



SCHOOL HANDBOOK

LOCHABER HIGH SCHOOL

**FOR PARENTS/CARERS
2025/2026**

Dear Parents/Carers,

Welcome to Lochaber High School!

This booklet has been thoughtfully prepared to provide you with information about how our school operates. I hope you find it both informative and helpful.

During their time at Lochaber High School, your child will have the chance to enjoy numerous 'once-in-a-lifetime' experiences—be they academic, social, cultural, or sporting—which I trust they will find enriching and rewarding. We offer a well-balanced curriculum designed to equip our young people with a broad range of knowledge, skills, and abilities, while striving to deliver the highest standards of education within a safe, caring, and stimulating environment. Our staff are continually working to enhance their teaching, and I am confident that our pupils would readily affirm their dedication.

A strong partnership between teachers and parents is vital for pupils to derive the greatest benefit from their time with us. I encourage all parents to take an active interest in their child's progress and to engage with the school. We will keep you informed about your child's development through annual progress reports, interim updates, various letters, and regular Parents' Evenings. Should any issues arise, or if you require additional information, please do not hesitate to contact us—our door is always open, and we are just a phone call away.

I look forward to getting to know you in the years ahead and hope that your family's connection with Lochaber High School will be both positive and fulfilling.

Warm regards,

Scott Steele

Head Teacher

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

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Contact Information

Lochaber High School

Camaghael

Fort William

Inverness-shire

PH33 7ND

Telephone: 01397 702512

E-mail: lochaber.high@highland.gov.uk

Web: www.lochaberhigh.org

Head Teacher: Mr Scott Steele

Facebook: <https://www.facebook.com/LochaberHighSchool/>

Twitter: <https://twitter.com/LochaberHigh>

School Information

Lochaber High School is a six-year comprehensive school serving the town of Fort William and the wider Lochaber region. The school is associated with eight primary schools: Banavie, Bun-Sgoil Ghàidhlig Loch Abar, Caol, Invergarry, Inverlochy, Lundavra, Spean Bridge, and St Columba's. Nestled in stunning surroundings to the north of Fort William, it lies at the foot of Ben Nevis, offering a truly inspiring environment for our 830 pupils.

The school enjoys a strong reputation within the local community and beyond. Pupils perform well in national assessments. The curriculum is dynamic and continues to evolve in alignment with national and regional guidelines. We strive to make it engaging and relevant for all learners. To add further breadth to the curriculum and in general enrich our curriculum offer, we collaborate closely with West Highland College UHI to deliver vocational courses. This approach also contributes to advancing the Developing the Young Workforce (DYW) agenda. The vast majority of pupils leave the school for positive destinations such as higher or further education, training, or employment.

The school operates a 33-period asymmetric week, similar to other Highland schools, enabling access to courses via the Highland Tutoring Service.

Promoting Gaelic Culture and Identity

Gaelic for learners, Gàidhlig (Gaelic Medium Education), and Gaelic culture and heritage are integral to the school's ethos, playing a key role in shaping its identity within the community. We participate annually in Film G, attend Gaelic immersive careers events and curate our annual Ceilidh club events.

Competitions, Awards, and Priorities

At Lochaber High School, we take pride in nurturing the diverse talents and aspirations of our pupils by promoting participation in a wide range of competitions and awards. From academic challenges and creative arts contests to STEM initiatives and sports tournaments, these opportunities allow students to showcase their abilities, build confidence, and gain recognition beyond the classroom. Engaging in these activities fosters personal growth while enhancing the school's vibrant ethos of excellence and ambition. Every achievement is celebrated as a reflection of our pupils' hard work and determination.

Notable Achievements

English and Drama

- **Rotary Young Writer's Competition:** Regional Winner
- **Neil Gunn Writing Competition:** Winner
- **Creative Writing:** Contributions to the "Meeting Places" anthology, published by the Saltire Society

Developing the Young Workforce

- **Growing Future Assets Competition:** Winner
- Recognition as a Google Reference School

Health and Well-being

- Finalists and runners-up in the **Rotary Young Chef** and **Springboard Future Chef** competitions, with U.K. Finalists
- Winners of the **Leanachan Challenge Cross Country**
- Achieved the **Rights Respecting Schools Award (Bronze)**

Maths

- Awards in **UKMT Mathematical Challenges** (gold, silver, and bronze)
- Success in Junior, Intermediate, and Senior Challenges, supported by local sponsors
- **Enterprising Maths Competition:** Regional and National Finalists
- **Maths Wae Nae Borders Challenge** and **Mathematiques Sans Frontieres:** Winners

Music

- Multiple accolades at the **Scottish Concert Band Festival**, including seven Gold Plus awards
- A vibrant music scene with bands achieving regional and national recognition

STEM and Physics

- Finalists in prestigious programs such as **Space School**, **Quantum Technology School**, and **Engineering the Future for Girls**
- Finalists in the **NEXT Stem Essay Competition** and **TechFest Engineering Fundamentals Course**

School Improvement Priorities (2025/26)

The school's priorities include advancing learning, teaching, and assessment, refining the curriculum through the LHS Skills Framework, and enhancing equality, well-being, and inclusion. Promoting literacy and numeracy across all subjects remains central to our mission. Please access our self-evaluation where you can access our recent improvements as well as a summary of our improvement planning priorities here -

https://www.lochaberhigh.org/uploads/4/0/9/1/40918471/standards_and_quality_report_for_parents.pdf

Facilities and Extra-Curricular Opportunities

Following the multi-million-pound **Lochaber 21** refurbishment, the school offers exceptional facilities, including a state-of-the-art pump track developed in partnership with Fort William Bike Park. Located in the **Outdoor Capital of the UK**, Lochaber High also provides pupils with enriching extra-curricular opportunities, from music and drama to outdoor adventures and international trips.

Sports Excellence

Lochaber High is celebrated for its sporting prowess, with world-champion boys' shinty teams and national titles for girls' teams. The U15 boys' football team is the current Highland champion.

Lochaber High School continues to thrive as a hub of academic excellence, cultural heritage, and vibrant extracurricular opportunities, preparing pupils for success in an ever-changing world.

The School Day

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

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

Term Dates

Highland Council set out school holidays for the coming years ahead [here](#).

2024/2025	
Term 1	Tue 20 Aug 2024 – Fri 11 Oct 2024
Term 2	Mon 28 Oct 2024 – Fri 20 Dec 2024
Term 3	Mon 6 Jan 2025 – Fri 4 April 2025
Term 4	Tue 22 Apr 2025 – Thur 3 July 2025
February Break	Mon 17 Feb – *Wed 19 Feb 2025(inclusive)
May Holiday	Mon 5 May 2025
Staff Training	Mon 19 Aug 2024
	Mon 16 & Tue 17 Sept 2024
	*Wed 19 Feb 2025
	Mon 2 June 2025
2025/2026	
Term 1	Tue 19 Aug 2025 - Fri 10 Oct 2025
Term 2	Mon 27 Oct 2025 - Tue 23 Dec 2025
Term 3	Wed 7 Jan 2026 - Thur 2 April 2026
Term 4	Mon 20 April 2026 - Thur 2 July 2026
February Break	Mon 16 Feb - *Wed 18 Feb 2026 (inclusive)
May Holiday	Mon 4 May 2026
Staff Training	Mon 18 Aug 2025
	Mon 15 & Tue 16 Sept 2025
	*Wed 18 Feb 2026
	Thur 7 May 2026

Important Dates

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

Catchment Area and Placing Requests

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

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

Parents do have the right to specify the school in which they wish to place their child. Applications must be made to the Area Education Manager using a Placing Request Form which can be obtained from https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

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

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

Military Families

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

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

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

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

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click these links to view: Primary School Welcome | Secondary School Welcome . Please get in touch with your child's named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)

Parental Involvement

Parental engagement and family learning play a pivotal role in fostering student success and creating a thriving school community. By attending parents' evenings, reviewing and responding to your child's reports, and participating in supportive meetings—including those with agency collaboration when necessary—parents can actively contribute to their child's educational journey. Engagement extends to

attending curriculum information sessions and study skills evenings, where families gain insights into how to better support learning at home. Beyond academics, parents enrich the school culture by volunteering for trips, concerts, and school productions, becoming integral to the vibrant life of our high school. Such involvement not only strengthens the bond between home and school but also demonstrates to students the value of collaboration and lifelong learning.

Parents will be informed of sensitive aspects of learning such as drug awareness, puberty, sexual relationships from your child’s Guidance Principal Teacher who is responsible for the delivery of our Tutor Support programme. All aspects of such learning are delivered sensitively and with the use of age and stage appropriate language.

Parent Council

Our Parent Council works in close collaboration with the school to foster a thriving educational environment for all our students. By offering support through active participation in school initiatives, fundraising efforts, and community events, the council strengthens resources and opportunities available to the school. The Parent Council serves as a vital bridge between families and the school, providing input on key issues and offering feedback on policies and programmes. Through open communication and shared goals, we aim to create a positive and inclusive atmosphere that enhances the overall learning experience. The Chairperson of the Parent Council is Mrs Shona Fleming. Further details can be obtained by contacting Mrs Fleming through the school or email lochaber.high@highlandpc.co.uk

Staff List (from December 2024)

Senior Leadership Team Mr S Steele (Head Teacher), Miss E Gow (DHT), Mr E Groat (DHT), Mr S Stewart (DHT)	
Biology Mr K McIntyre (PT) Mrs I Beagent Miss S Jeffrey Mrs R Gartshore Chemistry Dr Hill (PT) Mr S Watson Mr C Findlay	Health & Wellbeing Mrs Y Clark (PT) (PE) Mr C Vardy Mr F Gray Mr S Smith Languages Mrs C Groat (PT) (Gaelic & French) Miss K Brennan (Gaelic) Miss M Mathieu (French) Ms A Virgel (French)
Computing, Business Studies & Digital Tech Mrs L Kelly (PT) Mrs J Clark (Business Studies)	Mathematics Miss J Calderwood (PT) Ms J Brady Miss M Cottam Mrs S Doherty (Computing & Maths) Miss S Lawrie Mrs C McCreath Mr D Morrow (Geography & Maths) Mrs L Stewart

<p>Design & Technology Mr W Cameron (PT) Ms M Goudie Mr J Shepherd</p>	<p>Physics Mr M Burke (Acting PT) Mr J Ribeyron Ms F MacDonald</p>
<p>English & Drama Mrs J Hume (PT) (Drama & English) Mr S Carruthers Miss B Craig (Drama) Mrs N Fleming Mrs K MacGregor Mrs V MacKinnon Miss M MacLennan Miss S McGonigal Mr I Welch</p>	<p>Social Subjects Mr M Colston (PT) (His/Geog/MST/RE) Mr N Adams (Geography) Miss G Baxter (RME) Mr J Fairbairn (Modern Studies) Miss C MacMaster (Acting PT), (Modern Studies) Miss L MacQueen (Geography) Mr D Roberts (History)</p>
<p>Expressive Arts Mr G Young (PT) (Music & Art) Mrs M Anderson (Music) Miss V Barclay (Art) Miss S Roebuck (Art)</p>	<p>Pupil Support/Guidance Mr L Beagent (PT) Guidance - Lochiel Mr H Al-Khairulla (PT) Guidance - Nevis Miss M Kirkaldy (PT) Guidance - Rannoch Ms S McGonigal (PT) Guidance - Shiel Mrs K Jamieson (PT Support for Learning) Ms K Russell (PT) ASN Glencoe House Miss M Beacall (ASNT) Mrs C Drain (ASNT) Mrs K Glen (ASNT) Mamore House Ms S MacDonald (ASNT) Glencoe Mrs L MacKenzie (PT) Arkaig House Mrs J Macleod (ASNT) Glencoe</p>
<p>Pupil Support/Guidance Mrs C Reynolds (ASNT) Glencoe Mr A Ross (ASN)</p> <p>Instrumental Instructors Miss K Thomson (SI / Woodwind) Miss M MacMaster (Piping) Ms C Hamilton (Strings) Mr M Reynolds (Brass) Mr A Craig (Drumming) Ms S Freudenberg-Hamilton (Strings)</p> <p>Library Mrs N Muir (Librarian)</p> <p>Technicians Ms B Marendeng (Science)</p>	<p>Pupil Support Assistants Ms N Alvarez-Landesa Mrs K Ball Miss H Dougan Mrs L Fitzsimons Ms J Forbes Mrs N Gillies Miss R Ismail Ms K Kennedy Mrs M Kyle Ms C MacDonald Mrs L MacDonald Mrs C MacIntyre Ms F MacLellan Miss N MacMillan Mrs C MacPherson Ms H MacRae Miss L Manson Miss C Maxwell Miss R McCook Mrs I McHale</p>

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

Promoting Positive Behaviour Policy

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

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

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

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

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

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

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

Classroom Code of Conduct

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

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

Classroom Practice

Factors underpinning positive behaviour are:

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

Before learning begins:

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

Level 1 – Class Teacher

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

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

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

Serious indiscipline can be defined as:

- violent/threatening behaviour (*Any violent or threatening behaviour towards a member of staff, an authority Violence and Aggression form must be completed.*)
- fighting
- swearing
- suspected drug /alcohol abuse

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

Level 2 - Principal Teachers Curriculum

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

- interview pupil
- interview pupil to advise on restorative strategies
- implement staged increase of any sanction already given by class teacher
- partner with other Principal Teachers Curriculum to support each other in supervising detention
- if a pupil fails to attend a lunchtime detention the Principal Teacher Curriculum should contact a member of the SLT so that action can be taken by Period 6
- under Supporting Pupils as a staple department agenda item Principal Teachers, with department colleagues, will review referrals using the LHS Dashboard; document any additional planned supportive actions or refer complex cases to Guidance Teachers, Depute Head Teachers or Head Teacher
- request interview with parents following consultation with Guidance Teachers and/or Pupil Support teachers where further clarity on curriculum matters is required
- request additional support intervention from appropriate member of Pupil Support
- refer to Year Head through incident form (See Appendix 2).

Level 3 - Principal Teacher Pupil Support (Guidance)

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

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

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

Level 4 - Depute Head Teachers

Depute Head Teachers will take appropriate supportive action when:

- it has been demonstrated that a Class Teacher, a Principal Teacher Curriculum or Guidance Teacher has taken appropriate action before referral to Year Head /Depute

- there has been an incident of serious indiscipline
- if an overview of a pupil's behaviour gives reason for intervention

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

- interview pupils
- contact parents
- meet with parents
- issue SLT lunchtime or after-school detention
- request PTs to supervise pupils in complex cases which require interviewing a number of pupils
- place pupil on Pupil Support Card
- engage with parents in a pre-exclusion meeting
- recommend exclusion and engage in readmission meetings
- refer pupils to PSB
- refer pupils as appropriate to outside agencies such as SFM, ALG, and Children's Reporter
- refer pupils to "Off-site" provision
- under Supporting Pupils as a staple agenda item within the SLT Operational Meeting, the SLT will review referral data and take appropriate action

Level 5 - Head Teacher

The Head Teacher will take appropriate supportive action when:

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

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

- any of the above sanctions
- implement exclusion policy

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

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

Recognising Positive Achievement

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

- Consistent Excellent Behaviour
- Consistent Excellent Effort
- Excellent Contribution to School Life
- Excellent Homework
- Excellent Achievement
- In addition, pupils who demonstrate consistent excellent effort and behaviour as documented in their reports to home receive a personal letter of praise from the Head Teacher.



LHS Dashboard

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

Curriculum

By 'curriculum', we mean what is taught and learned at school. This includes in subjects, assemblies, clubs, sports, volunteering, trips, and every other aspect of school life.

Rationale

The rationale that underpins our curriculum can be summed up as follows:

- We want our students to leave school with the knowledge they need to understand the world around them
- We want our students to leave school with the skills they need to continue to learn and contribute to society
- We want our students to leave school with attributes which reflect our school values
- We want our students to leave school with a portfolio of qualifications which open the doors they need and which reflects their very best
- We want our students to love learning for the sake of learning, viewing it as interesting, exciting and empowering

For the most part, the curriculum is delivered in subjects, which are timetabled across a 33 period week. You can find out more about the content of the curriculum taught in subjects by curriculum area on the school website [here](#).

Knowledge and Skills

The Lochaber High School curriculum is knowledge-based, skills-orientated. By teaching students a broad and deep body of knowledge, we lay the foundations for them to develop a wide range of specific skills. In doing so, we aim to realise the 'four capacities' which underpin the Scottish Curriculum for Excellence (successful learners, confident individuals, responsible citizens, effective contributors).

Overarching Skills

We believe that the development of knowledge and understanding informs skills development, and in turn skills development can bring about an increase in knowledge and understanding, and so on, therefore skills development is a significant aspect of learning at Lochaber High School. Working within the national improvement framework, we wish to focus on:

- the skills our young people are developing in our classrooms
- contextualising skills development within potential future career contexts
- encouraging self-awareness and confidence within our young people regarding their skills development

As such we have identified nine overarching skills that are embedded across the curriculum and refer to these as our [LHS Skills Framework](#):

1. Problem Solving
2. Taking Initiative
3. Adapting
4. Critical Thinking
5. Collaborating
6. Communication
7. Creativity
8. Leadership
9. Digital Skills



We wish to increase the awareness and confidence of our young people in their own skills development and provide them with a language to communicate their skills to future employers.

Values

As well as teaching students knowledge and skills, our curriculum teaches them values. By doing so, we aim to develop their character. At Lochaber High School we wish to promote mutual respect, hard work and resilience. Equality, fairness and inclusion will underpin all that we do as we strive to nurture an able, confident and ambitious community.

S1-3: Broad General Education (BGE)

The S1-3 curriculum is often referred to as the Broad General Education. The content comes from national Experiences and Outcomes. The BGE spans primary school and the early stages of secondary school. Students work through different levels in each subject, with the national expectation for most students as follows:

- Early Level - achieved by the end of P1
- First Level - achieved by the end of P4
- Second Level - achieved by the end of P7
- Third/Fourth Level - achieved by the end of S3

S1 & S2	S3
<p>In S1 and S2, students follow a common curriculum spanning a broad range of curricular areas. Subjects include:</p> <ul style="list-style-type: none"> ● Art ● Design & Technology ● Digital Technology ● Drama ● English ● French ● Gaelic Learners ● Gaelic Medium ● Geography ● History ● Maths ● Modern Studies ● Music ● PE ● RMPS ● Science ● Tutor Support 	<p>In S3, personalisation and choice are introduced into the timetable. This is also when students will start working towards national SQA qualifications.</p> <p>All students study:</p> <ul style="list-style-type: none"> ● English (4 periods) ● Maths (4 periods) ● Gaelic/French (3 periods) ● Core PE (2 periods) ● RMPS (1 period) ● Tutor Support (1 period) ● 6 chosen subjects (3 periods each) from at least two other curriculum areas (within our staffing limitations) must be chosen. <p>In line with national 1+2 languages expectations, as part of their S3 experience, students are required to select either Gaelic or French.</p>

S4-6: Senior Phase

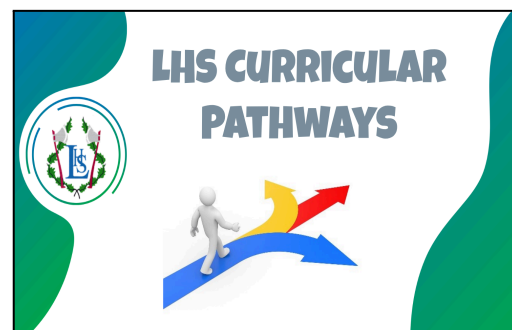
As they move into S4 the courses our young people study are national courses, common to different schools across the country. The different types of course on offer in Lochaber High School include:

- Nationals (National 1, National 2, National 3, National 4 and National 5)
- Highers
- National Progression Awards (NPAs)
- Skills for Work (SfW)
- Advanced Highers

In addition, senior students have the opportunity to learn in work placements and Foundation Apprenticeships.

Some of the courses we offer in the Senior Phase are delivered by partner agencies, including UHI West Highland College and Highland Virtual School.

On our school website we document pathways through our subjects and onto various relevant careers. You can [view this here](#).



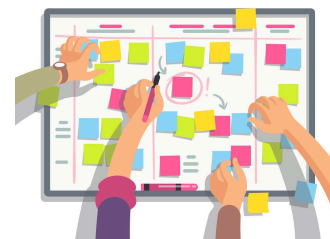
Course Choice Booklets

We also have subject choice booklets that give information about each course we offer, how it's assessed, what it can lead onto and links to useful course websites. These can be found on our school website or linked below.

S3 Course Booklet	Senior Phase Booklet
	

Curriculum Map

Our full curriculum across Lochaber High School can be viewed on our school website. Within this document you will be able to see what course content is covered, roughly when assessments take place and timelines for each course. You can [view this in more detail here](#) (note the different tabs along the bottom).



S4

Students study 7 subjects in S4. English and Maths (5 periods) are required and the other 5 continue from S3. Two subjects at the end of S3 are dropped. By studying towards National qualifications over two years from S3 our aim is to deepen student understanding and allow for more depth to curriculum content.

In addition, S4 students' timetables include PE (2 periods per week) and Tutor Support (1 period per week).

Alternative S4 Pathway - My Future My Success

The My Future, My Success course has been designed to give young people a great introduction to college study while building on skills, qualifications, and confidence.

During the MFMS course students will work on projects to develop skills in the following areas:

- IT (including MS Word and Excel)
- Personal development
- Core Skills
- Money management
- Employability
- Enterprise

- Wellbeing

This pathway also offers students a local work placement in a career that they are interested in. The hope is that this would then lead on to further education or an apprenticeship. This pathway also includes a college course offered by UHI West Highland College. The range of courses offered are available on the [UHI website](#).

Furthermore, the young person will be matched with a fully trained mentor through Motivation, Commitment, Resilience Pathways. MCR Pathways support young people and help them realise their full potential through education and we do this through a school-based mentoring programme. The evidence that MCR mentoring made a huge difference with young people's confidence and engagement with school is overwhelming. The programme is now operating in multiple local authorities, nationwide.

S5

Students study 5 subjects, each taught over 6 periods per week. The same range of courses is available to them as S4, but the options also include Highers and other Level 6 courses. We also have a wide range of additional offerings from UHI, Highland Virtual School and SRUC. In addition to the subjects they have chosen, S5 students' timetables include:

- Health and Well-being/Mentoring (2 periods)
- Tutor Support (1 period)

S6

If students are returning for a sixth year, then we typically expect them to choose at least 4 courses (6 periods a week - where possible), plus a column of Wider Achievement (6 periods per week). This may be in-school or out-of-school volunteering. In addition to the subjects they have chosen, S6 students' timetables include:

- Tutor Support (1 period)

Use of Digital Technology

At Lochaber High School, we place a high value on digital technology as a cornerstone of our educational philosophy, understanding its critical role in preparing our students for the future. In recognition of this, we are proud to be a Google Workspace school, providing each student with their own Chromebook to enhance their learning experience.

This commitment to integrating digital technology into our curriculum has positioned us among the top secondary schools in the Highland region for digital technology usage. Our approach not only facilitates innovative teaching and learning practices but also ensures that our students are adept in navigating the digital world, equipped with the skills necessary for success in the 21st century.

Use of Data to Inform Course Options

The courses we offer in the Senior Phase are under continuous review. They are informed by a range of factors, including:

- The interest that students have in studying them
- 16+ Leavers Destinations data
- Local labour market data

Data from our 16+ forms is used to help ensure appropriate curricular pathways are available to help pupils get to their destination of choice. For example, the most recent data told us that most students leaving school who go into training or employment want to go into the following areas:

1. Health Care
2. Engineering
3. Construction and Building
4. Animals, Land and Environment

Skills Development Scotland (SDS) tells us that 50.3% of Lochaber High School students will go onto Further or Higher Education after they leave school; 42.4% will go into employment or training. Local employment data tells us that most employment opportunities in the Highland are in the following areas:

1. Health Care
2. Tourism
3. Construction
4. Social Care
5. Food & Drink
6. Energy
7. Engineering

Knowledge of 16+ Leavers Destinations and the local employment market helps us to make decisions about the courses we offer in school, and the courses and workplace opportunities we work with partnership agencies to provide.

In Scotland, a wide range of support is available to pupils leaving school to help them transition into further education, training, or employment. These resources aim to provide young people with the guidance, skills, and opportunities they need for a successful future.

1. Skills Development Scotland (SDS): SDS provides career advice through its Career Services in schools and local centres, offering personalised career guidance, employability workshops, and access to the My World of Work platform.
2. 16+ Learning Choices Information: This framework ensures that all school leavers are offered a suitable opportunity in education, training, or employment, tailored to their individual needs and aspirations.
3. Opportunities for All: A commitment by the Scottish Government to guarantee every 16–19-year-old not in education, employment, or training (NEET) a place in learning or training, ensuring no young person is left behind.
4. Pathways to Further Education and Apprenticeships: Schools, colleges, and universities collaborate to ensure smooth transitions to further education. Options like Modern and Foundation Apprenticeships provide practical work experience alongside qualifications.

5. Developing the Young Workforce (DYW): This initiative links our school with local businesses to prepare pupils for the world of work through mentorships, internships, and career events.
6. Jobcentre Plus: Jobcentre Plus supports school leavers by offering job search assistance, access to training programmes, and advice on benefits and financial support.
7. Supported Employment Services: Pupils with additional support needs can benefit from tailored help provided by organisations such as ENABLE Scotland, which offer guidance, training, and employment placement assistance.
8. Local Authority and Community-Based Support: Councils and organisations like The Prince's Trust and Barnardo's run programmes to develop life skills, confidence, and employability while offering practical advice on housing, benefits, and budgeting.

Through these interconnected resources and initiatives, school leavers in Scotland are equipped with the tools and opportunities they need to take their next steps with confidence.

Extra-curricular Activities

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

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

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

Extra Curricular Activities can be [viewed here](#).

Instrumental Tuition

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

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

Attainment & Achievement

Insight

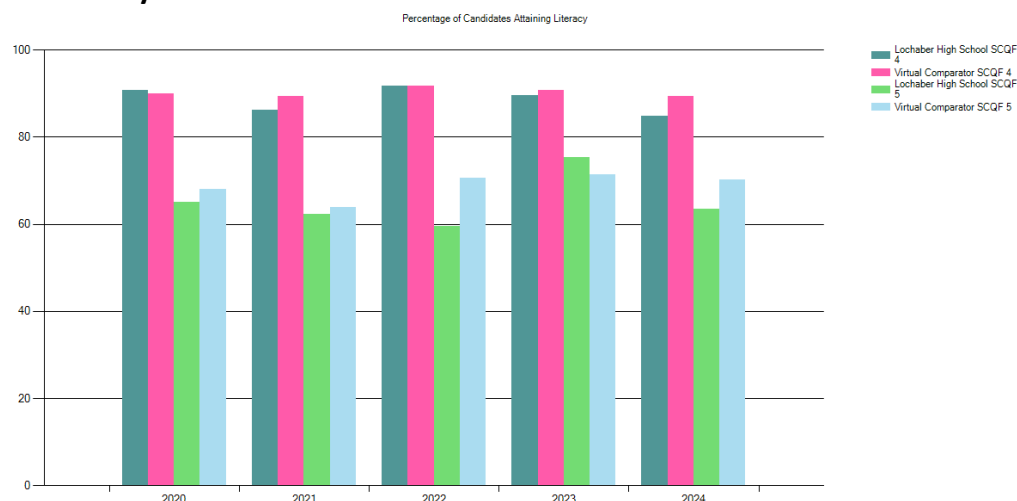
Insight is a benchmarking tool designed to help bring about improvements for learners in the senior phase (S4 to S6). The system is updated twice annually, around September for attainment results, and February for school leavers' data. It provides us with information regarding where our school is having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

There are four key measures:

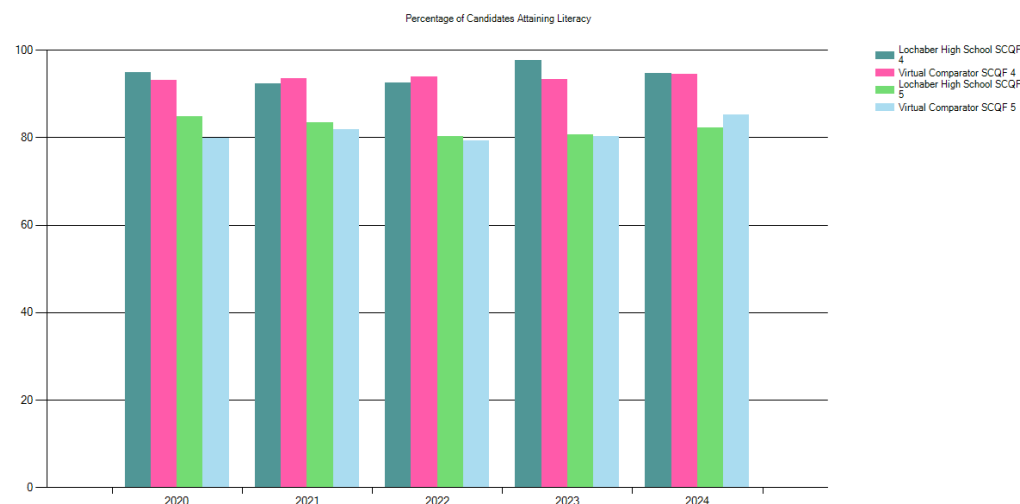
- Literacy and Numeracy
- Improving Attainment for All
- Positive Destinations
- Attainment Versus Deprivation

Literacy and Numeracy

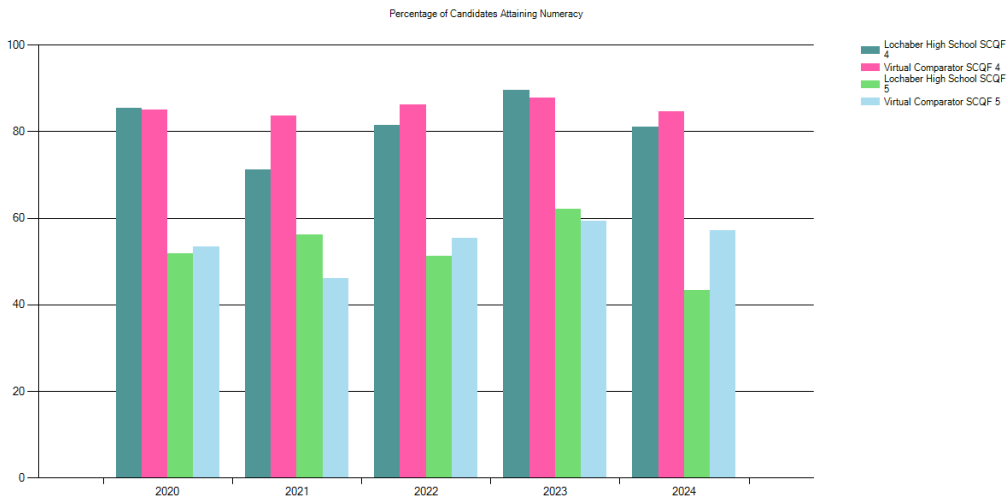
S4 Literacy



S5 Literacy



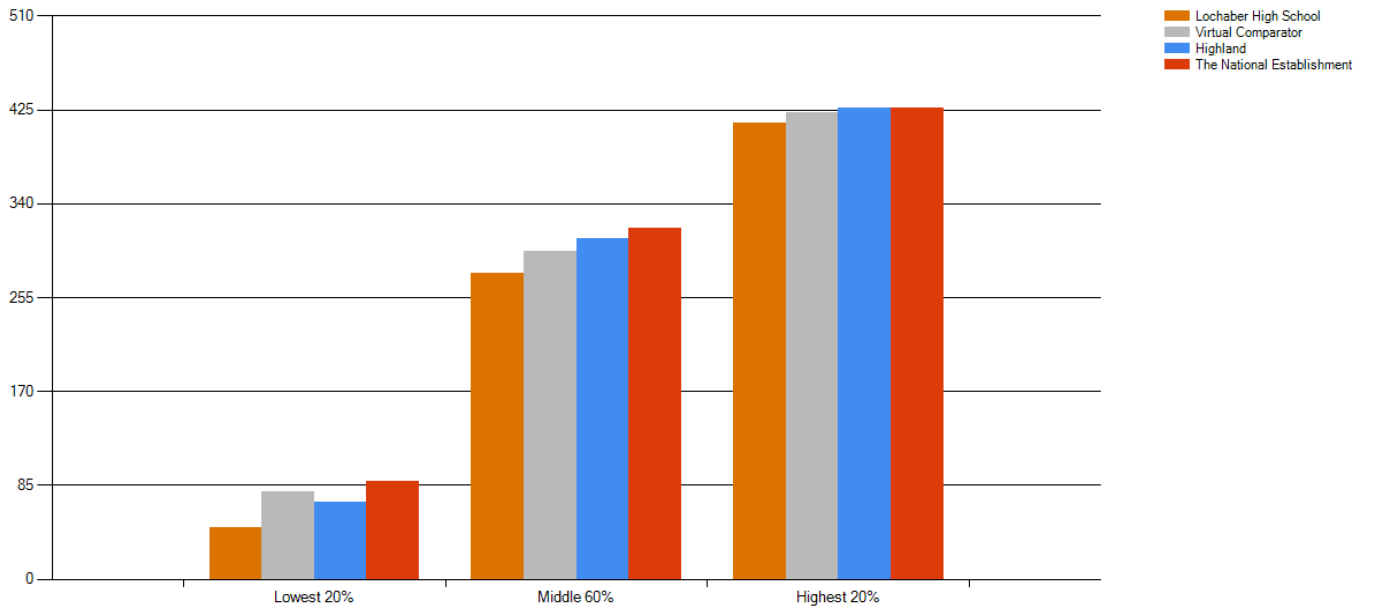
S4 Numeracy



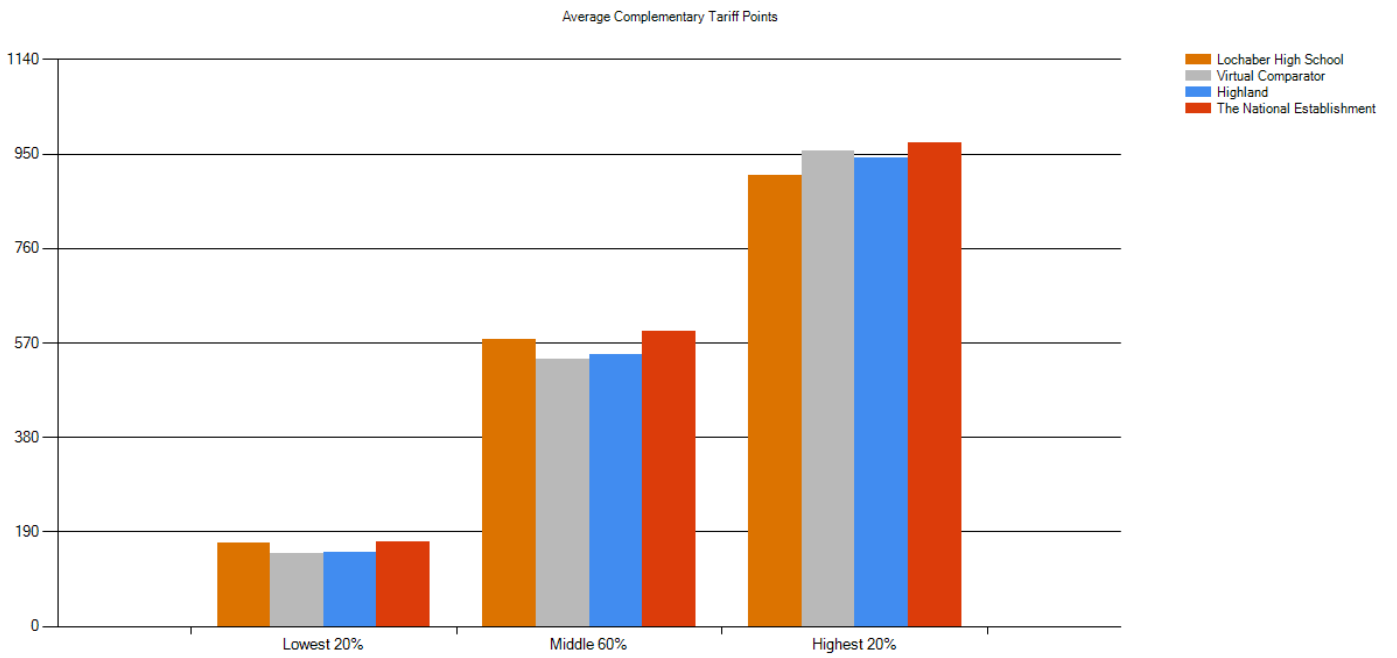
S5 Numeracy



S4



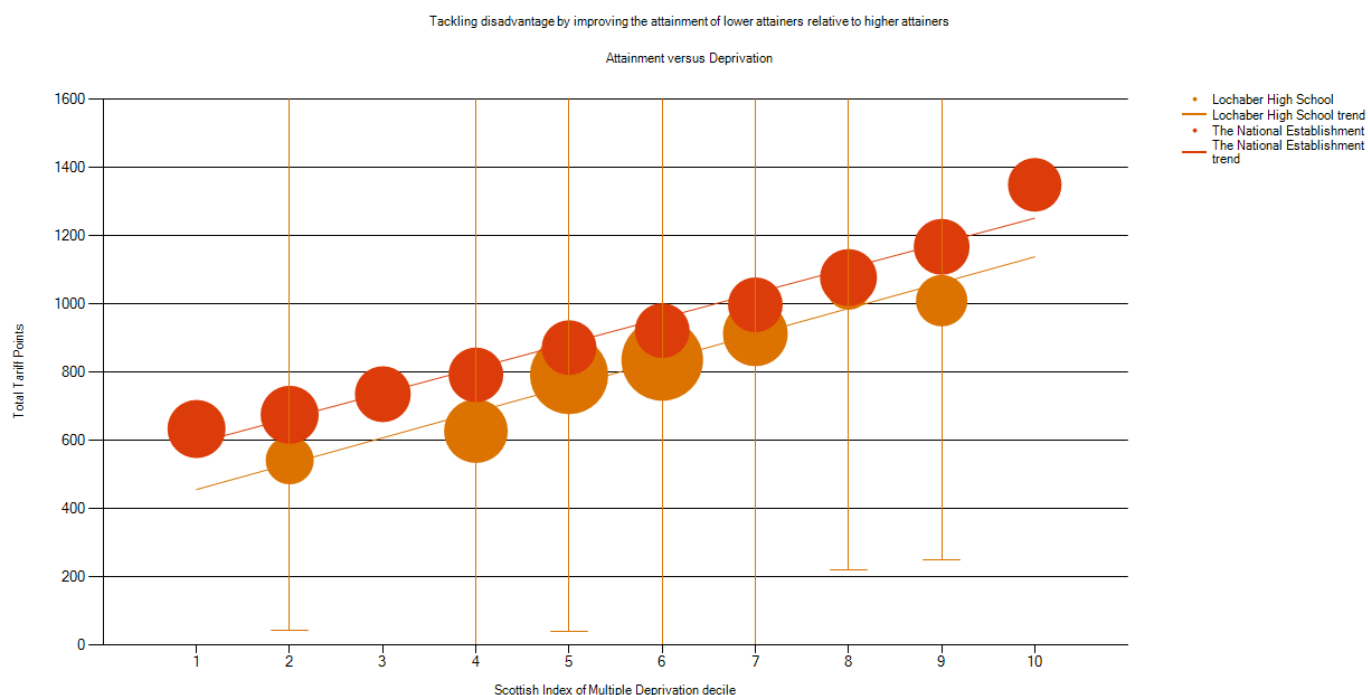
S5



Positive Destinations

Positive destinations are not reported until February.

Attainment Versus Deprivation



Monitoring Progress and Rewarding Achievement

Progress Reports

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

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

Celebrating Success and Achievement

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

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

Pupil Council

Our Pupil Council has been a force for positive change within our school community. They have actively engaged in meaningful consultation with both pupils and staff to refine our mobile phone policy, ensuring it meets the needs of all stakeholders. The council has also reviewed our promoting positive behaviour policy ensuring it is in line with the UN Convention on the Rights of the Child. Furthermore, after engaging with the relevant staff, they clarified and made clear to pupils how praise letters are awarded. Beyond fostering a supportive school environment, the Pupil Council has demonstrated a strong commitment to

social responsibility by leading fundraising efforts for our local food bank, making a tangible difference in the lives of those in need. Their dedication exemplifies leadership, collaboration, and a genuine desire to uplift our community.

Monitoring Pupils' Progress

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

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

Pupil Support

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

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

Additional Support Needs

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

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at www.highland.gov.uk or ask at the school. There are also Information sheets available at: <https://www.thrivingfamilies.org.uk/> .

Support for Learning Department (Mrs K Jamieson)

The majority of pupils with additional support needs are supported successfully in mainstream classes. Sometimes a pupil may exhibit difficulties for the first time in secondary school. When a need is identified the Support for Learning Department follows a staged approach to ensure that pupils receive the help

they require at the time that they need it and at the level they need. The stages run from simple classroom strategies to multi-agency assessments and planning. Partnership with pupils and their parents is essential at all stages of the process.

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

Additional Support teachers are assisted by experienced and trained Pupil Support Assistants (PSAs) whose commitment and knowledge of individual pupils and of strategies to support learning is invaluable. Relevant staff have undertaken and regularly update Highland Council CALM training. The Educational Psychologist, Occupational Therapist, Physiotherapist and Speech and Language therapist are amongst the multi-agency professional team who work closely with school staff. If you require any further advice or information there are some very helpful and supportive organisations such as:

- Enquire - the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- My Rights, My Say - an advocacy and advice service for young people over 12 with additional needs <http://enquire.org.uk/myrightsmysay/>
- Scottish Independent Advocacy Alliance, an advocacy service to support parents and children
- Scottish Child Law Centre, an organisation providing free legal advice to young people.

Glencoe House (Ms K Russell, Principal Teacher)

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

Social, Emotional, Behavioural Needs (Mrs L MacKenzie)

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

ASC Support (Mrs K Glen)

For pupils who have a diagnosis of autism, support is available within the school in Room 1.5. This base is supported by trained teaching and support staff who assist pupils both in mainstream classes as well as in Room 1.5, if appropriate.

Pupil Support (Guidance) Department

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

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

Lochiel
Rannoch

Mr L Beagent
Miss M Kirkaldy

Nevis
Shiel

Mr H Al-Khairulla
Ms S McGonigal

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

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

Tutor Support

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

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

School Nursing (Health) Service

The School Nursing (Health) Service in Lochaber High School is provided by a team of School Nurses based in St Columba's Primary School. The School Nurses are employees of the Highland Council, School Years Family Teams, and their role is to provide a school-based health service which is defined by service

agreements between the Highland Council and NHS Highland. The School Nurses, in accordance with the National Practice Model and Getting It Right For Every Child (GIRFEC), aims to work in partnership with children and young people, parents and teachers to enable pupils to fully benefit from their education.

How is this achieved?

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

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

Child Protection

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about child Protection Procedures within Highland can be obtained from Ms Donna Munro, Lead Officer (Child Protection Committee), Family Resource Centre, Limetree Avenue, Inverness website; www.hcpc.scot .

Equality and Inclusion

The school has adopted The Highland Council's policy for Promoting Diversity and Equality. Our activities in school should ensure that we: eliminate unlawful discrimination, advance equality of opportunity and promote good relations. Activities should not discriminate against any of the following 'protected characteristics' such as 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](#).

https://www.lochaberhigh.org/uploads/4/0/9/1/40918471/lochaber_high_promoting_equality_and_diversity_policy.pdf

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

Attendance

Attendance at school is vital to ensure students gain the full benefit of their education, fostering both academic success and personal growth. Regular attendance allows students to engage actively in lessons, collaborate with peers, and develop crucial skills such as responsibility and time management. Missing school not only disrupts learning continuity but can also hinder students' ability to grasp key concepts, affecting performance in assessments and future opportunities. Moreover, consistent attendance helps

build a sense of community and belonging, strengthening relationships with teachers and classmates. At our school, we prioritise creating a supportive environment where every pupil can thrive, and regular attendance is a fundamental part of achieving this shared goal. Parents are asked to support their children's education by ensuring that all pupils attend school regularly and arrive on time.

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

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

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

Permission to leave the school during class hours

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

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

Concerns

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

Holidays

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

School Uniform / Clothing Grant / Free School Meals

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

All pupils are expected to wear school uniform:

Plain white school shirt, buttoning to the neck (long or short sleeve)

- School tie (black with a thin red stripe)
- Plain black knitted v-neck jumper or cardigan (with or without school logo)
- Plain black school trousers or skirt
- Plain black shoes (formal school shoes or plain black trainers)

Pupils should **NOT** wear the following:

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

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

Where to buy school uniform

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

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

Free school meals and assistance with clothing

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

- Income Support
- Universal Credit (where the monthly earned income does not exceed £796).
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not in receipt of Working Tax Credit, and your income is less than £19,995 (as assessed by the HMRC)
- Child Tax Credit and Working Tax Credit and an income below £9,552 (as assessed by the HMRC)
- Support under Part VI of the Immigration and Asylum Act 1999
- Pension Credit Guaranteed Credit

You can also apply:

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

The School Clothing Grant is £160 for Primary School children and £172 for High School children.

School Meals

The school operates a cafeteria system. The dining hall is open at 8.15am. for Breakfast service (hot filled rolls, toast, cereal, porridge etc), morning interval service at 11.20 a.m. and lunchtime service from 1.15pm. until 2.00pm. The cafeteria operates a cashless system with each pupil having their own

“National Entitlement Card”. The school strongly recommends that money be added to the card by cheque payments or online at: https://self.highland.gov.uk/service/School_meal_payments

Allow 48 hours for the online payment to reach pupil’s account. Please note, payments made between 4.30pm Friday and 9am Monday will not appear in pupil’s account until Wednesday.

Pupils are able to check their balance on either of two validator machines situated near the main dining hall. It is a condition of ownership that purchases are not made on behalf of pupils other than the cardholder.

Free School Meals

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

Lunchtime Choices

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

Breakfast Club

Pupils and staff can have a breakfast from a wide ranging menu at a subsidised rate.

Breakfast Club runs each day from 8.50 to 9.40am.

Education Maintenance Allowance

An EMA is available for eligible pupils who remain at school after their statutory school leaving date.

Information regarding EMA is available using the following link -

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

First Aid and Emergencies

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

If a pupil has to be taken to hospital in an emergency, transport will be sought, although it is not always possible for a member of staff to remain at the hospital. Parents will, of course, be contacted as soon as possible. **It is essential that the school should have an emergency contact for each pupil in case parents cannot be contacted.**

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.

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 the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). 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. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Anti-Bullying

Parents are encouraged to contact the school if they are worried about bullying in any way. We take concerns about bullying very seriously and will work hard to seek a suitable resolution. For further information https://www.highland.gov.uk/downloads/file/19358/anti_bullying

Textbooks and Equipment

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

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

Security

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

Transport to School

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

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

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

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

Behaviour on Buses

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

Late Bus Passes

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

Travelling to School During Adverse Weather

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

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

- **Parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.

- **The school** will advise parents of local arrangements for school transport and any special arrangements in the event of adverse weather.
- **The school** has established a system of communication with parents and transport operators and ensures that parents are fully informed of the arrangements.

When weather conditions are poor:

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

Broadcast times

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

BBC Radio Highland

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

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

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

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

For pupils using school transport

Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.

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

Adverse Weather – School Closures

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>

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 30 September of any year, may leave school on 31 May of the same year.
- Pupils who reach the age of 16 between 1 October and the last day of February (inclusive) may leave school at Christmas in that school year.

Before leaving, pupils should collect a ‘Leavers Form’ from the Office and have it signed by all their teachers, Guidance teacher and the Head Teacher to show that all Chromebooks, books, equipment and locker keys have been returned. The completed form should be handed in to the Office.

Skills Development Scotland (SDS) – Careers Service

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

The service can include:

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

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

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

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

Employment of Children

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

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

Other useful Websites

<https://www.parentzone.me/login>

<https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/what-is-assessment-and-when-and-how-does-it-take-place/>

<https://education.gov.scot/curriculum-for-excellence/>

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/?searchFor=schoolsOrganisations&orderAlias=relevance>

Access to Pupil Records

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

Data Protection Legislation

Information on pupils, parents 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

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 Learning Analysis at Learning Analysis Unit, Area 2A North, Victoria Quay, Edinburgh, EH6 6QQ.

Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from elizabeth.gow@highland.gov.uk or online at

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

Parental Concerns

If you have a concern regarding any aspect of your child's school life, please call 01397 702512 or email lochaber.high@highland.gov.uk. Your concern will be passed to the appropriate member of staff. Advice and support can also be accessed via Parentline -

<https://www.children1st.org.uk/help-for-families/parentline-scotland/> .

Making a Complaint

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

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

If you are unhappy with the responses you receive from the school, or if your complaint is regarding the Head Teacher, you should contact the Area Education Manager.

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