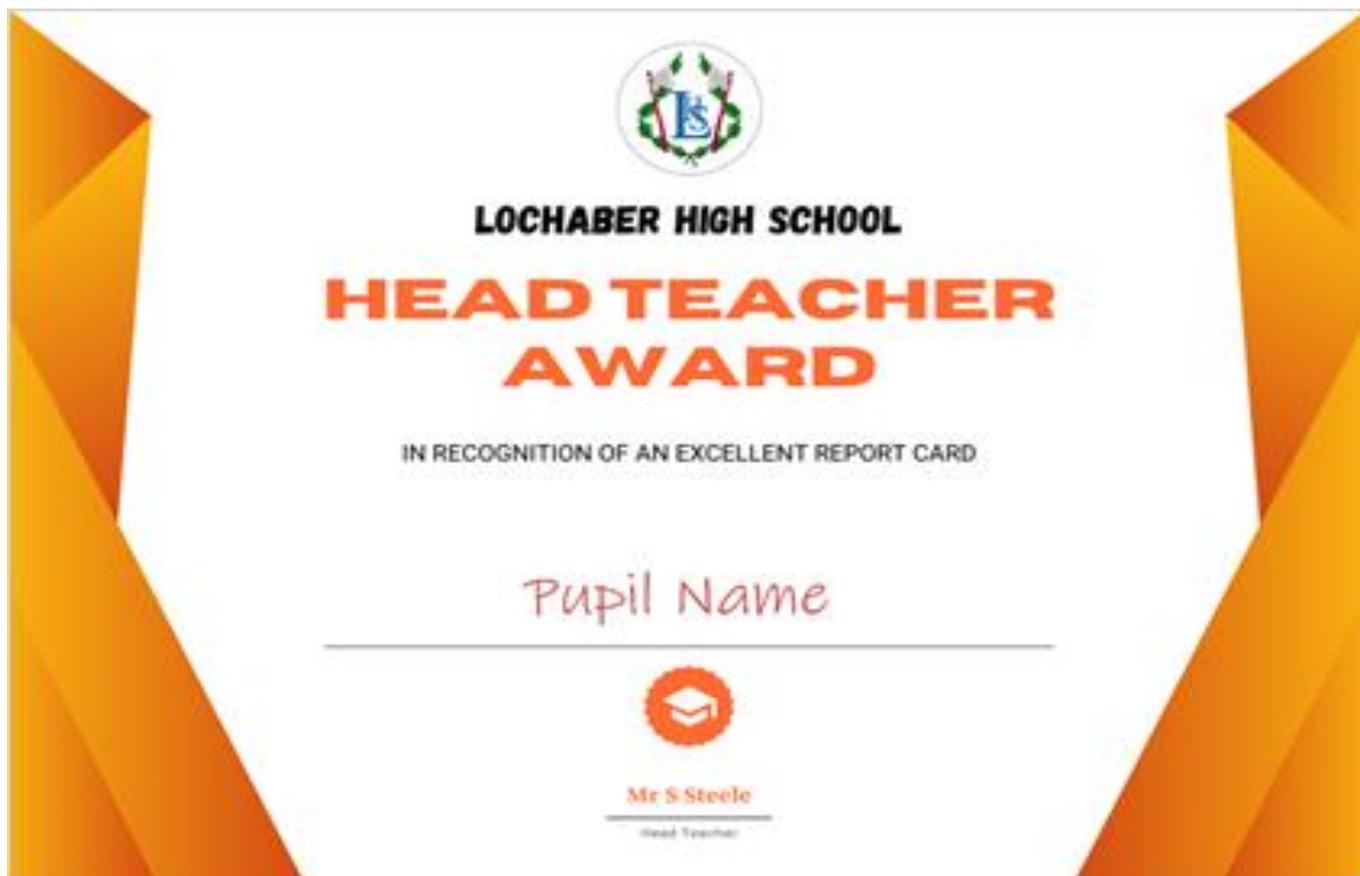
All staff will have the opportunity to send home a certificate to celebrate a success whenever relevant. This is integrated into the suite of letters and there are five categories of praise:

- Consistent Excellent Behaviour
- Consistent Excellent Effort
- Excellent Contribution to School Life
- Excellent Homework
- Excellent Achievement



Excellent Report Letter – Head Teacher Award

Pupils who have an excellent report card will receive a letter and a certificate from the Head Teacher.



LHS Dashboard

All pupil referral data will be collated and used to inform early intervention. This data will populate a dashboard of information which all staff will have access to and actively use to inform decisions.

Curriculum

In S1 and S2 most pupils follow a common course which includes a broad range of subjects. In S3 pupils continue to follow a broad general education but make subject choices within curriculum areas.

At the start of S4 pupils finalise their six subjects for National exams.

Pupils in S4, S5 and S6 follow courses leading to presentation at National (1 – 5), Higher and Advanced Higher.

Details of all courses are contained in the 'Course Choices' booklet which is issued to pupils before they make their course choices and can also be found on the school website.

Religious and Moral Education (RME)

All pupils receive one period of RME per week in the Broad General Education in line with current national guidelines.

Religious Observance

Parents have a statutory right to withdraw their child from acts of religious observance, e.g. a Christmas service or assembly. Any parent wishing to exercise this right should contact the Head Teacher.

Assessment and Qualifications

Teachers will regularly assess pupils' progress as part of learning. Teachers will use a proportionate balance of formative assessment as well as summative assessments such as class assessments. The Broad and General Education has been operating for a number of years, and in anticipation of changes to come, we are developing a knowledge based curriculum from which skills and attributes are developed. These changes will help all children gain both knowledge and skills for learning, life and work by the time they leave school.

The current range of qualifications at National 5, Higher and Advanced Higher levels have all been recently reviewed and updated to ensure that they offer the most appropriate challenge at each level.

The school works with West Highland College UHI and other partners to provide a range of vocational courses as well as enrich the curricular experience from S3 onwards.

Further information on courses, assessment and qualifications will be issued to parents at the appropriate time.

Extra-curricular Activities

The school provides a wide range of extra-curricular activities at lunchtime, after school and at weekends. Some are in association with local organisations and activities varying according to the interests and availability of staff. Many of the activities are organised by the schools 'Active Schools Coordinator', Ms Bridget Thomas. Activities include: Badminton, Basketball, Charity and School Fundraising, Choir, Climbing, Cross-country Running, Dance (Modern & Country), Discos, Drama, Folk Groups, Football, Hockey, Lochaber Music School, Mountain Biking, Musical Concerts, Orchestra, Outdoor Activities, Piping (inc. Pipe Band), Rugby, Running, Scripture Union, Shinty, Skiing, Theatre trips, Wind Band, Yearbook, Young Enterprise, Young Chef, Young Engineers and the Charles Kennedy Debating Club.

The school also organises a number of educational trips. Recently groups have visited France (Adventure France Trip, Paris Trip and Ski France Trip), Iceland and London.

During the first term, pupils are issued with a booklet detailing all extra-curricular activities available and receive updates each day from the Pupil Announcement sheet. Please encourage your children to participate and to take advantage of the many opportunities available to them.

Instrumental Tuition

Specialist instrumental instructors provide tuition in Brass, Woodwind, Piping and Violin. Instruments can be provided by the school.

Parents should note that we are required to charge for tuition. Highland Council writes directly to the parents of pupils who receive tuition to make arrangements for payment.

Attainment & Achievement

Insight

Insight is a benchmarking tool designed to help bring about improvements for learners in the senior phase (S4 to S6). The system is updated twice annually, around September for attainment results, and February for school leavers' data. It provides us with information regarding where our school is having the most success for pupils in the senior phase and also where improvements can be made. Insight measures our performance against a virtual comparator school which is based on the same profile as Lochaber High School, in other words a virtual school of the same size with pupils from similar various social backgrounds.

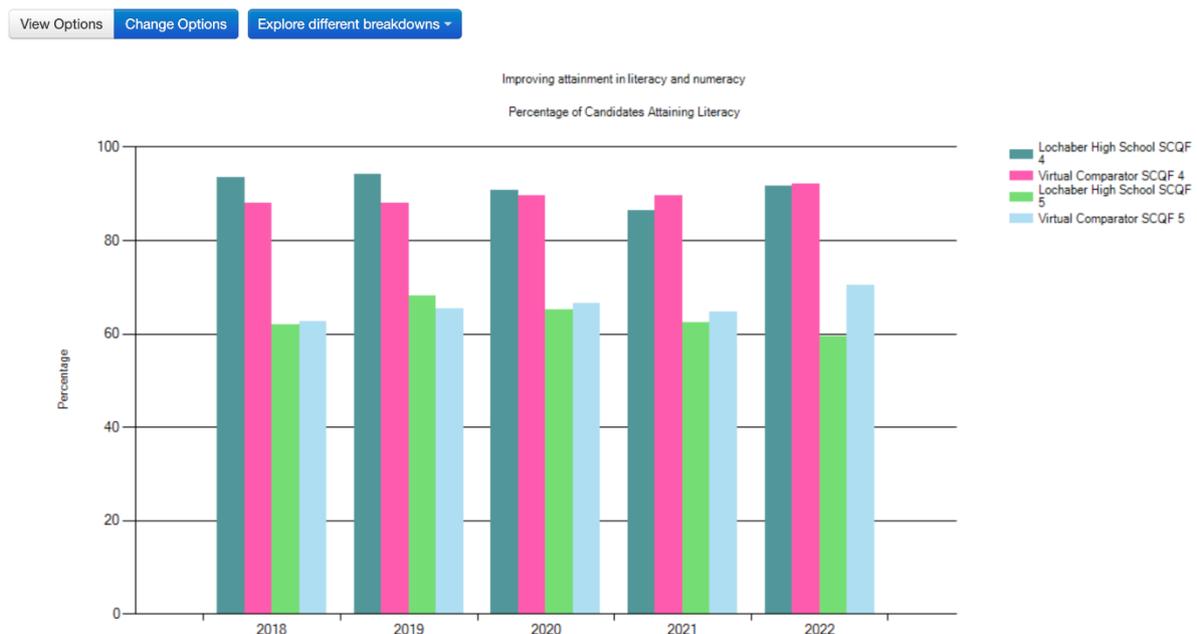
There are four key measures:

- Literacy and Numeracy
- Improving Attainment for All
- Positive Destinations
- Attainment Versus Deprivation

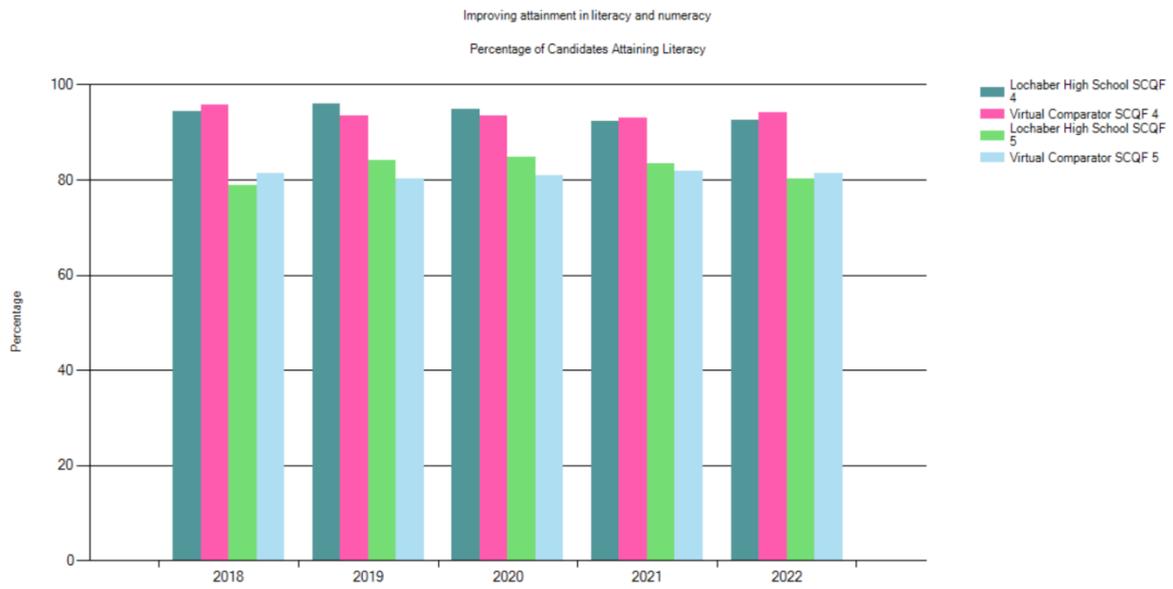
Literacy and Numeracy

S4 Literacy

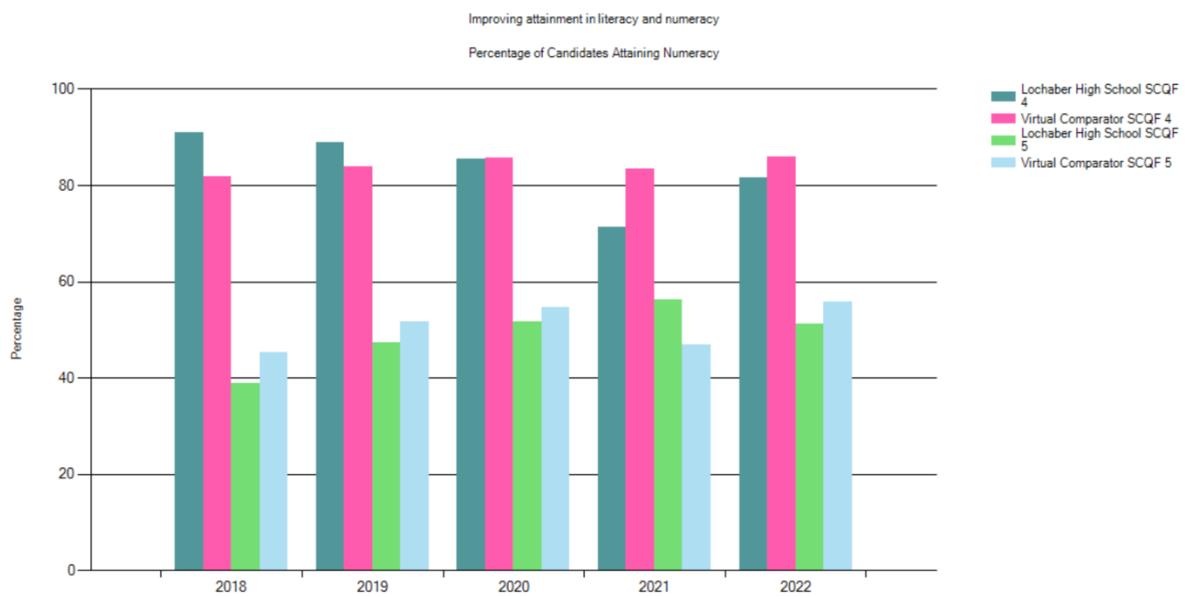
Local Benchmarking Measure: Literacy and Numeracy by Measure



S5 Literacy



S4 Numeracy



S5 Numeracy

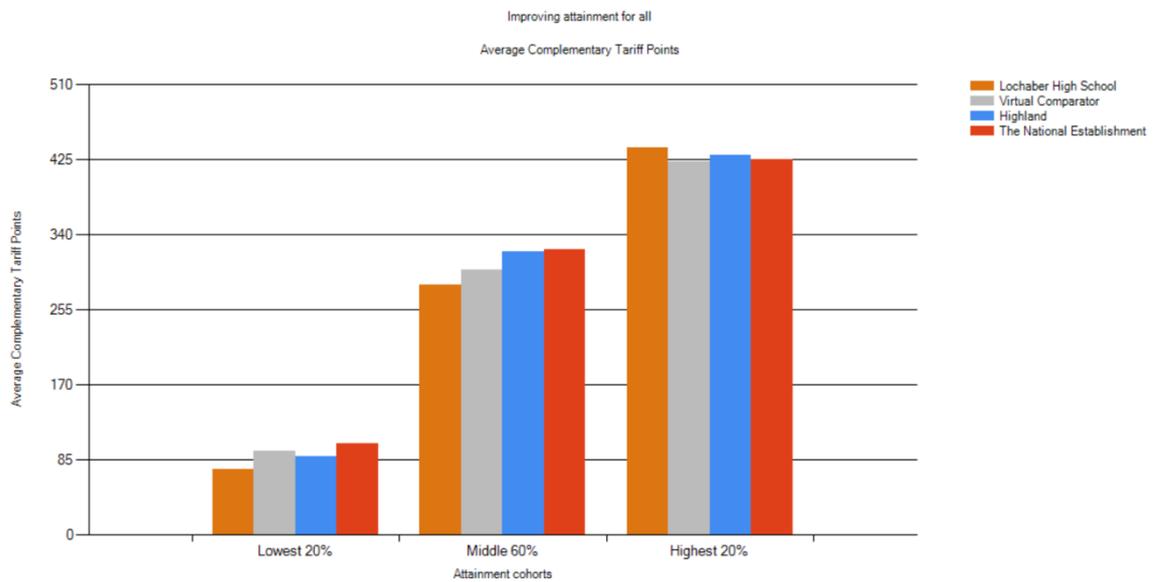


S4

Local Benchmarking Measure: Improving Attainment for All

View Options Change Options Explore different breakdowns ▾

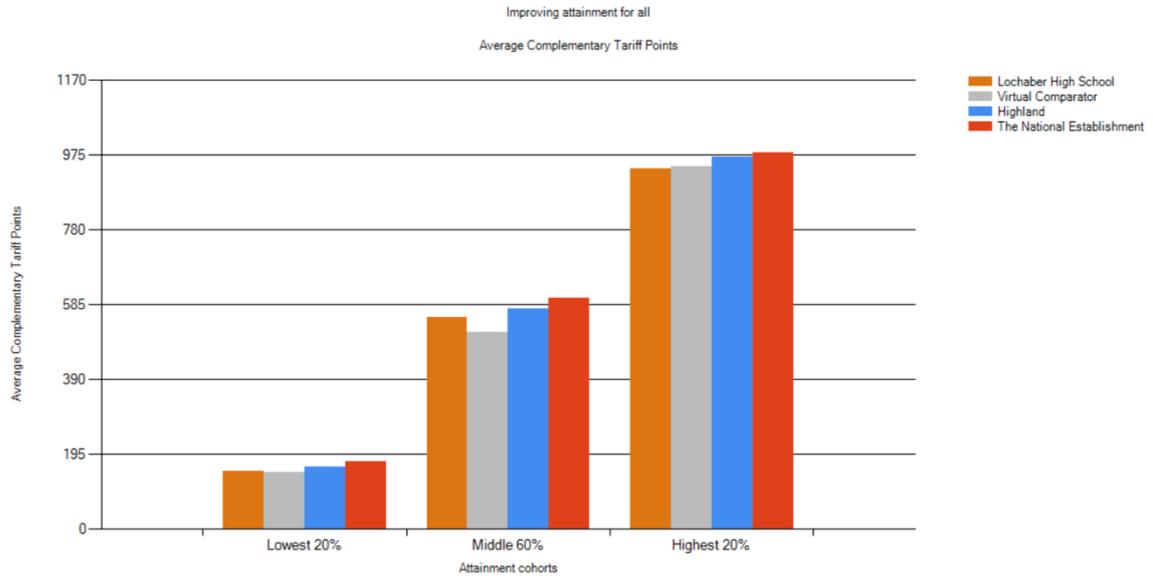
The selected year is 2022



Local Benchmarking Measure: Improving Attainment for All

View Options Change Options Explore different breakdowns ▾

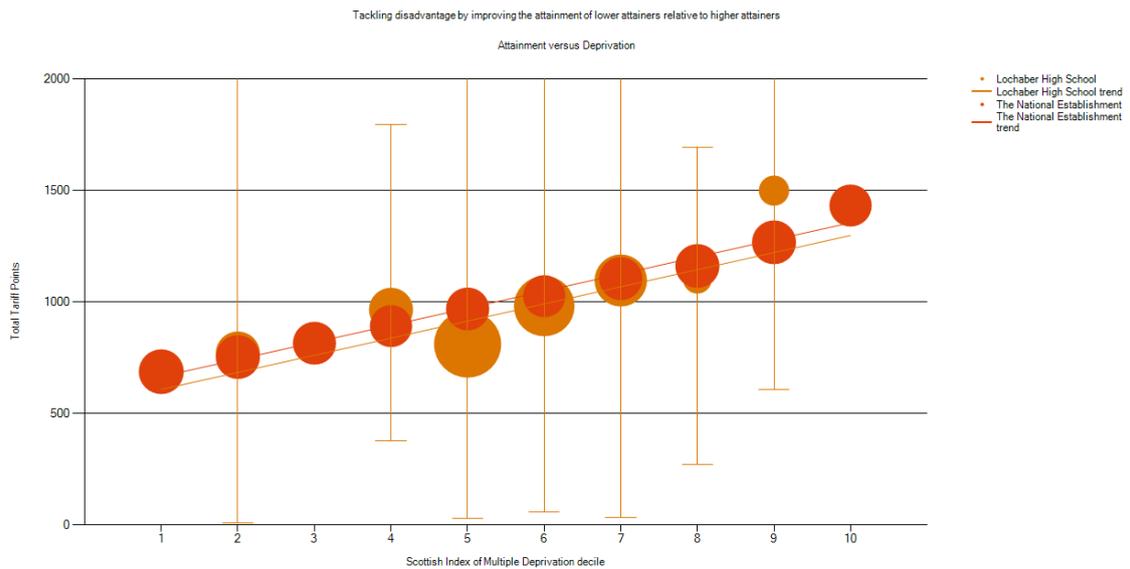
The selected year is 2022



Positive Destinations

Positive destinations are not reported until February.

Attainment Versus Deprivation



When analysing the above data, it is important to view all statistics within the context of having alternative exam arrangements in 2020 and 2021. In other words, the last time pupils sat an SQA exam before April/May of this year, was 2019, and it is this data and the previous years' data we should be using for a more accurate comparison.

In S4 there has been a 5% increase in Level 4 Literacy performance and a small decrease in Level 5 Literacy performance from 2021, however, more importantly we need to take note of a developing negative trend in S4 performance, albeit marginal, developing since 2018. In terms of S5 Literacy performance, this has fluctuated slightly and although we are performing under our VC, the difference is small both at Level 4 and Level 5.

In S4 there has been a 10% increase in Level 4 Numeracy performance, and a decline of 5% in Level 5 Numeracy performance compared to 2021; however, if we compare our 2022/23 performance with the performances of 2018 and 2019, there is evidence of an overall declining trend in Level 4 Numeracy performance and an overall increasing trend in Level 5 Numeracy performance. In S5, Level 4 Numeracy has fallen, as has Level 5. We are below our VC in Level 4 Numeracy performance, and marginally above our VC in our Level 5 Numeracy performance.

Our attainment for the top performing 20% of students is improving and is above our VC in S4 yet below our VC in S5. Conversely, with the middle 60% we are performing below our VC in S4 and above our VC in S5. With the lowest 20% we are performing slightly below our VC in S4 and on a par with our VC in S5.

Finally, our attainment is measured against the socio-economic background of our pupils (Scottish Index of Multiple Deprivation) where index 1 indicates a financially poor background to index 10 which indicates an affluent background. As can be seen from the table above, we require to improve the performance of our pupils from index 5 and 6, however we are performing above the national trend figures in indexes 4 and 9.

Monitoring Progress and Rewarding Achievement

Progress Reports

Progress Reports are sent home to parents at two points during the academic year:

S1	December and May
S2	October and May
S3	September and May
S4	September, November and February
S5/6	September, November and February

Celebrating Success and Achievement

The school takes great pride in the many and varied successes and achievements recorded, either by individual and/or groups of pupils. Achievements are recognised at assemblies, through the media, the school website, through our digital signage, 'positive letters' and through regular school publications such as the Lochaber High Success.

Pupils who successfully complete Sixth Year are rewarded with graduation at an official ceremony as they leave school.

Monitoring Pupils' Progress

In addition to the Progress Reports all staff are able to notify Pupil Support or the Senior Management Team of any concerns they have regarding the progress and behaviour of individual pupils. Pupil Support staff may then decide to alert parents of any issues and put steps in place to further support and enable the young person to do their best.

If parents have any concerns about their child's progress and/or attainment, enquiries to Pupil Support staff are always welcome. Parents should feel confident that they can contact the school at any time to arrange for supplementary or additional reports or to arrange an interview with Pupil Support staff.

Pupil Support

Pupil Support at Lochaber High School operates within the G.I.R.F.E.C. framework for all Highland's children. 'Getting it Right for Every Child' is based on the nationally recognised themes of ensuring that all of Highland's children are Safe, Healthy, Achieving, Nurtured, Active, Respected & Responsible and Included. Further details are available from The Highland Council website:

www.highland.gov.uk or the 'For Highland's Children' website: www.forhighlandschildren.org

The Pupil Support Team at Lochaber High School is led by six Principal Teachers who are line-managed and coordinated by Miss E Gow, Depute Head Teacher. Members of the team work closely together to ensure that your child receives the best package of support and advice throughout their secondary school career. The staff welcome and encourage parents to communicate and pass on to them any concerns or information that you as parents have. Some pupils in S1 also receive support from senior pupils through a 'Peer Support' scheme.

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.

In our school, the Named Person will usually be the Principal Teacher Guidance.

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 www.highland.gov.uk or ask at the school.

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

Support for Learning Department (Mrs K Jamieson)

All children and young people need support to help them learn. Some need more support than others. The majority of pupils with additional support needs are supported successfully in mainstream classes. Sometimes a pupil may exhibit difficulties for the first time in secondary school. When a need is identified the Support for Learning Department follows a staged approach to ensure that pupils receive the help they require at the time that they need it and at the level they need. The stages run from simple classroom strategies to multi-agency assessments and planning. Partnership with pupils and their parents is essential at all stages of the process.

Pupils requiring additional support have a 'Named Person' who works closely with them, their parents, teachers, support staff and, if required, other agencies, to ensure the best outcome for pupils.

Additional Support teachers are assisted by experienced and trained Pupil Support Assistants (PSAs) whose commitment and knowledge of individual pupils and of strategies to support learning is invaluable. Relevant staff have undertaken and regularly update Highland Council CALM training. The Educational Psychologist, Occupational Therapist, Physiotherapist and Speech and Language therapist are amongst the multi-agency professional team who work closely with school staff.

Pupil Support (2)

Glencoe House (Mrs E. Campbell, Acting Principal Teacher)

A small number of pupils with severe and complex needs spend most of their time in the Additional Support Needs Base (Glencoe House) and in community activities with the opportunity to attend mainstream classes as appropriate. Pupils have an Individualised Educational Programme (I.E.P.) appropriate to their needs. Glencoe House is a happy and busy learning environment for all, and pupils work towards achieving National Qualifications in a range of subjects. Pupils are included in whole school activities and those involving their year group. A number of senior pupils often volunteer to provide support for pupils in a range of activities. Staff in Glencoe House work closely with associated agencies such as Occupational Therapy, Physiotherapy and Speech & Language Therapy.

Social, Emotional, Behavioural Needs (Miss A Wilson)

A number of pupils with social, emotional and behavioural needs are supported by staff, either in the Pupil Support Base (P.S.B.) or in mainstream classes. Where appropriate, referral is made to associated agencies to ensure that every child receives the best and most appropriate package of support. These agencies include health professionals, Social Work, Educational Psychologist, Children's Service Workers, Skills Development Scotland, Community Education and the offsite educational provision at An Cala. Parents will be consulted about and informed of the detail of any additional support offered by these agencies.

ASC Support (Mrs K Glen)

For pupils who have a diagnosis of autism, support is available within the school in G12. This base is supported by trained teaching and support staff who assist pupils both in mainstream classes as well as in G12, if appropriate.

Pupil Support (Guidance) Department

Throughout their years in secondary school, pupils will be taught by subject specialists i.e. different teachers for different subjects. One person, however, remains constant and that is the child's Pupil Support (Guidance) teacher. To achieve this continuity, all pupils have been allocated a "House"; Lochiel, Nevis, Rannoch or Shiel.

A pupil's House is indicated by the letter in the pupil's Tutor Support class name e.g. 1R1, 1S2, 1N1. Each pupil will remain in that House for all of their years at school with each House being the responsibility of one Principal Teacher.

Lochiel	Mr L Beagent	Nevis	Mr H Al-Khairulla
Rannoch	Miss M Kirkaldy	Shiel	Ms S McGonigal

The chief purpose of the Pupil Support (Guidance) system in the school is to ensure that all pupils make the best use of their years at Lochaber High and that they are faced with as few problems and difficulties as possible. Advice, support and help are, therefore, given in many areas e.g. P7/S1 transition and 'settling down' interviews in S1, course and subject choice advice in S2, S3 and S4, progress monitoring for all years, support with University and College applications, character reference writing, attendance and punctuality matters, pupil discipline issues, anti-bullying measures, personal/domestic reasons. In brief: advice, support and help may be given on curriculum matters, on careers, and on personal matters.

The Pupil Support (Guidance) teacher remains responsible for a pupil throughout the pupil's time in school and, therefore, it is the Pupil Support (Guidance) teacher who generally gets to know the

pupil best across the curriculum and beyond the curriculum. As a result, the appropriate Pupil Support (Guidance) teacher is the first point of contact for parents wishing to speak to someone in the school regarding their son or daughter. To a great extent, Pupil Support (Guidance) staff rely on close contact with, and the cooperation of parents, so any parent with a problem, query, request or information regarding their son/daughter, is encouraged to contact the appropriate Pupil Support (Guidance) teacher, usually by telephone, letter or email. Pupil Support (Guidance) staff will respond as promptly as possible (taking into account their teaching commitments) to parental contacts and if necessary arrange appointments to meet with parents at a mutually convenient time.

Tutor Support

All pupils are allocated to a Tutor Support class and spend one period per week with their Tutor. Tutors will move up with classes each year so that pupils and staff get to know each other well.

The Tutor Support period provides an opportunity for Tutors to get to know pupils, support their progress in school, enable pupils to review progress and set goals for the future and also contributes to delivery of the school's Health and Wellbeing programme.

The Tutor Support programme is managed by Mr Macnab, PT Guidance.

School Nursing (Health) Service

The School Nursing (Health) Service in Lochaber High School is provided by a team of School Nurses based in Camaghael Hostel. The School Nurses are employees of the Highland Council, School Years Family Teams, and their role is to provide a school-based health service which is defined by service agreements between the Highland Council and NHS Highland. The School Nurses, in accordance with the National Practice Model and Getting It Right For Every Child (GIRFEC), aims to work in partnership with children and young people, parents and teachers to enable pupils to fully benefit from their education.

How is this achieved?

- The School Nurses can offer an assessment of health needs and refer to other services, if required
- The School Nurses manage the schools immunisations programme which is offered to all children
- The School Nurses can act as a link between other health professionals and the school
- If a pupil has Additional Support Needs and has a Child's Plan, the School Nurse may become a Health Partner to the plan.

Any pupil wishing health advice may self-refer, confidentially, to the School Nurse and an appointment will be arranged.

Child Protection

From time to time incidents can occur within or outwith the school setting that 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 can be obtained from the Child Protection Development Officer, Ms Penny Rowe, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN – Telephone (01463) 703483 – Fax (01463 713237).

Equality and Inclusion

The school has adopted The Highland Council's policy for Promoting Diversity and Equality which can be accessed at:

file:///C:/Users/Home/Downloads/Promoting_Diversity_and_Equality_Policy_Final_Feb_2016.pdf

Our activities in school should ensure that we: eliminate unlawful discrimination, advance equality of opportunity and promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Data Protection

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

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.

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

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.

Your data protection rights

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

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, Mick Wilson, at mick.wilson@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.

Attendance

Parents are asked to support their children's education by ensuring that all pupils attend school regularly and arrive on time.

We operate a system of registering pupil attendance at school electronically. This happens each period throughout the day, as well as first thing each morning. This gives an accurate record of school attendance and we can notify you, by text message, if your son/daughter is not in school or not in his/her class. You will also be able to notify us, by text message, if your son/daughter is absent from school. You can, of course, if you prefer, send an absence note.

To use the text facility, you must register a mobile number with us; this is the number that we will send messages to. If you send a message to us from that number, the message will automatically be assigned to your son/daughter (or to your family if you have more than one child in the school). Text messages sent from unregistered numbers will not be delivered. Please remember to notify us if you change your registered mobile number.

If your son/daughter is absent from school, we will notify you by text message – please respond to this text with a 'reason for absence'. If you are unable to text, please telephone the school on 01397 702512 and leave a message. If you are not able to contact us, we will endeavour to contact you. If no contact is made, please ensure that an absence note is provided when your son/daughter returns to school. Notes should be left in the drop-off box at the office; there is no need for pupils to queue.

Permission to leave the school during class hours

Pupils may not leave the school premises during class hours or at the interval without seeking permission. Pupils will be granted permission if they present a signed, written request from a parent or carer to the Head Teacher/Office. When a pupil does not return to school after lunch through illness, or for any other reason, it is essential that the school be informed immediately by telephone or text.

Pupils will be released on a 'sign-out', 'sign-in' basis for medical, dental and other appointments. They should report to the School Office before 8.50am, with either the appointment card or a parental note. Parents will appreciate that verbal messages may lead to misunderstandings.

Concerns

Parents will be invited to school to discuss any concerns about attendance. In some cases the matter may be referred to an appropriate agency.

Holidays

Please note that parents are encouraged not to arrange family holidays during term time and any requests for holidays during term time will not be supported by the school.

School Uniform

We wish to ensure all our pupils wear school uniform, and we actively support families who struggle to provide full school uniform. Please ensure you apply for a clothing grant and free school meals if you qualify, and also please contact your child's Pupil Support Guidance Teacher who will be able to provide direct help from the school regarding school uniform.

All pupils are expected to wear school uniform:

- **Plain white school shirt, buttoning to the neck (long or short sleeve)**
- **School tie (black with a thin red stripe)**
- **Plain black knitted v-neck jumper or cardigan (with or without school logo)**
- **Plain black school trousers or skirt**
- **Plain black shoes (formal school shoes or plain black trainers)**

Pupils should **NOT** wear the following:

- Jeans (no denim)
- Jogging bottoms or leggings
- Shorts
- Hoodies or tops with prominent logos
- Clothing, scarves or badges related to football teams or other organisations

All pupils will be asked to remove outdoor clothing in class (jackets, scarves, gloves etc).

Where to buy school uniform

There is no requirement to purchase from any particular supplier. We have arranged for knitted tops (jumpers and cardigans) with school logos to be provided by Gilmour Sports, Harbour Road, Inverness, IV1 1UF (Tel. 01463 222022): www.schoolwearmadeeasy.com. These are also available from 'Clothing at Tesco'. Trousers, skirts, shirts, jumpers and cardigans without logos are also available from Tesco, Asda, M&S and host of other suppliers. Links to online ordering sites are available on our school website www.lochaber.highland.sch.uk

It is strongly recommended that all school uniform clothing is labelled with the pupil's name. You can order iron-on name tags from Gilmour Sports or from a number of different suppliers online.

Free school meals and assistance with clothing

To receive free school meals and assistance with school clothing, your household must be in receipt of any one of the following:

- Income Support
- Universal Credit (where the monthly earned income does not exceed £660).
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not in receipt of Working Tax Credit, and your income is less than £17,005 (as assessed by the HMRC)
- Child Tax Credit and Working Tax Credit and an income below £7,920 (as assessed by the HMRC)

- Support under Part VI of the Immigration and Asylum Act 1999
- Pension Credit Guaranteed Credit

You can also apply:

- If you are 16 to 18 yrs old and receive any of these benefits in your own right
- If you have no recourse to public funds, normally due to immigration status

School Meals

The school operates a cafeteria system. The dining hall is open at 8.30 a.m. for Breakfast service (hot filled rolls, toast, cereal, porridge etc), morning interval service at 11.20 a.m. and lunchtime service from 1.15 p.m. until 2.00 p.m. The cafeteria operates a cashless system with each pupil having their own "National Entitlement Card". The school strongly recommends that money be added to the card by cheque payments or online at:

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

Pupils are able to check their balance on either of two validator machines situated near the main dining hall. It is a condition of ownership that purchases are not made on behalf of pupils other than the cardholder. In the event of loss, pupils or parents should contact the service centre on 0870 428 6947 to cancel the card and order another.

Free School Meals

Free school meals are available to pupils whose parents/carers qualify for assistance (see details on previous page). Application forms are available from the school office or from The Highland Council website. The daily allowance for free school meals is added automatically to pupils' cards but does not accumulate – it must be used that day.

Employment of Children

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

https://www.highland.gov.uk/info/1125/licences_permits_and_permissions/23/employment_of_children

First Aid and Emergencies

A pupil who is ill or injured in school is referred to the office where a trained First Aider is available. If it is necessary for the pupil to go home, the parent or emergency contact will be telephoned and asked to collect them. Pupils will not be sent home by bus, unless parents have given permission.

If a pupil has to be taken to hospital in an emergency, transport will be sought, although it is not always possible for a member of staff to remain at the hospital. Parents will, of course, be contacted as soon as possible.

It is essential that the school should have an emergency contact for each pupil in case parents cannot be contacted.

Anti-Bullying

Parents are encouraged to contact the school if they are worried about bullying in any way. We take concerns about bullying very seriously and will work hard to seek a suitable resolution.

Textbooks and Equipment

All textbooks, work materials, and jotters are provided by the school. Pupils are expected to provide their own pens, pencils and erasers as well as P.E. kit. All textbooks and jotters should be covered to protect them. If pupils lose jotters, textbooks or school library books through negligence, they are likely to be asked to contribute to the cost of replacement.

Please remember to return all textbooks and equipment to school at the end of a course or when leaving school.

Security

In line with national measures to improve school security, all visitors (including parents) are asked to enter by the main door and report to Reception where they should sign-in and collect a 'Visitor' badge.

Transport to School

Due to the extensive catchment area, there is a complex system of transport provided to take pupils to and from school including buses, ferries, minibuses and taxis.

Pupils travelling by bus can apply for a card to access the Young Persons (under 22s) Free Bus Travel Scheme. Pupils will need a National Entitlement Card (NEC) or Young Scot NEC with the valid free travel entitlement with them whenever they want to take the bus – otherwise they'll have to pay for their trip.

The Education Authority supplies Season Tickets for special transport (buses, minibuses or taxis), when required, with no charge to parents. Application forms for places on special transport are available from the school office. Pupils who have a season ticket are expected to produce their ticket on each trip.

For pupils transferring direct from Primary School, arrangements will already have been made by their Head Teachers. Guidance and support will be provided to primary pupils closer to the transitions days, and additional visits to Lochaber High School.

Behaviour on Buses

Pupils are expected to maintain a high standard of behaviour on buses, particularly as misbehaviour may distract the driver and be a risk to safety.

Late Bus Passes

Pupils who remain in school beyond 3.40 p.m. to take part in extra-curricular activities or for Study Support can use their National Entitlement Card (NEC) or Young Scot NEC to access public transport.

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 Education Authority 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. The school will make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore:

- **Parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **The school** will advise parents of local arrangements for school transport and any special arrangements in the event of adverse weather.
- **The school** has established a system of communication with parents and transport operators and ensures that parents are fully informed of the arrangements. This includes the 0800 telephone information service (see page 13).

When weather conditions are poor:

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain “tuned in” to ongoing road, weather or school information updates.

Broadcast times

Nevis Radio will carry bulletins at roughly ten minute intervals between 7.00 a.m. and 8.00 a.m.

BBC Radio Highland

6.55 a.m. – 7.00 a.m. 7.50 p.m. – 8.00 p.m.

12.55 p.m. – 1.00 p.m. 4.55 p.m. - 5.00 p.m.

In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins.

Please do not telephone local radio for advice but listen to appropriate broadcasts.

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.

Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible and, when weather conditions are poor, parents should arrange to have children met at the “drop-off” point.

Telephone Messaging Service

All Highland schools have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher.

When severe weather warnings are received, the school will endeavour to keep the system updated. It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the school's Adverse Weather Guidelines (page 14).

How to use the service

Dial Highland Council's access number – **0800 564 2272**

When requested, enter the school's pin number – **04 1150**

You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with the school.

You will now hear the school's name. Ensure that this is correct before going on.

You will now be taken to the MAIN MENU where you will be given 4 options:

Press 1 to hear Lochaber High School's message about the adverse weather for example whether or not the school is to close or if transport arrangements have been affected.

Press 4 to enter the pin number for another school within the authority. Parents may have children who attend different schools.

This option allows you to move from one school's messaging service to another without having to dial in again.

Using Other Features

Press 2 to send the school a NON-URGENT message Do not leave an urgent message, as the school cannot guarantee to pick up the message soon enough for action. For urgent messages, speak to someone directly.

Press 3 to hear general information messages. The school may use this as an additional way of informing parents about school events. Parents may hear up to ten messages with the most recent played first.

Winter Weather Website

Information on school closures can also be obtained from the ECS Winter Weather Website:

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

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 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 'Leavers Form' from the Office and have it signed by all their teachers, Guidance teacher and the Head Teacher to show that all books and equipment have been returned. The completed form should be handed in to the Office.

Skills Development Scotland (SDS) – Careers Service

In Lochaber High School there are two careers advisers available to offer careers information advice and guidance to school pupils.

The service can include:

- One-to-one career guidance through a coaching approach
- One-to-one meetings with S3 pupils at subject choice time
- Group sessions
- Drop-in clinics
- Availability at school events like parents' evening

The strategic aim is to equip individuals with the skills to make well informed career decisions by identifying and developing their career management skills.

SDS works in close partnership with Lochaber High School and other partner agencies to try and ensure school leavers have a positive destination. That could be continuing in education at college or university, taking up a job or modern apprenticeship, becoming self-employed, undertaking a graduate apprenticeship or accessing a training place on a government programme. Destination results for Lochaber High School can be found in the Parent Zone section of the Education Scotland web site.

We would encourage you to use the parents section of SDS's web service My World of Work at www.myworldofwork.co.uk/parents to help support your child's career planning. SDS also offer two other web sites: www.digitalworld.net for information on Digital careers and www.apprenticeships.scot for information on the Scottish Apprenticeship family (Foundation, Modern and Graduate Apprenticeships)

Parent Council

The Parent Council meets regularly and supports the work of the school. Parents and friends of the school are most welcome at the meetings which are open to the public. The Chairperson of the parent Council is Mrs Shona Fleming. Further details can be obtained by contacting Mrs Fulford through the school or through the Parent Council section of the school website.

Making a Complaint

If you are unhappy with any aspect of the school's service, you may wish to make a complaint. If a complaint is regarding your son or daughter it should, in the first instance, be directed to the appropriate Guidance teacher. Complaints of a more general nature should be directed to the Head Teacher or one of the Depute Head Teachers.

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 the Area Education Manager.

Please read this 'Handbook for Parents' in conjunction with our website for the most up-to-date information about the school calendar and events.