



# SCHOOL HANDBOOK 2025-26

Telephone: 01847 807010

Email: [farr.high@highland.gov.uk](mailto:farr.high@highland.gov.uk)

Website address: <https://sites.google.com/farrhigh.org.uk/farr-high-school/home>



Farr High School is located in the village of Bettyhill, on the north-west coast of Scotland. Opened in May 1964, Farr is a non-denominational secondary school with a current role of around 75 pupils. The school is located in the village of Bettyhill, on the north-west coast of Scotland and serves the local parishes of Melvich, Farr, Altnaharra and Tongue. This is an area of outstanding natural beauty with a number of recognised Sites of Special Scientific Interest which represent the best of Scotland's natural heritage. Our school catchment area is vast, covering 531 square miles. There are many challenges and opportunities attached to living in such a remote and rural location, which we feel make our school very special. We are proud of our location and take advantage of the opportunities it offers wherever possible.

Farr is part of the North Coast Campus which was formed in 2017 and brings together the High School and our three local primary schools under one management structure. While part of the campus, Farr High School continues to maintain its own unique identity. The school is very much a core part of the local community.

### Associated Primary Schools



Farr Primary School



Melvich Primary School



Tongue Primary School

# CONTENTS

.....	4
HEAD TEACHER'S WELCOME .....	4
HEAD PUPILS' WELCOME.....	6
PUPIL VOICE.....	6
PUPIL COUNCIL .....	7
SPORTS CAPTAINS.....	8
SCHOOL ETHOS.....	8
THE AIMS OF FARR HIGH SCHOOL.....	9
EQUALITY AND INCLUSION .....	10
SCHOOL IMPROVEMENT .....	10
SCHOOL IMPROVEMENT PRIORITIES 2020-21.....	10
ATTAINMENT & POSITIVE DESTINATIONS.....	10
ACHIEVEMENT AND SUCCESS.....	11
MERIT AND HOUSE SYSTEM .....	12
VOLUNTEERING .....	13
EXTRA-CURRICULUM ACTIVITIES.....	14
SCHOOL TRIPS.....	14
.....	14
STAFF .....	14
PARTNERS .....	17
PARENTS AS PARTNERS.....	17
PARENT FORUM AND PARENT COUNCIL.....	18
THE CURRICULUM .....	18
BROAD GENERAL EDUCATION (S1-S3).....	21
SENIOR PHASE (S4-S6) .....	21
RELIGIOUS OBSERVANCE.....	23
LIBRARY.....	23
ASSESSMENT AND REPORTING.....	23
MONITORING AND TRACKING / TARGETS.....	23
REPORTING CALENDAR.....	24
HEALTH AND WELLBEING .....	25
CATERING.....	26
PUPIL SUPPORT / GUIDANCE.....	26
ADDITIONAL SUPPORT FOR LEARNING .....	27
IDENTIFICATION OF NEED.....	27
INFORMATION ABOUT THE 2009 ADDITIONAL SUPPORT FOR LEARNING ACT.....	27
ADDITIONAL ASSESSMENT ARRANGEMENTS .....	29
ENROLMENT .....	29
PLACING REQUESTS .....	30
PRIMARY TRANSITIONS.....	30
CAREERS ADVICE.....	31
EMPLOYMENT OF CHILDREN .....	32
EDUCATION MAINTENANCE ALLOWANCES (EMA).....	32
FARR HIGH SCHOOL POLICIES.....	32
PROMOTING POSITIVE BEHAVIOUR .....	32

SCHOOL RULES.....	33
BULLYING .....	34
SCHOOL DRESS CODE POLICY .....	35
MOBILE PHONES.....	36
CHROMEBOOKS & E-SAFETY.....	36
HOMEWORK .....	36
SMOKING .....	37
ALCOHOL & DRUGS.....	37
ATTENDANCE .....	37
PUPIL ABSENCE OR SICKNESS/INJURY PROCEDURE .....	38
ADVERSE WEATHER .....	39
CHILD PROTECTION.....	39
ACCESS TO PUPIL RECORDS .....	40
DATA POLICY.....	41
COMPLAINTS AND REQUESTS FOR SERVICE.....	42



## HEAD TEACHER'S WELCOME

It is my pleasure to introduce our 2025/26 Handbook and to welcome your child to our school. This Handbook is designed to provide key information and also to give you a flavour of what we have to offer at Farr.

At the heart of our school are the people; we firmly believe that all who come to our school should feel valued, safe and included. We have an aspirational approach to education with high expectations and constantly strive to do all that we can to help and support our young people be all that they can be. Our core values are those of nurture, challenge and respect and we aim to offer a safe and caring environment where all are valued and where challenge and success go hand in hand.

Curriculum for Excellence puts the learner at the centre and that is exactly what we aim to do at Farr. As a small school with small classes, we are able to provide unique opportunities which enable teachers to personalise learning and spend more time helping pupils to progress and develop their knowledge and understanding. We are able to offer a wide range of qualifications and through our links with North Highland College we have been able to expand the options available to our senior pupils. It is an exciting time in education and schools, with increased flexibility in the Senior Phase and a real focus on personalised learning pathways for pupils to ensure we are not only equipping them with a portfolio of qualifications but also with the necessary skills for learning, life and work.

I very much look forward to welcoming you and your child to Farr High School and embarking on this journey together. We hope you find this handbook helpful - please do not hesitate to contact us should you require any further information or wish to discuss our provision further. We always welcome suggestions and comments on how to improve.

Mrs K Van Voornveld  
Head Teacher



## HEAD PUPILS' WELCOME

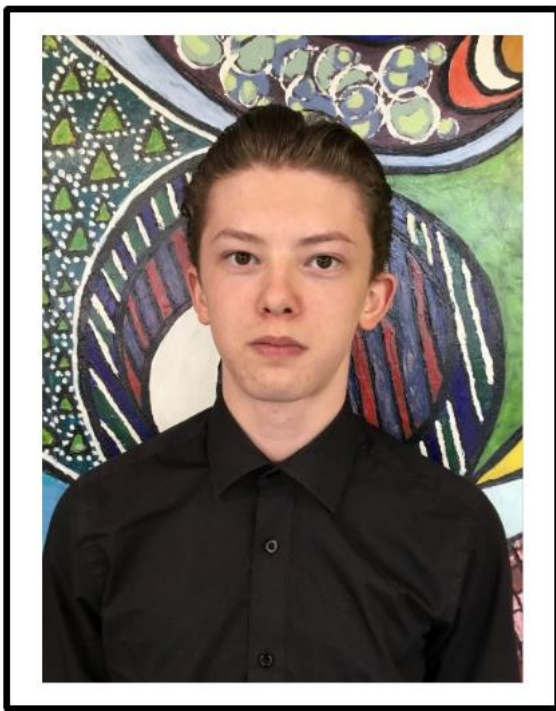
Over the years at Farr High School we have grown to love our nurturing, close knit community. We have realised just how unique our school experience has been because of its small size. This has had a very positive effect on the opportunities we have been given, including a range of school clubs such as canoeing, chess, war games and travelling across Sutherland with school football. These activities encourage children to be ambitious and confident. It really shows how nicely the pupils can work together, form friendships and treat each other with respect and kindness. Coming to Farr also allows us to have a great learning experience. We are able to develop strong relationships with our teachers and get that one to one time that we sometimes need, especially during exam time. Our teachers can get the chance to know us personally and Learn about our interests so they have a better understanding of us as individuals. This creates a great learning atmosphere for all pupils.

We feel the school has so many great support networks for pupils. We have pupils who are Mikey's Line ambassadors, who are helping to take away the stigma of mental health and are able to point pupils in the right direction to get the help they need. The school also offers a free counselling service for every pupil which is confidential and accessible via QR codes or by phone. Our guidance team is fantastic and a great help with anything from careers advice to Exam stresses to peer problems, Our teachers are very willing to help everyone achieve and feel the best they possibly can.

As Head Pupils this year, we're excited to create a vibrant, supportive environment where everyone feels inspired to thrive. We're passionate about making our school a place where students are comfortable, motivated, and excited to contribute. Our focus will be on boosting our eco-friendly efforts and enhancing our poly-crub project, working with our local community to foster a strong sense of community and environmental care. We are planting the seeds to the foundation of a more diverse set of subjects. With these exciting initiatives ahead, we're dedicated to making our school the best it can be!

We look forward to welcoming you to our fantastic wee school.

Raffy & Dylan  
Head Students



We encourage our pupils to share their thoughts and opinions and to take an active role in shaping our school as we move forwards on our journey towards improvement; we try to involve our pupils whenever there is a significant school decision to be made. The main way this is done is through our Pupil council.

## PUPIL COUNCIL

*"We believe that everyone deserves to have their opinions and views heard."*

*" We can speak up for our younger pupils or for those who may find it difficult to put forward their opinions"*

*"Being a pupil council rep is a good responsibility which we all take seriously"*

The Pupil Council is a very important forum for pupils to raise issues, put forwards suggestions and to discuss school-related topics. All pupils are eligible to put themselves forwards to sit on the Council, with class elections held at the start of term 1 each year. Council meetings are led by the elected Chairperson with other representatives holding roles of responsibility such as Treasurer, Vice-Chairperson and Secretary.

*"Every year two pupils from each year group are elected by their peers to join Farr High Pupil Council. We usually meet once a month or when the need arises to discuss an urgent matter. Each meeting agenda is based on matters brought up by pupils through our suggestions box or on our google classroom and by whole school issues or topics in need of a pupil voice. Our head teacher is always keen to involve us at the start of any new plan or idea that the school happen to be working on during the year. It's a great responsibility being a member of the pupil council as it gives pupils at Farr the chance to have a strong voice, be listened to and help be part of improving the quality of school life and wellbeing".*

Over the past session our Pupil Council have been very busy. Activities they have taken part in include fundraising for a range of charities, exploring how to support pupil health and wellbeing and meeting with the Scottish Human Rights Commission to discuss issues faced by young people living in our area. Our Pupil Council is very active and a very important part of our school.

## SPORTS CAPTAINS

Our Sports Captain/s are selected every year to promote health and well-being activities across the school. These range from organising lunchtime and after-school sports sessions to helping out with primary sporting events. This year our Captains are Donald and Cameron.





## SCHOOL ETHOS

We have recently reviewed our school vision, in partnership with our parents, pupils and partners. After careful consideration of what it is that makes us who we are, and what our aims are as a school, our new vision statement has been finalised:



We are now working hard to embed this throughout our school.

### THE AIMS OF FARR HIGH SCHOOL

1. To ensure that the opportunities available at Farr High School are, both socially and academically, of as high a standard as possible.
2. To ensure that pupils have challenging courses, incorporating specific strategies for raising attainment, through which they may reach their full potential and achieve independence as learners.
3. To incorporate and promote the principles behind the Curriculum for Excellence in line with Authority and Government expectations.
4. To make the best use of new technologies as they become available, including Google Classroom and chromebooks, to widen the opportunities available to our pupils
5. To provide well prepared, appropriately assessed and regularly reviewed courses at all levels in the curriculum.
6. To maintain the highest standard of pastoral care for our pupils and to take full account of their needs through Support for Learning.
7. To ensure that the related principles of equal opportunities, including Racial Equality, together with the overarching concept of inclusion continue to operate and develop across all the school's activities.
8. To ensure that achievement, as much as attainment, is valued and celebrated in our school
9. To build on our existing good links with the community to help develop a sense of citizenship and belonging in all pupils.

## EQUALITY AND INCLUSION

At Farr, we aim to be an inclusive school which promotes and supports equality for all. In summary, our activities in school are designed to 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.

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

Up to date information regarding equality and inclusion can be found at [http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)  
<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

The school’s Equality and Diversity policy can be found on the website at: <https://sites.google.com/farrhigh.org.uk/farr-high-school/about-us/school-policies>

## SCHOOL IMPROVEMENT

Each year, the school produces a Standards and Quality Report which outlines progress the school has made with areas identified for improvement. A copy of our report for last year can be found on the school website: <https://sites.google.com/farrhigh.org.uk/farr-high-school/home>

Our school was visited by HMIE in February 2024. Our report can be found here: [Farr High School inspection report, Highland Council 11/06/24](#)

## SCHOOL IMPROVEMENT PRIORITIES

Every year, we identify the areas we are going to focus on for our improvement journey. Our priorities for this session are detailed below:

Improvement Priority Title
1. Identify further opportunities for accredited attainment across the school & a way to track & accredit wider achievements
2. Develop a whole-school approach to numeracy across the BGE
3. Develop a whole-school skills framework across all stages

## ATTAINMENT & POSITIVE DESTINATIONS

A core part of secondary school is working towards the attainment of qualifications. The following tables provide information on our attainment for the last 3 years up to 2023/24.

N3 – National 3      N4 – National 4      N5 – National 5      H – Higher      AH – Advanced Higher

Please note data for all schools across Highland is given in brackets where available

### % OF PUPILS ACHIEVING 3<sup>RD</sup> LEVEL (LEVEL EXPECTED FOR MAJORITY OF PUPILS BY THE END OF S3)

	NUMERACY	READING	WRITING	LISTENING & TALKING
2021/22	95	100	90	100
2022/23	57	57	57	57
2023/24	86	86	86	86

### % OF LEAVERS ACHIEVING 1+ QUALIFICATION AT N3, N4, N5, H AND AH

	NATIONAL 3	NATIONAL 4	NATIONAL 5	HIGHER	ADVANCED HIGHER
2021/22	90	90	90	70	40
2022/23	94	94	94	83	28
2023/24	100	100	100	65	0

### % OF LEAVERS ACHIEVING NATIONAL QUALIFICATIONS AT N3, N4, N5, H AND AH

2021/22	LEVEL 3 OR BETTER	LEVEL 4 OR BETTER	LEVEL 5 OR BETTER	LEVEL 6 OR BETTER	LEVEL 7 OR BETTER
1+ AWARDS	90	90	90	70	40
2+ AWARDS	90	90	90	60	20
3+ AWARDS	90	90	90	60	10
4+ AWARDS	90	90	90	50	0
5+ AWARDS	90	90	80	50	0
6+ AWARDS	90	90	70	30	0
7+ AWARDS	50	50	40	10	0
8+ AWARDS	30	30	30	0	0
9+ AWARDS	10	10	10	0	0
10+ AWARDS	0	0	0	0	0

2022/23	LEVEL 3 OR BETTER	LEVEL 4 OR BETTER	LEVEL 5 OR BETTER	LEVEL 6 OR BETTER	LEVEL 7 OR BETTER
1+ AWARDS	94	94	94	83	28
2+ AWARDS	94	94	94	67	11
3+ AWARDS	94	94	94	44	0
4+ AWARDS	94	94	89	39	0
5+ AWARDS	94	94	89	33	0
6+ AWARDS	89	89	78	22	0
7+ AWARDS	83	83	72	22	0
8+ AWARDS	61	61	39	17	0
9+ AWARDS	22	22	22	0	0
10+ AWARDS	0	0	0	0	0

2023/24	LEVEL 3 OR BETTER	LEVEL 4 OR BETTER	LEVEL 5 OR BETTER	LEVEL 6 OR BETTER	LEVEL 7 OR BETTER
1+ AWARDS	100	100	100	65	0
2+ AWARDS	100	100	100	59	0
3+ AWARDS	100	100	100	53	0
4+ AWARDS	100	100	94	42	0
5+ AWARDS	94	94	82	24	0
6+ AWARDS	88	88	76	18	0
7+ AWARDS	82	82	65	6	0
8+ AWARDS	82	82	65	0	0
9+ AWARDS	76	76	59	0	0
10+ AWARDS	76	76	47	0	0

#### % OF LEAVERS ACHIEVING N4 & N5 QUALIFICATIONS IN LITERACY AND NUMERACY

	LITERACY		NUMERACY		LITERACY AND NUMERACY	
	LEVEL 4	LEVEL 5	LEVEL 4	LEVEL 5	LEVEL 4	LEVEL 5
2021/22	90	90	90	70	90	70
2022/23	94	89	94	84	94	78
2023/24	100	100	100	100	100	100

#### % OF S6 PUPILS WITH A POSITIVE LEAVERS DESTINATION

	TOTAL	Further Ed	Higher Ed	Stayed at School	Employment
2021/22	100	20	50		20
2022/23	100	11	78		11
2023/24	90 (awaiting information on 1 pupil)	20	30		40

## ACHIEVEMENT AND SUCCESS

At Farr High School, we believe in encouraging all our young people to have high aspirations, and we aim to do all that we can to support them to reach their highest potential. Pupils are encouraged to record their achievements and successes within their profiles in Personal Development and through the system of Merit Awards and House Points.

### MERIT AND HOUSE SYSTEM

Under our **merit system**, staff recognise pupil attitude and effort by awarding merit points to individual students. These are collated and certificates presented at school assemblies. In addition, we also have a **house system** where each pupil is put into one of our three House Groups: Hope, Loyal and Klibreck - named after local hills. House points are awarded to pupils for a range of things, such as attending after-school clubs, representing the school at an event - eg a swimming competition, or helping out with an activity. At the end of each academic year House points are totalled and the winning house is given a reward. For the last few years this has consisted of full-day trips where a range of activities have been laid on such as laser tag.



## CELEBRATING SUCCESS

We celebrate successes both in and out of school in a variety of ways. Many of our classrooms have displays identifying academic success within that subject - these are updated regularly and are an excellent way of showcasing the hard work our pupils do. Praise postcards are also used by teachers to recognise pupil achievement; these are sent home to parents to share and celebrate with their child. Our senior pupils have set up a noticeboard where staff and pupil successes are also shared, and at assemblies there is now a section on pupil and staff achievements. We are very proud of our pupils and celebrate this at every opportunity.



## VOLUNTEERING

Many of our pupils take part in volunteering activities and are very active within their local communities. All pupils are able to use the hours they spend volunteering towards their Saltire award (<https://saltireawards.org.uk/>). Every year the school selects charities to support with a range of fundraising activities.



## EXTRA-CURRICULUM ACTIVITIES

There are a variety of after school and lunchtime activities at different times in the academic year. These include Duke of Edinburgh, football, Wargames, STEM Club and Writers' Guild. Many of our pupils also take part in other clubs and activities within the local area; these include swimming, dance classes, martial arts and playing football for local teams.

## SCHOOL TRIPS

Our Campus was lucky enough to have been donated a school minibus by the Wildland organisation. This is used for a range of trips, both local and further afield. Trips can be curricular, for transition purposes, or to celebrate success within our different House Teams. We live in a stunning location and are always keen to explore it. In 2023 we took almost the whole school on a fantastic overnight trip to Orkney.



## STAFF

### Teachers

Head Teacher

Mrs Katherine Van Voornveld



Depute Head Teacher / Physics

Mrs Amanda Moseley



PT Faculty and Guidance  
Music/ PSE

Mrs Fenella Whittle



PT Faculty  
Art and Design/ PSE

Mrs Tracy Wilkinson



PT Support for Learning

Ms Natasha Cervantes



Biology/ Science / RME

Mrs Jane Gray



Chemistry/ Physics/Science/PSE

Miss Rosalind McQuaker



English

Mr David Giles



French/ Spanish /Home Economics/ RME

Mrs Myriam Mackinnon



History/Modern Studies

Mr Julian McQuaker



Geography

Miss Lorna Donaghy



Physical Education

Miss Shona Comrie

Technology/ Graphic Communication/  
Practical Woodworking

Vacant

Mathematics

Mrs Jean Campbell



Mathematics/ Science

Mrs Snezana Basic



### Pupil Support Assistants

Mrs Donna Blackman

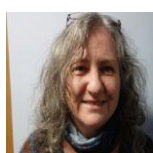
Mrs Frances Macintosh

Mr Hamish Whittle

Mr Liam Morrison

Mrs Nicky Jappy

Mrs Katrina Geddes



Office Staff

Mrs Susan Mackay  
Miss Jaqqi Carney  
Mr Brendan Britland



Janitor

Mr Simon Wilkinson



Technicians

Mrs Donna Blackman  
Mr Bill Moseley



Canteen Staff

Mrs Carley Mackay  
Mrs Angela Logue  
Mrs Patsy Sutherland



Cleaning Staff

Mrs Paula White  
Mrs Patsy Sutherland

Music Tutors

Mr Niall Laybourne (strings)  
Mr Andrew Macleod (guitar)



Other adults who work with the school:

Mrs Alison Mackinnon - Pupil Support Worker  
Ms Beth Cameron - Skills Development Scotland  
Mrs Elizabeth Best - Volunteer Librarian (Tuesdays)  
Mr Stephen Hughes - Active Schools Coordinator  
Miss Natasha Mackay - Youth Development Officer





## PARTNERS

Farr High School has a range of partners, whose input into school life is greatly valued. These range from the Pupil Support Worker to our Music Tutors and local STEM Ambassadors. Some of our partnerships within the wider community allow us opportunities to deliver areas of the curriculum and wider skills for learning, life and work. Curricular areas that have benefited from these links in the past include are Skills for Work Courses in Rural Skills, Enterprise and Employability and Early Education. Some former pupils have been inspired through their contact with our partners in the community to go on and study courses in the fields of agriculture, game keeping or childcare after leaving school.

## PARENTS AS PARTNERS

Since the pandemic we have been rebuilding and developing opportunities for parents to work with our school. Parents & carers are consulted on the areas they would like more help and support with and we are taking these forwards this session. In addition, we regularly seek parental feedback, for example when deciding school priorities and consulting on areas of the curriculum. We will usually contact parents via email but may also telephone or invite you in to school.

We recognise that parents play the most fundamental role in the growth and development of their children. Spending time with your child, discussing work, practising language (Gaelic, French, Spanish and English) helping with homework management and encouraging responsibility are all important ways of supporting your child's learning. This partnership in our children's education is greatly valued at Farr High School.

We always welcome parents to come and meet with the Head Teacher, Depute or our Guidance Teacher, if there are questions or issues that you would like to discuss.

The school will always seek to involve parents in any key decisions about their child's education and keep you informed about progress. This includes:

- Monitoring and Tracking Interim Reports - issued to parents once per session
- Full Reports - issued to parents once per session
- Parents' Evenings - during the school session we hold five parents' evenings per year with exact dates and arrangements sent out by letter.
- Options Night - an opportunity to meet with the Head Teacher and Depute to discuss course choices for children within the Senior Phase (S4-6).
- Pupil Profiles - sent home with S3 reports in March
- Newsletters - termly
- Website - <https://sites.google.com/farrhigh.org.uk/farr-high-school/home>
- Facebook - <https://www.facebook.com/profile.php?id=100063669126414>

In addition to these arrangements, you should feel free to contact the school at any time to discuss any matters concerning your child's progress. Please telephone the school first so that an appointment can be made. We will also contact you by telephone or email as and when necessary if we have issues or concerns to share with you.

Useful information for parents including how to get involved in your child's education, how to support the school and information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>

## PARENT FORUM AND PARENT COUNCIL

All parents and carers who have a child enrolled within our school automatically become members of the **Parent Forum**. One of the ways Parent Forum members can express their views is through the **Parent Council**. The Parent Council meets once a term and provides parents with an opportunity to discuss current issues relating to the school and to be consulted about these. The Parent Council offers an invaluable support to the teachers and pupils within Farr and all parents are warmly encouraged to join. Above all, we hope that parents and carers will enjoy taking part in the life of the school and their children's education.

The Parent Council consists of elected office bearers and parent members. The Parent Council can also co-opt members from out-with the parent body. It meets once a term with dates of meetings and minutes published on the school website. The Head or Depute Head also attend meetings along with a representative from teaching staff. The Parent Council AGM is held in April each year.

Please see the Parent Council section of the school website for further information or contact them via [farr.high@highlandpc.co.uk](mailto:farr.high@highlandpc.co.uk)

## THE CURRICULUM

The Curriculum for Excellence is about a great deal more than what children learn. It places children and young people at the heart of Scottish Education. The curriculum at Farr High School is built around the four capacities and we aim to ensure that our young people become successful learners, confident individuals, responsible citizens and effective contributors.

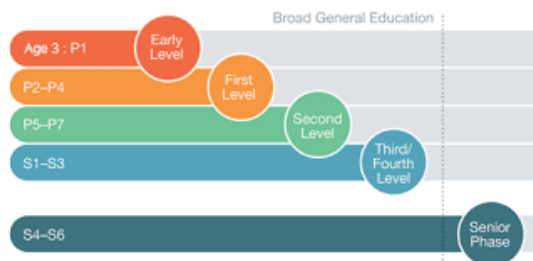
Curriculum for Excellence recognises that the best learning comes about when people are happy, safe and secure - this applies to everybody, not just children. People learn best when:

- they can be involved in deciding what to do, sharing expectations and standards, taking responsibility for their learning and discussing the success criteria
- they are engaged and active, involved in discussing, explaining, interacting, investigating, exploring, creating, collaborating, evaluating and analysing.
- there is a good mix of activities, such as discussion, working with others and working quietly alone
- they can see how their learning will help them achieve their goals
- they are able to reflect on their learning preferences and decide the next steps to
- they improve their own learning as part of personal learning planning
- the activities are stimulating, and give a sense of achievement
- they are set challenging goals



The curricular framework in which your child learns is arranged in the following way. There are six curricular levels:

- Early: The pre-school years and P1, but later for some
- First: P2, P3 and P4, but earlier or later for some
- Second: P5, P6 and P7, but earlier or later for some
- Third and Fourth: S1 to S3, but earlier for some
- Senior Phase: S4 to S6 in school/college/other types of study until the age of 18



**The Curriculum for Excellence Learner Journey:  
Children and Young People aged 3–18**



THE FOUR CAPACITIES: SUCCESSFUL LEARNERS - CONFIDENT INDIVIDUALS - RESPONSIBLE CITIZENS - EFFECTIVE CONTRIBUTORS														
BROAD GENERAL EDUCATION											SENIOR PHASE			
Early Years 3-5	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6	
Learning at the Fourth Curriculum Level											Study towards qualifications and awards			
Learning at the Third Curriculum Level											National 1 to National 5, Higher, Advanced Higher, Skills for Work, Progression Awards and wider achievement awards such as John Muir, Duke of Edinburgh, Youth Achievement Learning may take place in school, college or both Learners can leave from S4 onwards with qualifications and awards			
Learning at the Second Curriculum Level														
Learning at the First Curriculum Level														
Learning at the Early Curriculum Level														
Experiences and Outcomes in all Curricular Levels and areas											Subject choices for qualifications			
Personalisation and choice														
The Responsibility of All: Health & Wellbeing, Literacy and Numeracy														
Eight curricular areas: Expressive Arts, Languages, Health & Wellbeing, Mathematics, Religious & Moral Education, Science, Social Studies, Technologies														
Early Years 3-5	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6	

Developed by Rocket Science Ltd www.rocket-science.co.uk

Source: npfs.org.uk

### KILLS FOR LEARNING, LIFE AND WORK

We teach skills as an integral part of our curriculum and from S1, start encouraging pupils to understand how these are important both in the classroom and the wider world. This year we are developing our Super Skills framework which will be used across the school and has been developed in conjunction with pupils, staff, parents and partners, including local employers. Skills are also developed within the extra-curricular activities we offer.



## RESILIENCE

- Be persistent and don't give up, work towards your goals
- Be confident by - believing in yourself and your potential
- Bounce back from problems

### How can I develop these skills?

- Positive thinking - 'I can...'
- Challenge yourself
- Don't be afraid to get things wrong

## COLLABORATION

- Work productively with others
- Try different roles within a team
- Value the skills and experience that others contribute

### How can I develop these skills?

- Plan ahead when working with others
- Ensure everyone has a voice when working in teams
- Recognise your own and others' strengths

## CREATIVITY

- Be curious and inquisitive
- Take an imaginative approach to problem solving
- Be open-minded and flexible

### How can I develop these skills?

- Ask questions and challenge assumptions
- Don't be afraid to think 'outside of the box'
- Embrace opportunities to learn new skills

## INFORMATION PROCESSING

- Confidently use numeracy skills in real life situations
- Interpret and use numerical information or data effectively
- Develop financial awareness for successful independent living

### How can I develop these skills?

- Plan journeys, manage money effectively, use schedules
- Interpret and use data from graphs, tables and texts
- Create a budget and understand your payslips

## COMMUNICATION

- Be an active listener, ask appropriate questions
- Explain and present clearly - verbal, written, visual
- Be polite and demonstrate good manners

### How can I develop these skills?

- Engage in classroom discussion, listen carefully
- Put yourself forward during group tasks
- Work independently but know when to ask for help

## DIGITAL

- Create and manage folders effectively online
- Use technology responsibly and safely
- Selectively gather information online and summarise effectively

### How can I develop these skills?

- Take time to organise your work and resources
- Be aware of your online presence and digital footprint
- Note the sources you use and reference these clearly

## ORGANISATIONAL

- Plan your work to meet deadlines and targets
- Organise your own time effectively and be punctual
- Exercise self-discipline and avoid distractions

### How can I develop these skills?

- Use a calendar/diary/reminder/apps
- Plan ahead and ensure you are prepared
- Be flexible and prepared to adapt plans as necessary

## BROAD GENERAL EDUCATION (S1-S3)

One of the key entitlements of Curriculum for Excellence (CfE) is that from early years through to S3, all children should receive a Broad General Education (BGE). Thereafter, pupils move on to a senior phase in S4 to S6, which will include studying for qualifications. This broad general education should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

During the BGE pupils will study courses and programmes within the following curriculum areas:

Health and Wellbeing (including PE)

Mathematics

Languages (including Modern Languages)

Science

Social Studies

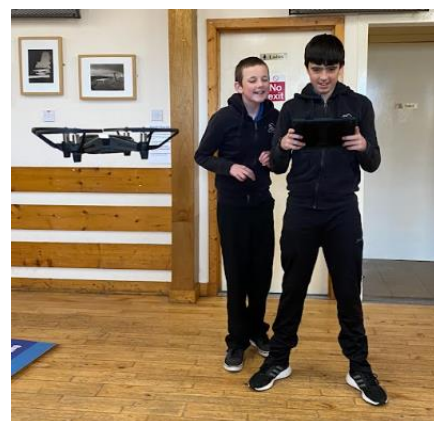
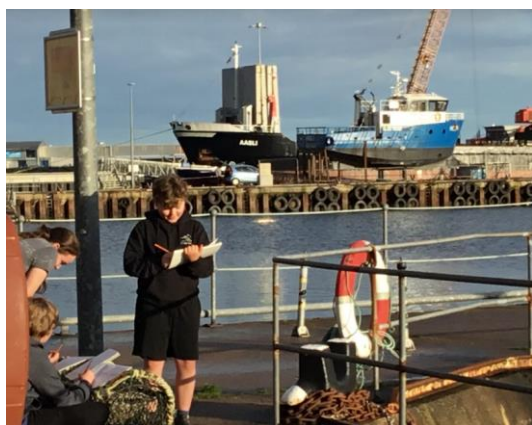
Technologies

Religious and Moral Education

Expressive Arts (Art, Music, Dance, Drama)

The broad general education phase of CfE is closely connected to the Senior Phase with the learning undertaken up until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests. For more information, please refer to the following site:

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



## SENIOR PHASE (S4-S6)

In S4, most pupils select 6 subjects (at National 3, 4 and National 5) leading to 6 qualifications at the end of the session. Most pupils will study English and Maths and then choose the other four subjects.

In S5/S6 pupils progress to study National Qualifications at the appropriate level (currently, these are mainly National 4 & 5, Higher & Advanced Higher). In S5 and S6 pupils study 5 subjects.

In S4, S5 and S6 pupils have the opportunity to access school link courses at North Highland College on a Friday. This gives them access to a wide range of additional subjects and courses. Some S6 pupils also study YASS courses through the Open University or spend part of their time volunteering - for example in our local primary school - in order to give them relevant work experience. Pupils also have access to a range of online National 5, Higher and Advanced Higher qualifications run by the Highland Virtual Academy (HVA).

## EXEMPLAR OF COURSES ON OFFER



	Course Information	SCQF Level	Apply
Academic Development	Life and Work Skills	1 & 2	Apply
	Transition to College	3	Apply
Business & Computing	Computer Science National 4	4	Apply
	NPA Cyber Security National 4	4	Apply
Engineering, Technology & Energy	SfW Construction National 4	4	Apply
	SfW Engineering Skills National 4	4	Apply
	SfW Construction National 5	5	Apply
	SfW Engineering Skills National 5	5	Apply
Hair & Beauty	Hair and Beauty	4	Apply
	Hair and Beauty	5	Apply
Health, Education & Social Care	SfW Early Learning and Childcare National 4	4	Apply
	SfW Early Learning and Childcare National 5	5	Apply
	NPA Social Services & Healthcare	6	Apply
	NPA Social Services - Children & Young People	6	Apply
Hospitality & Professional Cookery	Practical Cookery National 4	4	Apply
	SVQ 1 Hospitality Services	4	Apply
	Practical Cookery National 5	5	Apply
Rural Skills	SfW Rural Skills National 4	4	Apply
	SfW Rural Skills National 5	5	Apply
Sports & Fitness	<u>NPA Exercise &amp; Fitness with L2 Gym instructor option</u>	6	Apply
Foundation Apprenticeships	IT: Hardware and System Support	6	Apply
	Business Skills	6	Apply
	Social Services and Healthcare	6	Apply
	Social Services Children & Young People	6	Apply

**S6 Experience and Virtual School** options are also available as part of our senior phase course offering.

Please see the college website for up-to-date course information.  
<https://www.northhighland.uhi.ac.uk/courses/>

Source: northhighland.uhi.ac.uk



## RELIGIOUS OBSERVANCE

A religious assembly is held approximately six times a year. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance. This should be put in writing to the Head Teacher.



## LIBRARY

We are very lucky to have an extremely well-stocked library within our school, which offers a nurturing and calm environment for pupils. S1, S2 and S3 spend one period a week in the library, while senior pupils are able to access it out-with class time. The library is run by Mrs Best, a volunteer in our school, and we are very grateful both to Mrs Best to the Bettyhill Renewables Community Fund for keeping it so well stocked.

## ASSESSMENT AND REPORTING

As a school, we seek to provide information to pupils, parents and staff to assist in improving the effectiveness of the teaching and learning process and in raising attainment.

The purposes of assessment relate to the intended audience:

- Teachers use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform Learning and Teaching approaches and pupil targets.
- Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms, to inform next steps for the improvement of their own learning.
- Parents will receive feedback on their son or daughter's progress through Pupil Reports and through contact with their child's Guidance Teacher where there are concerns.

## MONITORING AND TRACKING / TARGETS

Tracking of pupil progress is very important. It helps us ensure that all pupils are making appropriate progress and reaching their potential.

The Scottish Government has recently introduced the Scottish National Standardised Assessments in literacy and numeracy. These will be taken online by P1, P4, P7 and S3 pupils across Scotland. The results

of these assessments, along with prior performance in primary and lower secondary, will enable staff to make more accurate judgements about progress across the BGE. This helps inform reporting and the monitoring and tracking process.

At Farr High School, Monitoring and Tracking takes place at subject level and at whole school level. Subject teachers will have formal learning conversations on a one to one basis with pupils twice a year. This will be followed up in PSD where pupils' progress across all their subjects will be discussed with their PSD teacher. We have recently developed an online learning log for pupils to record learning conversations.

A whole school Monitoring and Tracking system also exists which gives an overview of how all pupils are achieving. Where there is concern around progress, a pupil will meet with their Guidance Teacher to see if targeted support is required. Parents will also be informed of any concerns around progress.

Further information on reporting can be found at: <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

## REPORTING CALENDAR

Progress reports are issued to parents as follows:

S1	S2 and S3:	S4, S5, S6:
Interim Report - November	Interim report - November	Interim Report - October
Full report - May	Full report - March	Full report - February

### S1-S3 Monitoring, Tracking and Reporting Calendar

June	P7 assessment information received from Primary. This includes both teacher assessments and more formal test data.
November	First round of subject monitoring and tracking (S1-S3)
November	S1-S6 Parents Night
March	S3 Reports to parents and S3 pupil profiles home
March	S3 Parents Night
March	Options Nights for S3-S5
May	S1 and S2 Reports to parents
May	S1 and S2 Parents Night

### S4-S6 Monitoring, Tracking and Reporting Calendar

August	Results analysed by SMT. All staff complete an analysis of their departmental results and discuss them with the Head Teacher.
October	First round of subject monitoring and tracking



November	S1- S6 Parents Night
January	Prelims
February	Reports to parents S4-S6
February	S4-S6 Parents Night
March	Options Nights for S3-S6

In addition to formal Parents' Evenings, you should feel free to contact the school at any time to discuss any matter concerning your child's progress. Please contact the Guidance Teacher in the first instance.

## HEALTH AND WELLBEING

Health and wellbeing is developed through PSE, PE (which is taught for three periods a week for S1-3, two periods a week for S4 and one period a week for S5/6) and through relevant learning across the curriculum.

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.

Farr High School has a wide and varied educational programme targeting health and well-being across all year groups. In line with the Curriculum for Excellence, our PSD programme tackles contemporary issues including relationships/sexual health, mental health, choices/ changes, substance misuse, food and nutrition.

Where the curriculum covers topics of a potentially sensitive nature, parents are informed in advance via email and encouraged to contact the school if there areas they would like to discuss.

Staff 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 our Guidance teacher in the first instance. Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

We are also able to offer sessions to pupils with the Scottish Counselling Service. These are free, weekly sessions which are confidential, unless a concern is raised which might mean a child is at risk. For more information on the counselling service, please see their website:

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

Everyone in a learning community whatever their contact with children and young people shares the responsibility for creating a positive ethos and a climate of respect and trust.



## CATERING

School meals are served daily and are designed to be a nutritious and tasty option for pupils. Pupils may have a set lunch or may take advantage of the cafeteria system to select whatever they prefer and either sit-in or take-away. Facilities are available for those wishing to take a packed lunch. Information on free school meals can be found at [https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals).

The Highland Council operates a 'Cashless Catering' system which utilises pupils' NEC cards. For further details please see: [http://www.highland.gov.uk/info/878/schools/9/school\\_meals/2](http://www.highland.gov.uk/info/878/schools/9/school_meals/2)

Parents are responsible for pupils who decide to go out-with school grounds at lunch time.

## PUPIL SUPPORT / GUIDANCE

As part of our guidance programme the Senior Management Team also form the School Care Group. This is a point of call for all pupils and particularly for those who are experiencing circumstances or situations which they are finding challenging. This is developed through:

- Personal counselling interviews
- Personal Development lessons
- Monitoring of attendance and punctuality and exchanging essential information with teachers in support of the pupils

The guidance teacher monitors the progress of pupils formally recognised as having special educational needs. The needs of such pupils are generally catered for within the normal pattern of courses, but with specialist advice and support as required. If required, a Child's Plan may be put in place to outline the action required to help organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. In Highland we follow the GIRFEC model (Getting it Right for Every Child).

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

Within this, every child has a Named Person, whose responsibility is to coordinate support for any child requiring it. At Farr, the Named Person is the Head Teacher.

More information can be found about the Highland Council model for support including child's plans and the role of the Named Person at:

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

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you may have a concern that you don't feel is being addressed, or will want to talk to someone out-with the school. Should you have any concerns that your child's additional needs are not being met, you should contact Mrs Whittle - Guidance or Mrs Ilska - Additional Support Needs in the first instance. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

## ADDITIONAL SUPPORT FOR LEARNING

### IDENTIFICATION OF NEED

Through close links with the primary schools, we are able to gain a clear picture of the abilities of all pupils before they come into the school and to advise class teachers.

Teachers draw to the attention of the Support for Learning teacher and where relevant, the Guidance teacher, any pupils who are having difficulties. Such pupils are given appropriate support, their progress is monitored and parents kept informed of progress.

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

Parents should contact the school if they feel that their child may benefit from Support for Learning. Mrs Ilska is responsible for monitoring pupils with specific learning difficulties and plans their Individualised Education Programmes (IEPs). 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-ordinates such support.

### INFORMATION ABOUT THE 2009 ADDITIONAL SUPPORT FOR LEARNING ACT

2009 Additional Support for Learning Act: <http://www.legislation.gov.uk/asp/2009/7/contents>

#### Legal information

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

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

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

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most

out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.

- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements for providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but cover the main points.

If you have any questions about the 2009 Act please contact the Helpline on 0845 123 2303 or by email on: <http://enquire.org.uk/>

Further information and support for parents of children and young people with ASN can be accessed at:

[Support for Learners Website](http://enquire.org.uk/myrightsmysay/)

<http://enquire.org.uk/what-is-additional-support-for-learning>

<http://www.siaa.org.uk/>

<http://www.sclc.org.uk/>

[http://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs)

## ADDITIONAL ASSESSMENT ARRANGEMENTS

At Farr High School we follow SQA guidelines and procedures to allow candidates who are disabled, and/or have been identified as having additional support needs, appropriate arrangements to access SQA qualifications without compromising the integrity of the assessment. Further information about these arrangements can be found at <http://www.sqa.org.uk/sqa/14977.html>

## ENROLMENT

Our Associate Primary Schools are:

- Farr Primary School, Bettyhill, By Thurso, KW14 7SS Tel: 01847 807011
- Melvich Primary School, Melvich, By Thurso, KW14 7YL Tel: 01641 531200
- Tongue Primary School, Tongue, By Lairg, IV27 4XL Tel: 01847 611208

Enrolment forms are distributed via the primaries when children are in Primary 7. Transport arrangements will be finalised once pupil numbers are confirmed.



## SCHOOL TRANSPORT

Transport is provided for all children within catchment who live outwith normal walking distance. Action to be taken in bad weather conditions is outlined elsewhere in the brochure.

Please note that Transport is not an Education Service responsibility and any queries should be addressed to: Transport Development Office, Highland Council, Glenurquhart Road, Inverness, IV3 5NX or [public.transport@highland.gov.uk](mailto:public.transport@highland.gov.uk).

## PLACING REQUESTS

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, Caithness and Sutherland, Drummie, Golspie KW10 6TA.

Placing request applications are made online at:

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

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

If pupils live outwith the school catchment area and their parents wish them to attend Farr High School they can contact Mrs Van Voornveld, the Head Teacher, to arrange a visit.

## PRIMARY TRANSITIONS

Transition arrangements begin with on-going and close liaison between the High School and our associated primary schools over particular needs and priorities for the children. The procedures and timing may vary depending on the need and the transition process may well start earlier for some pupils. This decision will be made in consultation with primary staff and parents.

There is a calendar of transition activities including themed transition days, a residential team building trip and the opportunity for P7s to follow an S1 timetable for a day. There will also be an Open Afternoon here at the High School in January/February for P6 and P7 parents and Road Shows where we will go out, along with S1 pupils who attended the schools, and visit all the feeder primaries to tell P7 pupils more about High School and answer any questions they may have.

In addition, a member of the Senior Management Team will make an informal visit to each associated primary school to answer questions and primary teaching staff spend time with high school staff to share information at the inservice in June.



## CAREERS ADVICE

All Farr High School pupils are supported in the transition from school into Employment, Further Education or Higher Education. Following the Scottish government initiative entitled “Developing Scotland’s Young Workforce” we are working across the school to help our children prepare for the world of work. This starts in S1 with a focus on transferable skills and continues right up to senior school where there is the opportunity to take part in work experience placements and to get help with the writing of personal statements. We have close links with Skills Development Scotland as well as our own careers input within school, in order to advise and guide pupils in to positive destinations. Pupils are given guidance on the UCAS process and application to Colleges / Jobs / apprenticeships. Our SDS link is Ms Beth Cameron who can be contacted through the school office. As part of the Developing Scotland’s Young Workforce initiative, we have also developed strong links with the Caithness Chamber of Commerce.

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

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

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

The Careers Adviser linked to Farr High School is Margaret, and she is available to advise on matters relating to career and curricular choice.

The school will do its best to ensure that all pupils leaving school have a positive destination. Parents should spend time with their child looking at the world of work website: <http://www.myworldofwork.co.uk>

Information about local opportunities is listed on the hi-hope.org website to support 16+ planning:



## OPPORTUNITIES FOR ALL

Opportunities for All is a commitment by Scottish Government to offer a place in learning or training to every 16-19 year old who is currently not in education, employment or training. Highland Council has a lead role in respect of Opportunities for All whilst young people are still in school. The long-term aim is to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment.

## EMPLOYMENT OF CHILDREN

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

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

### EDUCATION MAINTENANCE ALLOWANCES (EMA)

An EMA is a weekly payment worth up to £30 per week for pupils aged 16 and over who are planning to stay on at school after their leaving age. Pupils must complete a learning agreement at school for a minimum of 21 learning hours per week. In session 2025/2026 pupils born between 1 March 2006 and 30 September 2009 can receive payments from August 2025. Pupils born between 1 October 2009 and 28 February 2010 can receive payments from January 2026. Further information on full eligibility criteria and the online application process can be obtained from the school.

[https://www.highland.gov.uk/info/899/schools\\_grants\\_and\\_benefits/14/education\\_maintenance\\_allowance](https://www.highland.gov.uk/info/899/schools_grants_and_benefits/14/education_maintenance_allowance)

## FARR HIGH SCHOOL POLICIES

We follow Highland Council School Policies, full details of which can be found at the following link:

[https://www.highland.gov.uk/info/893/schools\\_general\\_information/29/school\\_policies\\_procedures\\_and\\_guidelines](https://www.highland.gov.uk/info/893/schools_general_information/29/school_policies_procedures_and_guidelines)

We also have our own School Policies, which can be seen in full on the school website.

## PROMOTING POSITIVE BEHAVIOUR

At Farr we promote positive behaviour and good relationships. Pupils, parents and teachers all have an important part to play in achieving this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.



We hope to work in partnership with parents on concerns regarding discipline. The school is a community, which exists to promote the education of all its pupils. **Everyone** has to abide by certain guidelines and standards of behaviour if the school is to operate efficiently. We promote positive behaviour for all and celebrate this in a number of ways:

## THE SCHOOL DAY

Mon-Thur								
8.45-9.40	9.40-10.30	Break	10.45-11.35	11.35-12.25	Lunch	1.05-1.55	1.55-2.45	2.45-3.35
Fri								
8.45-9.35	9.35-10.20	Break	10.35-11.20	11.20-12.05	12.05-12.50	Lunch		

## SCHOOL RULES

1. **Behaviour in class:**
  - Listen to the teacher and follow instructions given.
  - Don't waste time by unacceptable talking.
  - Be ready to work when you arrive - have pen, pencils, books, folders, etc. with you.
  - Do not chew gum or eat during class.
  - Respect other class members - it is not fair to disrupt other people's work.
2. **Homework:**
  - Give yourself adequate time to do homework properly - plan your work.
  - Bring homework in on time.
3. **Moving from class to class:**
  - Do not waste time in the corridor.
  - Do not leave materials at the lockers so that you have to go there between classes.
4. **Acceptable behaviour at break or lunchtime:**
  - Conversation in the social area.
  - Playing music (at a reasonable volume) at the social area or in classrooms (with permission).
  - Going to the shop or post office.
  - Playing games outside.
  - Working/playing on computers in ICT room. No food or drink is allowed in this room.
5. **Unacceptable behaviour at any time (examples):**
  - Swearing or rudeness
  - Bullying/fighting
  - Loud shouting or screaming
  - Running in the corridors
  - Damaging school property/ dropping litter
6. **Pupils should not bring the following to school:**
  - Cigarettes, lighters, matches, aerosols
  - Knives or any other offensive weapons
  - Mobile phones must be switched off during class time and must not be used inappropriately at any time to cause hurt to others

## PROMOTING POSITIVE BEHAVIOUR

In 2023 we reviewed our approach as a school towards bullying and we will be revisiting it this year. Our Promoting Positive Behaviour Policy has been produced following consultation with pupils, parents, staff and other partners to our school. We recognise that every member of our school community has an important part to play in ensuring bullying is recognised quickly and dealt with effectively. The ethos of our school is based on respect and on valuing difference and this is reinforced through our curriculum and in particular, through our Personal Development programmes. Please see the following link for further information:



### FARR HIGH SCHOOL PROMOTING POSITIVE POLICY

Bullying of any description is not tolerated at Farr. Everybody is expected to behave in an appropriate manner which does not cause offence or harm to others. We have a shared responsibility to look after each other and to stop any behaviour which goes against this ethos within our school.

- 1 If you feel you have been a victim of bullying and need help, it is very important you **tell somebody** as soon as possible. This should be somebody you trust and feel comfortable speaking to – it might be a friend, a member of your family, a teacher or a PSA. If you do not feel you can talk about what is happening, there is a box in the ?? where you can leave a note explaining what is going on.
- 2 Senior staff will take what you say seriously and do everything they can to support you. This might include asking questions to find out more. For example:
  - what has happened?
  - what impact has it had?
  - what do you want to happen?They will always deal with what you tell them sensitively and quickly.
- 3 Where somebody is found to have been bullying another person, they will also be talked to. The conversation may include
  - asking what feelings caused them to act in this way
  - asking how else they could have responded to these feelings
  - working with them to understand the impact of their behaviour on other people
- 4 Where appropriate, further action will be taken. Disciplinary procedures are intended to change or modify behaviour rather than label anyone as a bully. These can include:
  - putting into place positive behaviour strategies with agreed goals
  - the withdrawal of privileges
  - detention
  - whole school assemblies and/or targeted sessions within class
- 5 Where the bullying is deemed to be of a serious nature, parents will be informed and as appropriate, invited to a meeting to discuss how the school can work with them to resolve the situation.
- 6 In the most serious of cases, a pupil may be excluded and/or police informed.

- 7 All incidents of bullying will be logged and recorded on the school system

## SCHOOL DRESS CODE POLICY

### The school dress code is:

- Plain black trousers or skirt - these must be black and if they are faded, parents will be asked to replace them. Thick cotton leggings are acceptable but must not be “sports leggings”, have any logos or be see-through in any way.
- A black or a white shirt/blouse or a royal blue or white polo shirt - the top must have a collar.
- A plain black hooded top, cardigan or jumper.
- Footwear should be **predominantly black** in colour with no stilettos or excessively high heels.
- Acrylic nails are not permitted for health and safety reasons

The polo shirts and hooded tops do not have to bear the school logo but pupils are required to wear at least one item of clothing with the logo or wear the school tie.

### The physical education kit is:

- A pair of indoor trainers.
- A change of outdoor trainers for sports like cross-country, football and hockey.
- A pair of shorts/tracksuit bottoms.
- A change of socks for outdoor sports.
- A t-shirt or the Farr Camanachd top (no scarves or tops representing sports teams other than the school's).

### Notes:

- We require all pupils to follow our “Hats Off Inside” rule.
- Pupils are expected to remove outdoor clothing in class. This also applies to hooded tops that are not black.
- Skirts should be of an acceptable length. Short skirts and tube skirts are not acceptable.
- All tops must cover the shoulders and be full length. It is important that the top (i.e. shirt) and the bottom (i.e. trousers or skirt) meet. Bare midriffs must not be visible.

### Other acceptable items:

- A plain black blazer or a blazer with the school logo.
- Leavers' hoodies can be worn by S5 and S6 pupils.

### Unacceptable items:

- Clothes which could lead to indiscipline eg. Scarves or tops representing sports teams other than the school's.
- Clothing with offensive words or pictures.
- Clothing which is so tight, short or revealing that it could give offence to others.
- Clothing which advertises alcohol, tobacco or other drugs.

Changes in fashion sometimes lead to unsuitable clothing or accessories being worn and we are sure that parents will understand that the school has to make judgements on clothing styles on some occasions.

Non-logo items can be purchased from your preferred shop, for example: Tesco, ASDA, Marks & Spencer. Items of uniform bearing the school logo can be ordered directly from Highland Schoolwear at <http://www.highlandworkwear.uk> Ties can be purchased from Farr High School office at a cost of £6

## Sanctions

Any pupil not attending school in uniform will be offered items from the “Spare Uniform” box. Refusal to comply will result in pupils losing their social time at break and/or lunch.

The council’s anti-bullying policy can be found here:

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

## MOBILE PHONES

Pupils are permitted to have mobile phones in school but they must be in their bags and switched off during lessons. If a pupil is found to be using a phone during lesson time, their phone will be removed to the school office where it can be collected at the end of the day. A phone is available in the school office should a pupil need to contact their parent for any reason.

## CHROMEBOOKS & E-SAFETY

All pupils are issued with a chromebook. This is a very important teaching tool and as such, it is vital that pupils remember to take their chromebook to school, charged, each day. There are clear expectations for appropriate use of digital technology and resources, including the chromebooks. These are explained to pupils and parents who are required to sign an Acceptable Use Agreement prior to chromebooks being issued. Any pupil found to be abusing this privilege is liable to have their chromebook and/or internet access removed. For further details of our E-Safety policy, please follow this link:

<https://sites.google.com/farrhigh.org.uk/farr-high-school/about-us/school-policies>

It is important pupils take good care of their chromebooks; for this reason all pupils are expected to purchase a case to carry them in. Chromebooks must be returned when a pupil leaves school.

## HOMEWORK

At Farr High School we believe homework enhances pupil learning, improves achievement and develops pupils' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area. For further detail on our homework policy, please follow this link: <https://sites.google.com/farrhigh.org.uk/farr-high-school/about-us/school-policies>

## SMOKING

- There is absolutely no smoking or vaping allowed in school time. This applies for as long as pupils are under the care of the school - ie from when they leave their home until they return. This is irrespective of age.
- Pupils who are caught smoking or vaping within this time will meet the following consequences:
  - 6 week ban on leaving school grounds.
  - Break and lunch times must be spent either in the corridor outside the staffroom or in the grounds outside that can be viewed from the staffroom.
- Support will be given to any pupil who wants to stop smoking or vaping. This will be provided by the school nurse and a smoking cessation person.

## ALCOHOL & DRUGS

Alcohol and drugs are not permitted on school property at any time, nor on any school-organised trip or activity. Should a pupil be found in possession of, or to have taken any form of drug or alcohol, parents will be informed and the pupil sent home. Police may also be informed.

## ATTENDANCE

Good attendance is vital if pupils are to achieve their full potential. Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils. At Farr we reward pupils who achieve 100% attendance by entering them into our termly prized draw for an Amazon voucher.

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

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

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

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

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

Please use the following link for more detail on our Attendance Policy:

<https://sites.google.com/farrhigh.org.uk/farr-high-school/about-us/school-policies>

## PUPIL ABSENCE OR SICKNESS/INJURY PROCEDURE

### PERMISSION TO LEAVE DURING THE SCHOOL DAY

If a pupil needs to leave during the school day for an appointment etc, parents should notify the school in advance. Pupils must report to the school office and sign out. If returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

### ILLNESS IN THE SCHOOL / MINOR INJURIES

If a child becomes ill in school and we cannot deal with the problem parents are contacted and transport home is arranged by the parent. It is important that we have an emergency telephone contact on record for each pupil, **so please inform the school if there is any change in contact details**. Also, if your child suffers from any long term illness, or is on constant medication, it is important that the school is notified. In the case of minor accidents or injury - eg small cuts and scrapes - we have a number of qualified first aiders in school. If necessary, we also make early use of the emergency services, with parents informed at the earliest opportunity.

### ADMINISTRATION OF MEDICINES

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

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

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

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

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

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

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

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

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

### **Minor injuries**

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

### **ADVERSE WEATHER**

The Campus Facebook page is updated as soon as a decision is made about school closures, therefore we recommend parents check this first if they suspect the school may be closed:  
<https://www.facebook.com/North-Coast-Campus-208036079919426/>

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

### **LOCAL RADIO STATIONS**

BBC Radio Highland will issue bulletins at 6.30am, 7.30am, 8.30am, 12.30pm, 4.30pm and 5.30pm.  
Moray Forth Radio issues news and weather bulletins on the hour between 6am and 6pm

### **CHILD PROTECTION**

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

In Farr High School the Head teacher (or in her absence the Depute Head Teacher) is responsible for co-ordinating action on child abuse. Any suspected cases must be reported to them immediately.

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 with Highland can be obtained from the *Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone 01463 703483 Fax 01463 713237* or on the Internet from:

<http://www.forhighlandschildren.org/2-childprotection/>

Copies of Child Protection Policy Guidelines are available from the school office or online at:  
<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

## MILITARY FAMILIES

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

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your Child/Young Person coming into or moving on from our School or Early Years setting. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

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

### A Welcome to Your Children and Young People

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

## PARENTLINE

Parentline is a confidential service aimed at providing support for parents. Concerns can also be discussed with them: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

## ACCESS TO PUPIL RECORDS

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

## DATA PROTECTION LEGISLATION

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

## TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

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



## DATA POLICY

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

[https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

### WHY DO WE NEED YOUR DATA?

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

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

### YOUR DATA PROTECTION RIGHTS

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

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

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

### CONCERNS

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

## COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Guidance Teacher in the first instance. For more serious issues the Depute Head Teacher or the Head Teacher should be contacted.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation remain unresolved, parents can contact the Area Care and Learning Manager, Caithness & Sutherland, Drummuie, Golspie, KW10 6TA. Tel: 01408 635338.

*Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information. Please consult the school website for the most up to date information.*

