

Kinlochleven 3-18 Campus Handbook 2020-2021

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The information in this handbook is correct at the time of publication (November 2020) but may change over the next few months. Updated information will appear on our School Website/s.

Information for Parents and Pupils

The current pandemic has affected the normal running of schools in many ways. This Handbook reflects the way the school *usually* runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many ways this session, and may well change again, depending on how the pandemic develops. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements. For the latest information about how the pandemic affects children, young people and families across Scotland, please visit the Scottish Government website, which has helpful information [about Coronavirus and its impact on education and children.](#)

As you will be aware, there have been changes to the way the Scottish Qualifications Authority (SQA) is planning to provide certification for young people in the Senior Phase. School staff are currently working on changes to course content and approaches to assessment, and all of the relevant details about this will be included in next session's Handbook. Meanwhile, further information can be found on the SQA website (www.sqa.org.uk), which includes a section of [advice for candidates and families.](#)

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Welcome to Kinlochleven 3-18 Campus: Parent/Carer Welcome

Dear Parent/Carer,

It gives us great pleasure to welcome you to our fantastic school. At Kinlochleven 3-18 Campus we believe that a happy child is a successful child. We believe that to ensure success for each of our pupils we need to provide a high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning. We believe that working collectively and creatively with our whole school community ensures sustained successes for our pupils.

At Kinlochleven 3-18 Campus our curriculum, based on the recommendations of Curriculum for Excellence, offers pupils the opportunity to develop skills and abilities across the full range of subject areas but also through wider achievement, inter-disciplinary learning and by taking part in the ethos and life of the school as a community. Currently, we are reviewing our schools' Vision, Values and Aims and after a full consultation these will be shared on our School Website.

Communication is very important to us. We issue updates via See Saw and the School App for Parents, hold regular Parental Engagement sessions and regularly have events that invite in the whole school community. Parents are kept informed of their child's progress through reports and tracking updates throughout the year. 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. 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.

We are fortunate to have an extremely supportive and active Parent Council who go above and beyond to support the pupils, staff and whole school community at Kinlochleven 3-18 Campus. They are always ready to welcome new parents/carers into their teams to work with the school. If interested in joining, please contact the school.

We want you to feel part of this school community and we look forward to having a very long and happy relationship with you and your child here in Kinlochleven 3-18 Campus.

Jemma Playfair
Head Teacher

Welcome to Kinlochleven 3-18 Campus: Pupil Welcome

To all the pupils at Kinlochleven 3-18 Campus,

It gives us great pleasure to welcome you to our fantastic school. At Kinlochleven 3-18 Campus we believe that if you are happy you will be successful. We believe that to ensure success for each of you we need to provide a high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning. We believe that working together with you and our whole school community ensures long-lasting successes for each and every one of you.

At Kinlochleven 3-18 Campus we want to ensure that you have the same opportunities as every other pupil within The Highland Council. We may be small in size but we have huge aspirations for each and every one of you. There are no limits to your future successes and we will celebrate every one of your successes with your parents/carers, the teachers in the school and the whole Kinlochleven School Community.

Your Voice is crucial in making improvements to the school and planning for your future years at Kinlochleven 3-18 Campus. We will regularly hold Pupil Voice sessions throughout the year to ensure every voice in the school is heard. Currently, we are reviewing our schools' Vision, Values and Aims and after a full consultation these will be shared with you all in our "You Said, We Did" noticeboards in school.

When you are in our school we will strive to ensure you feel safe, secure and comfortable in your learning environment. This will allow you to realise your full potential at Kinlochleven 3-18 Campus.

Jemma Playfair
Head Teacher

School Information

We are very fortunate in Kinlochleven to be part of a modern, attractive school campus with excellent facilities. Staff take pride in promoting and encouraging a positive and inclusive ethos where pupils' good behaviour, effort and achievements in and out of school are recognised and celebrated.

The Nursery, Primary and High School moved to a new purpose-built building in August 2008 on the same campus as part of The Highland Council PPP2 (Private and Public Partnership) initiative. We amalgamated as one 3-18 school in August 2019. The campus is not only used by pupils but by the wider community and has amongst its features, the following:

- A library including public access computers
- A 120 seat theatre
- Video Conferencing facilities
- Two sports halls
- A fitness suite
- An Astroturf

We use technology to enhance learning; all pupils have access to Smartboards, surround sound speaker systems, Chromebooks as well as desktop computers.

Our Nursery is funded by the local authority and, at present, operates a four day week Monday – Thursday. Our Nursery is inspected regularly. A copy of inspection reports may be viewed/downloaded online at www.scswis.com or you may request a copy by telephoning 0845 600 9527. Children who reach the age of 3 years/4 years before the end of February of the following year will be eligible for enrolment of a nursery place. Information is available from Nursery Staff and the Highland Council Website.

From January 2021, our Nursery will be increasing to 1140 hours. More information can be found [on The Highland Council Website](#).

Enrolment for our Primary takes place at the end of January or beginning of February. It is advertised in the local press, on our website, and within the village. All children who reach the age of 5 years on or before the start of the summer term in August are eligible to attend primary school. Children who will reach the age of 5 years before the end of February of the following year are also eligible for enrolment.

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).

Extra-curricular activities and trips are an important part of school life and many are supported financially by our active Parent Councils.

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

Skiing	Swimming
Football	Dance
Rugby	Basketball
Volleyball	Quidditch
Badminton	Young Engineers
Drama	Chess Club
Rock Challenge	Rock School
Theatre trips	Art trips
Economic and business trips	Duke of Edinburgh Award Scheme

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

- Nursery and Primary end of year trip
- Curriculum related trips e.g. P6, P7 and S3 to the Inverness Mosque in 2018
- S1 trip to Loch Eil Outward Bound

S2 Alternative Activities (dispersed throughout the session)

S3 A new overseas expedition starts this session replacing the previous OYT sailing trip.

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

The current Nursery roll is 18 (registered for up to 20).

The Primary School currently has a roll of 58.

The High School roll is 146.

School Vision and Values

Our *Current* Core Values are to be:-

- Honest
- Kind
- Inclusive
- Confident
- Ambitious

At Kinlochleven 3-18 Campus, we aim to

- be **Ambitious** for every pupil, preparing them for future life
- provide an **Inclusive** environment that is **Ready, Respectful and Safe**
- build **Confidence** through relationships with **Honesty** and **Kindness**
- strengthen sustainable connections with our local, national and global community

As of November 2020 we are revising our school's Vision, Values and Aims. We are undertaking a full school community consultation to ensure every voice is heard. Any updates will be communicated through our school website and parent/carer correspondence.

The 3-18 campus seeks to be an inclusive and welcoming place for all pupils and members of the school community. The school seeks at all times to meet their obligations under the Equality 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 & 2 Depute Heads. We meet weekly to look strategically at the running of the school and how we can work together to further school improvements. We very much believe in working together and we keep in regular contact throughout the school day.

Head Teacher 3-18 Campus : Miss Jemma Playfair

Depute Head Teacher (Secondary): Mr Joe Hannaway

Depute Head Teacher (Primary): Mrs Loren Crowley

Principal Teachers (PT):

The High School has a management structure in place with Faculty PTs in the following areas: Mathematics, Science & Technology, 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 PT group is consulted in developing new policies for the school in advance of these policies being discussed at full staff meetings. SLT meet regularly with the PT Group to

We also have a **Pupil Support Team** to support pupil progress, support learning and monitor behaviour. We have two Principal Teachers of Guidance and a Principal Teacher of Support for Learning. Each week our SLT meet with the Pupil Support Team to discuss pupils who require an additional level of support to allow them to engage with the curriculum. The Pupil Support Team are also in regular contact with subject staff and parents with regard to pupils' progress.

PT Support for Learning: Mr Andy Heron

PT Guidance x: Miss Shona Ritchie

PT Guidance y: Ms Michelle du Preez

Learning and Teaching:

Learning and Teaching is our core business 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 staff working groups. The school also implements formal classroom observations to allow senior staff to monitor the quality of teaching and learning.

School Fund Committees:

These Committees are responsible for managing the School Fund, monitoring spending and auditing accounts. Each Committee consists of volunteers and is elected by the school staff, with the Head Teacher being a statutory member. The position of Chair is elected annually by the committee.

We are fortunate to be the recipient of significant funds raised through the efforts of our Parent Councils which significantly bolsters our School Funds. This enables a wide range of events and trips to take place.

Pupil Voice and Pupil Council:

The Pupil Councils meet once per month, representing the views of pupils to the SLT. Issues of concern, or new ideas, can be raised and can be discussed further in class, 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 make the school a better place
- To enable pupils to help themselves
- To raise awareness of school policies

Pupil Voice activities will be carried out regularly throughout the year using [HGIOURS-Part2](#) as a tool for self-evaluation.

Staff List

Teaching Staff (PT = Principal Teacher)

Senior Leadership Team

Miss Jemma Playfair	Design and Technology	Head Teacher
Mr Joe Hannaway	Mathematics	Depute Head Teacher (Secondary)
Mrs Loren Crowley	Primary	Depute Head Teacher (Primary)

Primary Teaching Staff

Mrs Katherine Beattie	P1/2/3 Teacher
Mrs Michelle Wade & Ms Sarah Stephen	P4/5 Teacher
Miss Michelle McNeil	P6/7 Teacher

High School Staff

Mr Donald Smith	Geography	PT/Faculty Head (Literacy, Languages & Social Subjects)
Mrs Jillian Clark	Business Education & Admin and ICT	
Ms Michelle du Preez	English	PT Guidance y
Mrs Irene Walker	English	
Mx Charlie Putton	French & Computing	
Mr Andy Heron	History	PT Support for Learning
Ms Anna McBride	History	
Mr Garry Simpson	Mathematics	PT Numeracy & Mathematics
Ms Yvonne Toal	Mathematics	
Mrs Gail Wilson	Physical Education	PT / Faculty Head (Practical Subjects)
Mrs Katy Cockerill	Art and Design	
Mr Peter Duggan	Music	
Mr Graeme Martin	Design and Technology & Drama	PT/Faculty Head (Science and Technologies)
Mr Alan Morrison	Physics	
Miss Shona Ritchie	Biology	PT Guidance x
Mrs Gill MacLintock	Chemistry	
Mrs Pamela Griffon	Science	
VACANCY	Food Technology	

Nursery Staff

Mrs Liza Heriot	Early Years Practitioner
Ms Jennifer Lindsay	Early Years Practitioner

Visiting Teachers

Ms Sandra Hollingdale	String Tutor
Mr Mark Reynolds	Brass Tutor

Support Staff

Mr Ken MacDonald	Administrative Assistant
Mrs Morag Kemp	Administrative Assistant
Mrs Beth Grant	Clerical Assistant
Mrs Val Rowe	Pupil Support Assistant

Ms Mary Benvin	Pupil Support Assistant
Mr Michael Doherty	Pupil Support Assistant
Mrs Susan MacMillan	Pupil Support Assistant
Mrs Marion Janzen	Pupil Support Assistant
Mrs Eilidh Taylor	Pupil Support Assistant
Mrs Karin Cooper	Pupil Support Assistant
Mrs Sheila Dykes	Pupil Support Assistant
Mrs Jennifer Grant	Pupil Support Assistant
Mrs Shirley Grant	Pupil Support Assistant
Mrs Jane Bruce	Active Schools Coordinator (Job Share)
Miss Rebecca MacLean	Active Schools Coordinator (Job Share)
Ms Kara Gillespie	Youth Development Coordinator
Miss Holly MacDougall	Catering Assistant
Mrs Eileen Donald	Catering Assistant
Ms Janka Slezakova	Catering Assistant
Mrs Maria MacDonald	Leven Centre Coordinator (Highlife Highland)
Ms Shirley Patterson	Careers Adviser (Skills Development Scotland)
VACANCY	FMA (MEARS FS)
Mr Partick McInnes	Assistant FMA (MEARS FS)
VACANCY	Cleaning Supervisor (MEARS FS)

The Parent Councils

The Parent Council plays two important roles within the school; firstly to express the parents' views and ideas on some of the widespread issues that affect the school and the pupils, and secondly, 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 Councils do.

The Primary School Parent Council

The Parent Council exists to support the Primary School in its work with pupils and parents, carers and guardians. Communication with parents is a key area of the Parent Council's work so we can accurately represent all the parents' views. Getting involved in your children's learning is one of the most important ways of making a difference for children's achievements. Parent Councils provide an opportunity for parents to get involved in ways that suit them and to support their school in getting the best education for all the pupils equally.

We assist the School with fundraising events, such as serving teas, coffees and holding raffles at school shows, arranging Prize Bingo nights, helping at a bag-packing fundraising day at Morrison's, hosting cinema shows, etc. to raise funds which go towards reducing the individual cost of the school trips, and other benefits such as the Innovation Room and Outdoor Shelter.

Mrs Pauline Byers - Chair

The High School Parent Council

The Parent Council exists to support the High School in its work with pupils and parents, carers and guardians. Communication with parents is a key area of the Parent Council's work so we can accurately represent all the parents' views. Getting involved in your children's learning is one of the most important ways of making a difference for children's achievements. Parent Councils provide an opportunity for parents to get involved in ways that suit them and to support their school in getting the best education for all the pupils equally.

There are a range of fundraising events throughout the year. Occasionally 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 its profitability - as is attending the events themselves - and bring a friend!

Your attendance and help at these events would be greatly appreciated. These events help to raise funds to support our extensive outdoor education programme 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 50 Club (previously known as the 2008 Club) - it's like the lottery! You just sign and only pay £12 a year for the chance to win £50 four times a year. You can also buy more than one number to increase your chances of winning! Draws will be made at the first four fundraising events of the school year. It's cheaper than the real lottery and there's a better chance of winning!

Thomas Janzen - Chair

Term Dates

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

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

Parents Evenings

The Primary School Parents Evening are held twice a year. This year they will be held virtually or via Google Classroom.

We will put reminders out on See Saw and send appointment slips home.

High School Parents' Nights are currently held Virtually and the calendar has been shared with parents/carers for this year. It is available on the school Website. Notice is given of these via schoolbag mail, School App for Parents, which is sent to parents of the relevant year group to remind them.

Pupil Socials

We generally hold three regular dances for High School pupils every year, a very popular Halloween Disco, the Christmas Dance and a school Prom in June. 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 and via the school app.

The School Day

Nursery Hours

9.00am – 1.00pm: Monday – Thursday

9.00am – 3.00pm: Monday–Friday (from January 2021)

Primary School Hours

Morning school is from

9.00am – 10.45am

Break

11am – 12.20pm

Lunch

Afternoon school is either

P1-3 1.10pm – 2.35pm

P4-7 1.10pm – 3.05pm

High School Hours

In line with Highland Council guidelines the High School has adopted a 33 period week with 4 days of 7 periods and a 5 period Friday. This means that the High School day runs from:

8:50am to 3:45pm on Monday to Thursday

8:50am to 1:15pm on a Friday.

Three Day Rule for Unexplained Absence of Pupils

Day 1: First day of unexplained absence of a pupil. The school will endeavour to make contact by telephone or text to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parents/carers or emergency contacts on the first day of absence this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

Day 2: Second day of unexplained absence of a pupil. The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

Day 3: Third day of unexplained absence of pupil. If no contact is established, and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. The police may be involved to conduct visits where it is not possible for the school to do so.

Steps for Parents

- ★ Keep the school/nursery up to date with your telephone number, including mobile phones if you have one, and other details for emergency contacts.
- ★ Inform the school of any pre-arranged absence e.g. attendance at hospital appointment prior to the absence taking place.
- ★ Inform the school or nursery of your child's absence by 9.15 on the morning of the first day of absence.
- ★ Respond promptly to contact made by the school or nursery

Holidays during term time

The majority of parents plan family holidays within the 12 weeks holiday allocated each year and parents are encouraged to do so. Removing children from school for holidays is discouraged by the school and by the local education authority. If a holiday during term time cannot be avoided, parents should write to the Head Teacher requesting permission. In accordance with guidance from the Scottish Government, most family holidays during term time will be recorded as unauthorised absence; only in exceptional circumstances will the absence be recorded as authorised.

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 the PT Pupil Support teachers 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 the High 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 each June.

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 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 pupils, parents and the Parent Councils.

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.

Nursery and Primary School Curriculum

Scotland is currently pursuing its biggest education reform programme for a generation under the Scottish Government's Ambitious, Excellent Schools agenda. The Curriculum for Excellence is central to this reform agenda. It aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. Curriculum for Excellence challenges us to think differently about the curriculum. It encourages those working in education to plan and act in new ways. The Curriculum for Excellence wants all young people to become

successful learners	confident individuals	responsible citizens	effective contributors
attributes <ul style="list-style-type: none">enthusiasm and motivation for learningdetermination to reach high standards of achievementopenness to new thinking and ideas	attributes <ul style="list-style-type: none">self-respecta sense of physical, mental and emotional well-beingsecure values and beliefsambition	attributes <ul style="list-style-type: none">respect for otherscommitment to participate responsibly in political, economic, social and cultural life	attributes <ul style="list-style-type: none">an enterprising attituderesilienceself-reliance
capabilities <ul style="list-style-type: none">use literacy, communication and numeracy skillsuse technology for learningthink creatively and independentlylearn independently and as part of a groupmake reasoned evaluationslink and apply different kinds of learning in new situations.	capabilities <ul style="list-style-type: none">relate to others and manage themselvespursue a healthy and active lifestylebe self-awaredevelop and communicate their own beliefs and view of the worldlive as independently as they canassess risk and make informed decisionsachieve success in different areas of activity.	capabilities <ul style="list-style-type: none">develop knowledge and understanding of the world and Scotland's place in itunderstand different beliefs and culturesmake informed choices and decisionsevaluate environmental, scientific and technological issuesdevelop informed, ethical views of complex issues.	capabilities <ul style="list-style-type: none">communicate in different ways and in different settingswork in partnership and in teamstake the initiative and leadapply critical thinking in new contextscreate and developsolve problems

Literacy

The development of literacy skills plays an important role in all learning. Throughout the early and first levels of the curriculum (Nursery to the end of Primary 4), teachers' planning keeps literacy at the forefront of all the children do. At Kinlochleven, we use a variety of approaches, methods and resources to meet the needs of our learners including the Highland Literacy Project, Big Writing, Jolly Phonics and a wide variety of reading resources, including weekly visits to the library. Parents are asked to support their child's progress in reading by sharing books as often as possible.

In the Second Level (Primary 5-7) we continue focusing on teaching reading strategies through the Highland Literacy Project when appropriate. Pupils read a wide range of texts. To supplement our reading programme at this level, we have a range of novels which are studied in detail by pupils in small groups or as a class. Here too, we expect the pupil to expand their reading through weekly visits to the library and reading online.

Numeracy

At all stages, we aim to give children the skills they will need to solve problems as well as those concepts, facts and techniques they will require to use in mathematical enquiries. Our programme of ~~study allows for a broad~~ well-balanced ~~maths~~ programme which gives children the opportunity to work with aspects of:

- ★ Number, money and measure e.g. addition, subtraction,
- ★ Shape, position and movement e.g. angles and symmetry
- ★ Information handling e.g. tally marks, graphs, tables and charts
- ★ Problem solving in real life, every day or in imagined contexts

Our approach to numeracy is fundamentally founded upon the children becoming more secure in basic facts knowledge (addition, subtraction, multiplication and division) as well as introducing the children to a wide variety of strategies for solving mathematical (real life) problems. In order to achieve this, all children use a variety of interactive resources to learn, practise and apply their numeracy skills. We use a range of resources for example;

Scottish Heinemann Mathematics, MyMaths, and interactive resources to design learning experiences that are creative and help build children's confidence.

ICT

At Kinlochleven Primary and Nursery we recognise that ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale. With this in mind from Nursery to Primary 7 children are given opportunities to use and apply their skills across the curriculum. This allows Digital Learning to be at the heart of every curricular area. We aim to use ICT to enhance and develop learning experiences for children across the curriculum. This is a major focus for our development work as a school and we will work closely with pupils and parents to help make this a reality.

All pupils will have access to Chromebooks, laptops and tablets to support learning. All Primary 5-7 pupils in the school have a Google account from which they can access Google Apps for Education. This account will allow children to access their work both at home and school.

Throughout the school we work with the children on various topics such as keeping personal information secure, online stranger danger and how to use the Internet responsibly. We are very fortunate to be a new school with wireless technology that allows pupils to work from their devices anywhere in and out of their classroom. We also have an excellent selection of software covering all aspects of the curriculum.

We are committed to using ICT to support home school relationships. We are currently streamlining our online presence in response to parent feedback and hope to have a new website in the future.

Religious and Moral Education (RME)

Religious Education and Religious Observance form part of the school curriculum. Weekly assemblies give the school a chance to come together for songs, stories, information and celebration of achievements. Other World Religions are taught as units throughout the year. Our aims in Religious Education are:

- ★ To help children become aware of the part religion has played in human experience
- ★ To stimulate children into thinking about Religion, both Christian and other beliefs
- ★ To study the life of Jesus and selected areas of the Old and New Testament
- ★ To give children an understanding of Christian values
- ★ To enable children to share in the experience of worship

Parents who wish to withdraw their child from Religious Observance should contact the school and special arrangements will be made.

Health & Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. The school will support pupils to:

- ★ meet challenges, manage change and build relationships
- ★ experience personal achievement and build resilience and confidence
- ★ understand and develop physical, mental and spiritual wellbeing and social skills
- ★ understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- ★ participate in a wide range of activities which promote a healthy lifestyle
- ★ understand that adults in the school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- ★ learn about where to find help and resources to inform choices
- ★ assess and manage risk and understand the impact of risk-taking behaviour
- ★ reflect on their strengths and skills to help make informed choices when planning their next steps
- ★ acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Within the Health and Wellbeing curriculum we will cover at appropriate times; relationships, keeping safe, sexual health, parenthood and drugs awareness. We will inform parents when any potentially sensitive aspects of learning

are to be covered and if parents have any concerns or wish to discuss this further then they should contact the school.

Curriculum for Excellence recognises that the curriculum extends beyond the traditional study areas and subjects. The curriculum should therefore include:

- ★ Learning through the ethos and life of the school as a community.
- ★ Learning through interdisciplinary projects and studies.
- ★ Learning through opportunities for personal achievement.

We are committed to celebrating children’s achievements in and out of school and displays of artwork and friezes can be seen in classrooms and corridor/open areas. Children are invited to enter local and national competitions whenever possible and again their achievements are celebrated in school and on the school website.

We strive to allow learners the opportunities to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhance their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle. The Scottish Government expects schools to work towards the provision of at least two hours of good quality physical education for every child, every week and at Kinlochleven, this is what we endeavour to do.

P.E. lessons cover aspects of:

- ★ Gymnastics
- ★ Games and gameskills
- ★ Dance
- ★ Athletics
- ★ Getting out in our local environment

High School 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 a wide range of courses that would not have been available to our pupils. We are expanding the partnership we have with West Highland College to ensure we offer as broad a curriculum as possible to the pupils at Kinlochleven High School.

The current High School Curriculum Structure		
S1/ S2	S3	S4/S5/S6
<i>Pupils will study:</i> English	<i>Pupils will study:</i> English	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.
Maths	Maths	
French	A modern language	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.
History	PE	
Geography	RME	
Modern Studies	History or	The following shows the number of subjects students should expect to study at each level.
Business Education	Geography or	
Science	Business Education	
Art	Physics or	
	Chemistry or	National 4 6 subjects
	Biology	National 5 6 subjects

Music Drama		Higher 5 subjects Adv Higher 3 subjects
Computing Science Technical Education Home Economics	Art or Music or Drama or Music Technology	Where students sit a mixture of different levels an appropriate program of study is negotiated.
PE	Technical Education or Home Economics	<i>Opportunities also exist for students to follow Skills for Work courses through West Highland College.</i>
RME	Or Computing Science.	<i>Subjects which can't be offered by staff in the school may be available online via The Highland Council's virtual school program.</i>
(Some of the above may only be available in either S1 or S2 due to staffing constraints)	Plus 2 other subjects giving a total of 10 subjects across all curricular areas.	

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 built in to our S3 provision where pupils make choices of subjects within the curricular areas.

For S4 to S6 pupils there is a greater degree of individual choice to allow pupils "personalisation" of their learning. Additional subjects above those available in the school may be studied through distance learning. In the past subjects such as Psychology, Computing and Spanish have been studied by our pupils. These courses are run in cooperation with UHI and the Virtual Academy through the Virtual School program. 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, future career options, 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 during assemblies with contributions from local clergy.

Physical Education (PE)

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

ICT

At Kinlochleven High School each pupil has their own Chromebook. This allows Digital Learning to be at the heart of every curricular area. We aim to use ICT to enhance and develop learning experiences for children across the curriculum. This is a major focus for our development work as a school and we will work closely with pupils and parents to help make this a reality.

All pupils will have access to Chromebooks, laptops and tablets to support learning. All pupils have a Google account from which they can access Google Apps for Education. This account will allow pupils to access their work both at home and school.

Throughout the school we work with the children on various topics such as keeping personal information secure, online stranger danger and how to use the Internet responsibly. We are very fortunate to be a new school with wireless technology that allows pupils to work from their devices anywhere in and out of their classroom. We also have an excellent selection of software covering all aspects of the curriculum.

We are committed to using ICT to support home school relationships. We are currently streamlining our online presence in response to parent feedback and hope to have a new website in the future.

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.

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.

In Primary we call these Key Assessment tasks. Each pupil will complete 5 of these at various times in the year and are shared with parents. This is then followed up in June by a short summary report.

Assessment in S1 to S3 also forms an integral part of the learning and teaching process. Rich task assessments are carried out in each subject area at various times during the year. These are then collated into a summary report, which goes home in May. Staff will also share assessment data with staff at Parents Evenings. It is unlikely that formal exams will play a part in assessment until the end of S3. This is in response to pupil requests for some experience of exam conditions before their first prelims in S4.

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/sqa/1439.74.html

Parents should note however that exact times of exams may be altered to suit local circumstances so should consult the individual student's 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 2020.

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.

Monitoring and Tracking

Monitoring and tracking takes place throughout the year for all pupils, with pupil progress being carefully monitored.

In primary, learning conversations occur as a part of the key assessment tasks. Numeracy and literacy diagnostics are also done at the start, middle and end of each academic year. We also record wider achievements to give a clear overview of the totality of the child's experience.

In S1 to S6, pupils are interviewed at key stages by the Pupil Support Team to discuss current progress and future targets. Results from on-line assessments taken in S3 are used to help 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 high school students have contact with their Guidance teacher so that they can engage in discussion about 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

Our aim is to provide a consistent approach to improving relationships and behaviour across the whole community. Within Curriculum for Excellence we are all expected to be proactive in promoting positive relationships and behaviour in the classroom, the school grounds and the wider school community.

At Kinlochleven 3-18 Campus we

- are **Ready** to work
- are **Respectful** of the environment, ourselves and others
- ensure our surroundings are **Safe** for all involved

We do this by following the classroom standards

- 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 or drink before you enter your class
- Bring pencils, pens and other equipment to school
- Take off your coat, jacket or hoodie
- Always attempt to complete your work

This is in line with:-

UNCRC Article 28 – We should all take appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention.

School Uniform

(This is accurate in November 2020- a full school community consultation is underway)

The Primary school and Nursery would like to see all children wearing uniform.

The school colours are purple and white and is the uniform for both Nursery and Primary School. These colours and logo were chosen by the pupils and the Parent Council. The logo was designed by a former pupil in the school.

The uniform consists of a purple sweatshirt and white polo top teamed with a black skirt/trousers for girls and black or grey trousers for boys. Jeans or jogging bottoms are not allowed.

We also offer a purple fleece and waterproof jacket to buy for the winter months. P.E shorts are also available. The cost per item is between £8 and £13.

The school takes this opportunity to ask parents to seriously consider purchasing at least some items of the school uniform, which helps to develop the corporate tone of the school. The Parent Council is very much in favour of all children wearing the uniform as is the Pupil Council.

The High 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.

Pupils must **either** wear the school tie **or** a school jumper with a logo on it. However, they do not need to wear both and have this element of choice.

Head	Hats must not be worn inside school and must not contain any football badges or inappropriate language
Neck	There is an S1-5 tie and a slightly different S6 tie, to indicate their leadership status. The tie is optional and a pupil can elect to wear a school jumper, with a logo instead.
Body	Plain white or black collared 'school' shirt. Pupils can elect to wear a school jumper with the school logo or a plain black jumper or cardigan as long as they are also wearing a school tie.
Jackets	Jackets must not be worn inside school and must not contain any football badges or inappropriate language
Legs	Plain black, non-faded trousers, shorts or skirts of an appropriate length. No brightly coloured socks or tights.
Feet	Dark mono-coloured footwear, preferably shoes, preferably black or dark.

School jumpers and ties are available from the school. Ties are £5 each and jumpers, in either cotton or wool are available at £15 each. Please pay by cash or cheque, made payable to 'Kinlochleven High School'.

Please note that jumpers should not be tumble dried and that washing instructions should be followed to the letter.

While every effort is made to keep the cost of uniform items down we realise that some families find it hard to meet these costs. In these circumstances parents/carers can apply for the School Clothing Bursary to help with the cost of uniform here:-

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

We would like to take this opportunity to thank you for your continued support in maintaining the high standard of uniform over the past few years.

Lost Property

Parents should ensure that items of clothing and footwear worn to school/nursery hours should be clearly labelled. Any loss of property should be reported to class teachers/nursery or support staff. Any found items will be returned to their owners but if unclaimed will be kept for a short time and then either put to the charity shop or school clothing bank. Cash or valuables should NEVER be left in the cloakrooms. The school cannot accept responsibility for items lost but every effort will be made to trace missing items.

School Guidance & Support System

“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 3-18 School the role of the “key adult” is shared between PT Guidance (High School) and Depute Head Teacher of Primary (Nursery and Primary).

All pupils work through a programme of Personal and Social Education as part of their regular curriculum.

The PSE in the High School 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.

Every High School pupil is made aware that they can approach their Guidance Teacher at any time for help. **The Guidance Teacher 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.

High School pupils also have a learning conversation 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 Key Adult at any time.

Careers advice is offered by Guidance Teachers 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.

Mr Andy Heron is the school's Principal Teacher of Support for Learning. Mrs Val Rowe, Mrs Mary Benvin Mr Michael Doherty, Mrs Susan MacMillan, Mrs Marion Janzen, Mrs Eilidh Taylor, Mrs Karin Cooper, Mrs Sheila Dykes, Mrs Jennifer Grant and Mrs Shirley Grant are our 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.

Mr Heron is responsible for monitoring pupils with specific learning difficulties and plans their Individualised Education Programmes (IEPs). Mr Heron 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 the school.

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.

There are other useful organisations which can provide further advice, information and support to parents of children and young people with ASN and the links provided below:

(a) Enquire – the Scottish advice and information service for additional support for learning

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

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

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

(c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

(d) Scottish Child Law Centre, an organisation providing free legal advice to young people

School Health Service

The School Health Service in Kinlochleven 3-18 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.

Health Care

Staff will only administer medication when accompanied by a fully completed consent form. Prescriptive medication should be given at home by parents.

Health and hygiene appear in certain aspects of the curriculum, both formal and informal. Teachers will take every opportunity to demonstrate the importance of simple health care.

If a child is sick or unwell, the parent is notified and asked to come to school or nursery to collect the child. If this is not possible then, the emergency contact supplied by the parent is contacted. If this is impossible, the child will be kept at the school/nursery until alternative arrangements can be made.

It is imperative that the school/nursery is kept updated of any changes to emergency contacts.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with either Miss Playfair, your child's Guidance Teacher or any of our Mental Health First Aiders. Our school has access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. We also have a close working relationship with Lochaber Hope, who provide a counselling service. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

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 GDPR 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.

School and Nursery Security

In line with national measures to improve school security, all entrance doors use a coded or key-fob entry system. Main entrances will be locked and will remain locked while classes are in progress. Access will be gained by using the buzzer in the foyer. All visitors (including parents) are asked to enter by the main door, report to Reception and to sign in/out.

Fire Drill

Fire drill notices are displayed throughout the school and pupils are made familiar with them at regular intervals. Fire drill practice is held at least once per term.

School/Nursery arrivals and departures

Primary pupils should congregate in the primary school playground and enter school in the morning by the back door. Pupils should arrive at school between 8.40 – 8.55am to lessen the time spent outdoors when the weather is inclement or during midge season. Pupils line up in their house groups and are brought in by a teacher. For their own comfort pupils should not arrive at school too early during inclement weather or during midge season. If the conditions outside are deemed inappropriate for the children to remain outdoors, they will be invited inside the school building by a member of staff.

Pupils leave school by the front door. Parents are welcome to wait in the school foyer at home time but are reminded to respect the working environment of staff nearby.

For nursery pupils, the transition between home and the outside world is an important stage in a child's life. Some children cope well with this while others find it difficult and need support. We therefore encourage parents to stay with their child for as long as necessary for them to be reassured. As children are unique and the length of time it takes them to settle may vary parents are asked to go at their child's pace and never to force the process.

Procedure for collecting nursery pupils -

- ★ A member of staff **MUST** be informed if someone other than the parent or carer will be collecting their child.
- ★ Children will not be allowed to leave the Nursery until their parents, carer or authorized person is there to collect them.
- ★ In the event that a child has not been collected after 10 minutes, a member of staff will contact the parent or emergency contact. Please make sure that you tell us of any change to details.
- ★ In the event of an unauthorized person coming to collect a child they will not be allowed to leave until the parents or carer has verified this.

Road Safety

Pupils in P4 – 7 may cycle or scoot to school and must wear a cycle helmet. At present pupils in nursery - P3 may not cycle or scoot to school but this issue is under review. Cycles and scooters may be left in the cycle compound.

Parents bringing their child to school or nursery by car are advised to observe the 10m.p.h. speed limit, ensure their child is strapped in and is using a car seat or booster cushion if required. Parents and children walking to school or nursery should use pavements and safe crossings.

Lockers (High School Only)

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 is 1 pupil to each device. All classrooms have multimedia projectors, SMART Boards and surround sound to enhance learning through ICT.

Pupils have recently been issued with Chromebook portable computers which they can use to support their learning across a range of subjects and can be used at home as well as in school. We will be piloting a scheme whereby parents can also monitor and feedback on their child's work via the Classroom tools used with the Chromebooks.

We would like to ask that parents/carers support their child to ensure they come to school with their device and it is fully charged each day.

School Meals

There is a school canteen, run by Highland Council cooking meals of excellent quality and variety. The cost of a school dinner is, at the moment is £2.30 for pupils and just keeps getting better, with quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. All children in Primaries 1, 2 and 3 are entitled to a free school meal.

The canteen operates a cashless system with money/ cheques /electronic payments being credited to your child's account and debited as they use the canteen. Canteen payment envelopes are available in the school foyer or can be obtained from the school office.

Using the Online Payment Option

You can now pay for your child's school meals online through the Council's website. Simply visit the Highland Council's website, click on the 'PAY' icon on the home page and follow the payment instructions on screen. In order to make an online payment for school meals you will need to have your child's SCOTTISH CANDIDATE NUMBER (SCN).

Contact the school if you require a reminder of your child's SCN.

All major credit and debit cards are accepted with the exception of American Express and Diners. Note: All credit card transactions will incur a **bank administration charge of 2%**.

Allow 24 hours for payment to process.

<http://www.highland.gov.uk/learninghereschools/schoolmeals/payingforschoolmeals.htm>

Aside from meals the canteen offers a variety of healthy snacks, fruit, home baking etc. at interval time.

Parents who think their children are entitled to have free meals can obtain the necessary application form at the school office. On completion, you must bring with you your proof of entitlement, so that the school can send your form to the Regional Catering Officer who will then decide if the request for free meals is granted.

<http://www.highland.gov.uk/learninghere/schools/schoolmeals/schoolmealsandclothinggrants.htm>

Pupils who wish to take a packed lunch can join the other pupils in the canteen.

All Primary pupils are supervised in the school canteen and we do monitor that pupils eat their lunch. If your child is not eating his/her packed lunch or school meal we will let you know.

Healthy Snacks

As part of our commitment to health promotion pupils are encouraged to bring water bottles to school for use in class. There are chilled water dispensers in school for the purposes of topping up water bottles. Water brought from home may be plain or flavoured but diluted juice/fizzy drinks are not suitable for classroom use.

In the nursery, Highland Council provides milk for each child and also funds the purchase of fruit and the daily snack.

Transport to School (High School Only)

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

One bus leaves Duror at 8.00 a.m. picking up pupils at Kentallen, Glenachulish, West Laroch, Ballachulish Square and Glencoe junction.

The other bus leaves the Corran Ferry 8.05 a.m. picking up pupils at Onich, North Ballachulish, West Laroch, Ballachulish Square and Glencoe junction.

They both arrive at school around 8.40 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 3.50 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.

Please note that Shiel Buses are not insured for pupils using school transport where the child has no entitlement to travel.

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).

You can also use the Highland Council Winter Weather Website and Telephone Messaging system:-

Nursery and Primary School: 0800 5642272 PIN 042390

High School: 0800 5642272 PIN 041140

The school will endeavour to contact you via See Saw (Primary School only), the "Teachers2Parents" text messaging service (High School only), or the school apps 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 Guidance Teacher 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.

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 Reports. News and items of interest appear on the school website and mobile phone app:

<http://kinlochlevenps.schoolwebsite.scot>
<http://kinlochlevenhs.schoolwebsite.scot>



There are also regular news items in the Lochaber Times.

If you wish to contact the school about any aspect of your child's education we welcome your call at any time.

Parent Bodies

We have active and supportive Parent Councils. All parents, and carers, are automatic members of the Parent Forums 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 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://kinlochlevenps.schoolwebsite.scot>
<http://kinlochlevenhs.schoolwebsite.scot>

To contact the Parent Council please e-mail:

kinlochlevenhighpc@gmail.com
kinlochlevenprimarypc@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 a parent has any concerns they should contact their child's Named Person in the first instance.

Nursery and Primary School

Mrs Crowely

High School

PT Guidance x: Miss Shona Ritchie

PT Guidance y: Ms Michelle du Preez

However, if they are not available, please contact another member of the Senior Leadership Team.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can should contact

Don Esson,
Care & Learning Manager,
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.

<https://education.gov.scot/parentzone/my-school/School%20information%20dashboard>

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 on. 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 contact their child's Guidance Teacher 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 out with 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 - 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:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

<http://www.legislation.gov.uk/ukpga/2010/15/notes/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 pupils 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 from:

https://www.highland.gov.uk/downloads/download/19/employment_of_children

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