

ULLAPOOL HIGH SCHOOL

PROSPECTUS 2025 / 2026



Mill Street
ULLAPOOL
Ross-shire
IV26 2UN

Telephone (01854) 612078

Email ullapool.high@highland.gov.uk

www.ullapoolhigh.highland.sch.uk

'X' (formerly Twitter): [@UllapoolHS](https://twitter.com/UllapoolHS)

Wellbeing
Equality
Respect
Environment
Ambition
Community
High Quality Learning and Teaching



Introduction from Head Teacher

We are in the process of appointing a new Head Teacher and will update the handbook in due course.

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

Whilst we have made every attempt to provide true and correct information. Changes in circumstances after the time of publication may impact on the accuracy of the information. Please contact the school if you have any queries.

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A BRIEF HISTORY OF THE SCHOOL

Although there was a Church School in Ullapool before the Education (Scotland) Act of 1872, it was this Act which led to the establishment of Ullapool Public School. The original site of the school was in the neighbourhood of the area now occupied by the Village Hall and was classified as a Senior School with a Junior Section.

In 1929 the school moved to Quay Street and was firmly established as a Senior Secondary School with an attached Primary Department.

In 1954 however, the school was downgraded to Junior Secondary status with some pupils transferring to Dingwall Academy at the end of Secondary Three. Several years later all pupils were transferred to Dingwall Academy at the end of Secondary Two.

In 1979 Ullapool High School became a four-year Secondary School and pupils wishing to continue their education transferred to Dingwall Academy after Secondary Four. In 1985 the school attained six-year status presenting pupils in all grades of the Scottish Certificate of Education Examinations.

In 1991, with the appointment of a Headteacher to the Primary Department, two distinct schools were created.

In October 1999 the school moved to its own purpose-built campus which it is very pleased to share with the community.

In October 2009 the *Tillidh Mi Dhachaidh* project celebrated 10 years in the new building, 25 years as an S5/S6 school and 30 years as an S3/4 school.

THE PRESENT

Education should be a lifelong activity, which is necessary to continually develop skills that are needed in an ever-changing world, and to live a fulfilled life.

With a non-denominational Community High School, the whole population within the area has a range of opportunities far beyond what was possible in the past. We welcome adults as learners into S5/S6 classes, where spaces exist, and the learning and arts provision of the Macphail Centre is increasing all the time. The learning opportunities compliment provision by West Highland College and University of the Highlands & Islands.

GAELIC AT ULLAPOOL HIGH SCHOOL

Gaelic has been taught at Ullapool High School since 2000, when the first batch of pupils arrived from Bun Sgoil Ulapuil. Pupils who have been through GME in the primary school are expected to carry on with Gaelic till the end of S3, and some have carried right through to Advanced Higher before carrying on with their Gaelic studies elsewhere.

Pupils are given opportunities to speak Gaelic outwith the classroom, with activities such as FilmG, the Siuthad careers fair, Spòrs Gàidhlig events including outdoor adventure activities, trips to the Western Isles, and more. Pupils are encouraged to consider the Gaelic history and culture of the local area, and to look for ways to preserve this for future generations.

As well as classes for pupils coming from GME in primary school, all pupils are given the opportunity to learn some basic Gaelic upon arrival at UHS, after which they can opt to continue to develop their knowledge of Gaelic right through to certificate courses in the senior phase.

Our Gaelic Council meets termly and is open to pupils and staff from across the school regardless of Gaelic knowledge. Here, council members look at ways of raising the profile of Gaelic across the school, in accordance with the whole school development priority. Pupils have the opportunity to raise, discuss and develop ideas in partnership with staff and external partners such as the Wester Ross Biosphere. There are various projects under development, and we are always keen for new suggestions to help raise the profile of Gaelic at UHS.

ULLAPOOL HIGH SCHOOL VISIONS, AIMS AND VALUES

AIM

To develop resilient, confident and motivated young people who are active citizens in their community.

VISION

To provide individuals with the opportunity to maximise their potential in a safe, creative and nurturing environment.

WE VALUE:

Sláinte agus Sunnd
Co-ionannachd

Spéis

Árainneachd

Miann-adhartais

Coimhearsnachd

Sár-theagasg's ionnsachadh



Wellbeing

Equality

Respect

Environment

Ambition

Community

High quality learning and teaching

#wereach



To achieve these aims it is essential that the school:

- Encourages open and constructive communication between staff, parents, students, community and external agencies.
- Recognises and supports all positive contributions and achievements.
- Always seeks to review, evaluate and improve on the service we provide.

'OUR ULLAPOOL' – WELLBEING, EQUALITY AND INCLUSION STRATEGY

'Our Ullapool' is our whole school strategy for wellbeing, equality and inclusion. The strategy has three stands:

Be U
Be Healthy
Be Supportive



Each stand is being led by 'Our Ullapool' Pupil Ambassadors, facilitated by staff.

Information about each group is below:

'Be Healthy' – aim to promote opportunities for healthy lifestyles and to help support pupils to make health choices in school and at home.

'Be U' – are committed to eliminating discrimination and promoting diversity and equality.

'Be Supportive' – help to promote positive relationships and create a welcoming environment where everyone feels listened to and cared about.

Feedback from 'Our Ullapool' Ambassadors:

"A great volunteering opportunity which will add to our personal statements. We feel we're leaving a legacy in the school, and we've *reached!*" #wereach

"We've valued being able to support the school. It's given us a chance to have a say in how the school runs. It's beneficial to us but also gives back to others and the school community. We are helping to make the school a happier and safer place for all, and we are also being responsible role models for younger pupils."

Feedback from staff involved in facilitating 'Our Ullapool' groups:

"Although leadership opportunities have been available at UHS in the past, 'Our Ullapool' has provided senior pupils with an organised, theme led structure to developing their leadership skills. Having 'Be U', 'Be Healthy' and 'Be Supportive' Ambassadors has helped promote our school values and made our senior pupils more visible to younger peers."

"'Our Ullapool' has provided a variety of leadership opportunities for our senior pupils. Each group has created tangible change in the school. The biggest improvement is the increased participation of senior pupils in school life, and the vocal desire to be involved in school policy decisions."

'Our Ullapool' groups have replaced the student council in playing a vital role in fostering student engagement, empowerment, and active participation within the school.

We would love parents and partners to work with us to take the wellbeing, equality and inclusion strategy forward. Please contact the school if can help or would like to find out more.

STAFF 2025/26

Senior Management Team:

Headteacher T.B.C.
Depute Headteacher Joanne Stewart

Guidance Team:

Principal Teacher Andrew Inglis
Principal Teacher Claire Cormack

English :

Ian Williams PT
Ruth Thompson

Modern Languages :

David Crook PT
Ellen Macgregor
Anna Macleod
Catriona Maclean

Mathematics :

Noelle Pierce PT
Richard Brown

Science :

Kathryn Williams PT (Chemistry)
Beth Milne (Biology)
Euan Richards-Tracey (Physics)

Social Studies :

Joanne Stewart PT (Modern Studies)
Jemma Middleton (History)
Claire Cormack (Geography)

Creative & Aesthetic :

Lesley Strachan PT (Art)
Kim Richards-Tracey (Art)
Ruth Mahoney (Music)

Learning Support :

Paula Clarke PT

Technology :

Michael Stewart PT (CDT)
Andrew Inglis (CDT)
Ann Macleod (Home Economics)

Religious & Moral Education & Personal & Social Education

Rowan Watkins

Physical Education :

Daibhidh Lees PT
Charlotte Law

Music Instructors :

Angus Binnie (Piping)
David McIntosh (Drumming)
Rhona Sutherland (Strings)
Lynsey Bolton (Woodwind)
Christopher Josey (Singing)

STAFF 2025/26(continued)

Non-Teaching Staff

Office :

Julie Pyke
Angela Wylie

Janitor :

Ian Macgregor

Technician :

Hengist Horsburgh
Tony Bennett

Learning Support Auxiliaries :

Fiona Lees
James Beatson
Graham Ross
Geraldine Keighley
Vicky Walton

Canteen :

Hazel Macpherson
Maggie Macleod
Jackie Mackenzie
Sandra Munro

Cleaning :

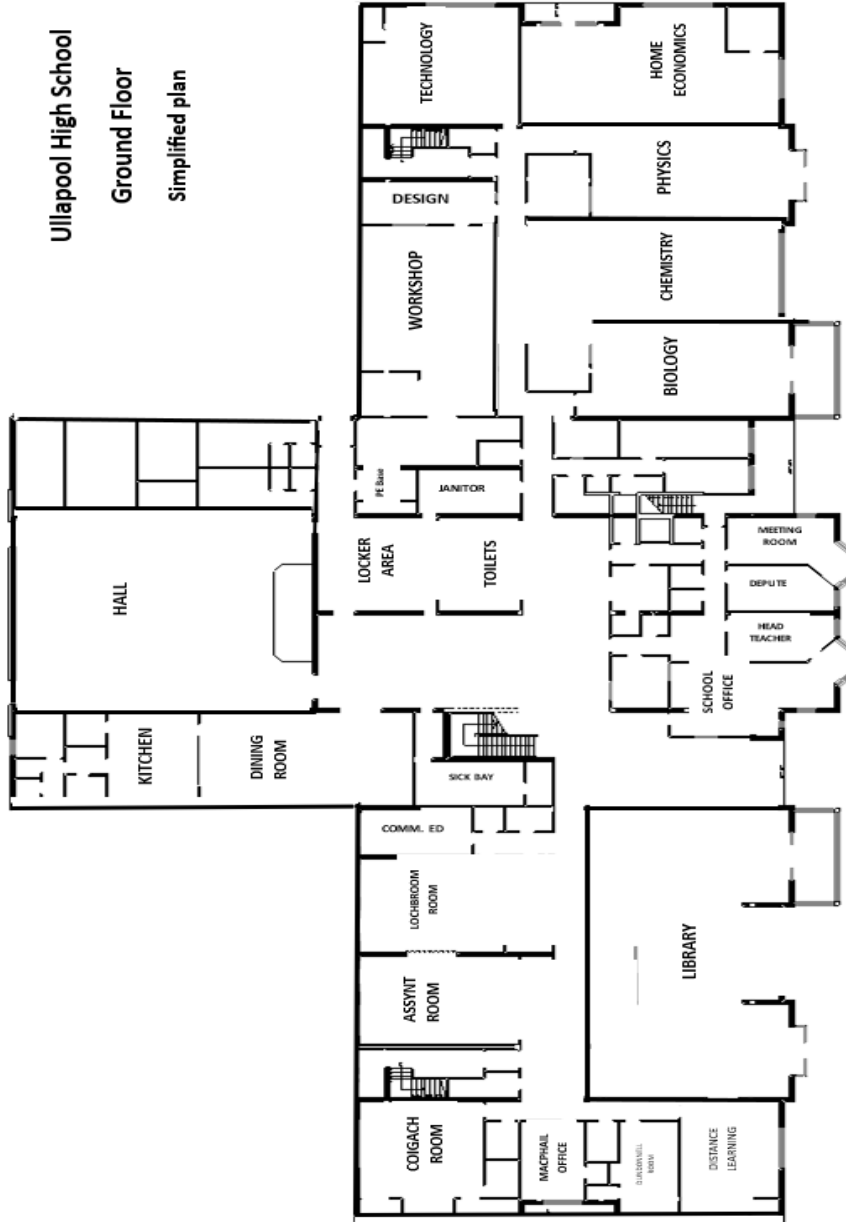
Michelle Orr (Supervisor)
Maggie Macleod
Elaine Coll

Library :

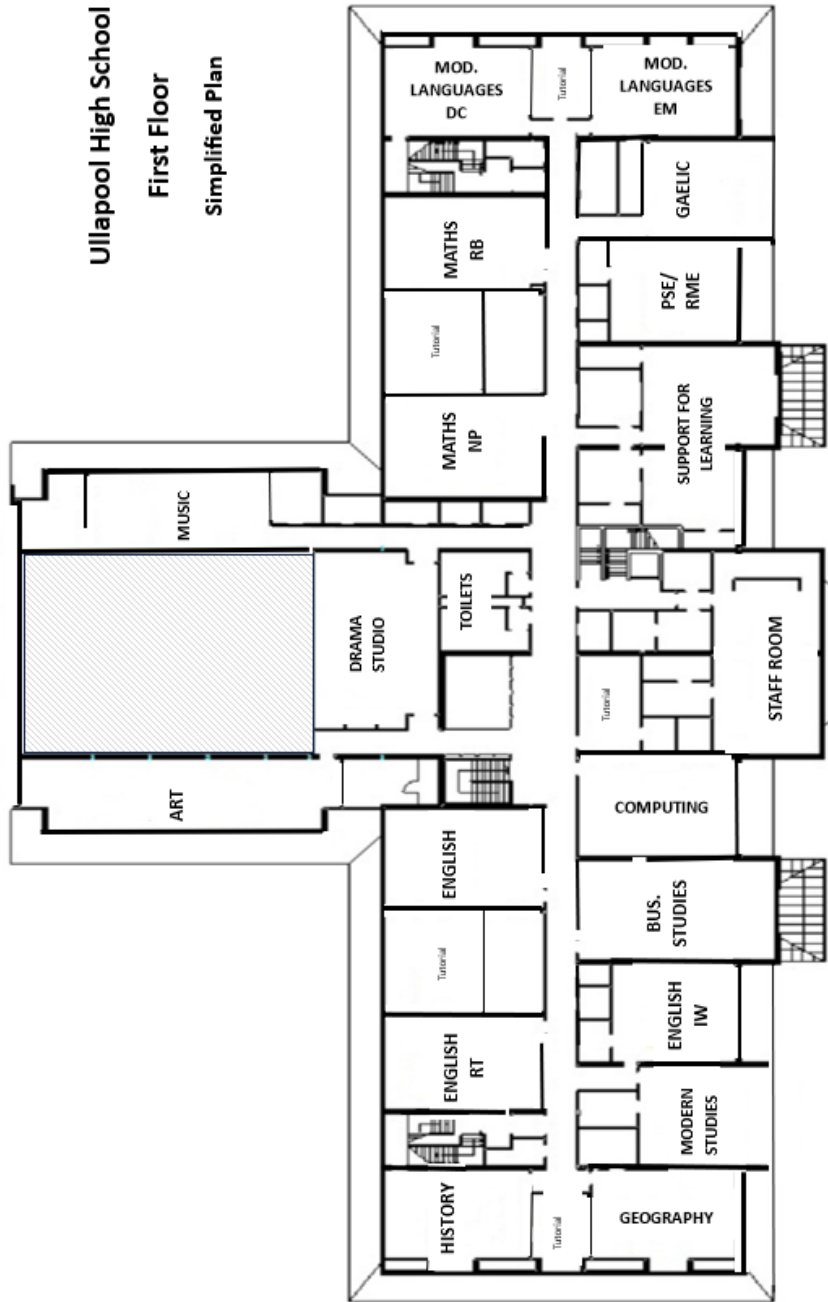
Evelyn Irvine
Nancy Angell



PLAN OF SCHOOL



PLAN OF SCHOOL (continued)



THE SCHOOL DAY

Monday to Thursday

Registration	08:50 – 08:55
Period 1	08:55 – 09:40
Period 2	09:40 – 10:30
Period 3	10:30 – 11:20
Break	
Period 4	11:35 – 12:25
Period 5	12:25 – 13.15
Lunch	
Period 6	14.00 – 14.50
Period 7	14.50 – 15.40

Friday

Registration	08:50 – 08:55
Period 1	08:55 – 09:40
Period 2	09:40 – 10:30
Period 3	10:30 – 11:20
Break	
Period 4	11:35 – 12:25
Period 5	12:25 – 13.15

SCHOOL CALENDAR SESSION 2025/2026

Term & Holiday Dates

School Opens	
2025	Monday, 18 th August, (Staff only)
2025	Tuesday, 19 th August
2025	Monday, 27 th October
2026	Wednesday, 7 th January
2026	Monday, 20 th April

School Closes	
	Friday, 10 th October
	Tuesday, 23 rd December
	Thursday, 2 nd April
	Thursday, 2 nd July

May Day Holiday: Monday, 4th May 2026

Casual Holidays: Monday, 16th and Tuesday 17th February 2026

In-Service Days

Monday, 18th August 2025
Monday & Tuesday, 15th & 16th September 2025
Wednesday, 18th February 2026
Thursday 7th May 2026

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

PARENTS' EVENINGS AND TRACKING & MONITORING REPORTS

The best education for your child relies on the close co-operation of school and home and effective tracking and monitoring of pupil performance is seen as one of the key drivers in raising attainment. For all year groups, we have updated the reporting system to include Tracking & Monitoring Reports (TMRs) and to conform to the on-going developments in the national curriculum. These reports, which can include a teacher comment as well as conduct, contribution and progress grades, are produced at varying times throughout the session and the provisional date for 2025/26 are given below. The move to TMR is intended to increase the opportunities for all parties – pupils, parents and teachers – to review individual pupil progress on a more regular and meaningful basis.

The reports are emailed to pupils and parents along with a google form link to confirm receipt. As part of the communication between school and home, both you and your child are asked to consider completing the google form as soon as possible after receiving the report. There is the opportunity for both parents and pupils to comment on progress and next steps.

Parents' Evenings are an important point of contact between teachers and parents. Both staff and pupils often derive a feeling of support by your attendance and interest shown.

The **provisional** dates for the Parents' Evenings and reports are shown below, and the confirmed dates are issued at the start of each session in August.

Parents' Evenings 2025/26 (provisional)

Secondary 1	Wednesday, 6/5/26
Secondary 2	Tuesday, 13/1/26
Secondary 3	Wednesday 21/1/26
Secondary 4/5/6	Wednesday, 5/11/25
Secondary 4/5/6	Wednesday, 4/3/26

Pupil Reports during week commencing:

S4/5/6 TMR – 1 st report	19/9/25
S3 TMR – 1 st report	10/11/25
S2 TMR – 1 st report	7/11/25
S1 TMR – only report	21/11/25
S4/5/6 TMR – 2 nd report	12/12/25
S4/5/6 TMR – 3 rd report	12/2/26
S3 TMR – 2 nd report	26/3/26
S2 TMR – 2 nd report	24/4/26
S1 TMR – 2 nd report	5/6/26

PUPIL PROFILES

BGE profiling allows pupils to highlight their latest and best achievements both in and out of school. There is a focus on the skills they have learned across all the curricular areas and what they need to do to develop these skills further. The profiles are built using google sites, which enables them to create a web page that showcases their work. This can then be easily shared with parents and carers to help to communicate learning and progression. The profiles are also accessible by all teaching staff, which enables us to gain a better understanding of each pupil. As the profiles are live documents, once they have been launched, materials can be added, and parents can view the profiles at any time. We have profiling fortnights in December and May, where teaches ensure profiles are updated by pupils. When pupils progress into the senior phase, they have access to 'My World of Work' profiles. This tool allows them to document their skills and qualification as they develop their pathways beyond school.

PARENTS/GUARDIANS/CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks
- Target Setting
- Course choice/ Options evenings
- Information on the school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

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

A Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting: <https://www.facebook.com/groups/856216034428694/>

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

Family Learning

Family Learning encourages family members to learn together, and as such we would love parents and partners to work with us to take the wellbeing, equality and inclusion strategy forward. Please contact the school if you would like to find out more.

SCHOOL DRESS CODE

Pupils should wear comfortable clothing which is appropriate for a school setting.



Suggested items include:

- Black trouser/black jeans or a skirt
- T-shirt and a sweatshirt/hoodie (minimum branding and muted colours)
- Black shoes, boots, or trainers

There is no expectation to purchase new items. Please do not hesitate to contact the school if you are concerned about the cost of clothing for school.

Pupils should bring a change of clothing for PE and change before and after lessons. In addition, specific health and safety advice from certain departments on what clothing to wear needs to be followed. This includes no flammable clothing in science and technical and certain types of jewellery not being worn.

More formal occasions, such as when representing the school, require the school tie to be worn with a shirt or blouse. The tie may also be worn during the school day, if preferred. All pupils receive a school tie when they join the school. Additional ties can be purchased from the school office (£3.50).

Please ensure all clothing is labelled with the student's name.

Financial assistance is available for school clothing at:

[https://www.highland.gov.uk/info/899/schools -
_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

SCHOOL EXPECTATIONS

1. Everyone in our school community is expected to maintain a high standard of work, conduct and courtesy at all times, both within and out with the school.
2. Everyone should ensure good time-keeping.
3. Every pupil on returning to school after an absence should bring a letter from his/her parent or guardian giving the reason for and the duration of the absence.
4. No S1-S5 pupil may leave the school premises except at lunchtime without permission and must report to the School Office both on leaving and returning. S6 pupils may leave the premises after signing out at the office.
5. Pupils are responsible for:
 - a) Chromebooks issued to them
 - b) bringing the appropriate books and jotters for each class.
6. Money and valuables should not be brought to school unless absolutely necessary and must not be left in cloakrooms but may be handed to members of staff for safekeeping. The school cannot accept responsibility for lost articles of clothing, valuables, phones, books or other property belonging to pupils.
7. Smoking/vaping is forbidden within the school precincts and on the way to and from school.
8. Pupils are not permitted to eat crisps, fruits, sweets etc. in the classroom at any time.
9. Everyone has a duty to act on or report on any incidences of aggression – either verbal or physical. As a community we have the responsibility to look out for each other.
10. Homework, when set, must be completed to the best of the pupil's ability.
11. All movement and behaviour within the school buildings and grounds and on the way to and from school must be orderly and have due regard to the rights and safety of others.
12. Any pupil causing deliberate damage to school property or equipment may be requested to do a restorative exercise and parents asked to pay the cost of any necessary repairs.

The school is very keen to assist parents by giving support to the home in any way that it can. In return we seek the wholehearted co-operation of all parents in the matter of school discipline, which is essential for the welfare of all, in the maintenance of high standards of pupil dress and appearance and in the establishment of regular attendance, punctuality and attention to homework.

PUPIL'S RECORDS

Information Sheet

All parents are asked to complete information sheets when a pupil starts at Ullapool High School, and these are also updated annually. The information required by the school includes details of emergency contacts, parents' places of work, any medical information etc. It is vital that the school is informed if any of this information changes. Parents are also asked to complete a questionnaire on home language, religion and ethnic background which is purely for Scottish Office statistical purposes. If school transport is required, an application form must be completed. This can be done either online, or a printable version is also available and should be completed and returned to the school office.

www.highland.gov.uk/info/878/schools/12/school_transport

Pupil's Progress Records

This file contains information on the pupil's academic progress, i.e. copies of term Reports, letters home, etc. If a pupil transfers to another school the Progress Record is sent on request to the new school.

The school pupil 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 an application to the Head Teacher.



African drumming workshop

ATTENDANCE & ABSENCE PROCEDURE

Good attendance is vital if pupils are to achieve their full potential plus parents have a legal requirement to ensure their child's regular attendance at school. The Headteacher cannot give parents' permission to keep their child off school – this must be a parental decision. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence and thereafter, upon returning to school after the absence, should provide a written reason for the time away from school.

If a pupil needs to leave during the school day for an appointment, etc., they should bring in a note from a parent or guardian or email the school. Pupils must report to the school reception and 'sign out' before leaving the school premises. If returning the same day, they must report again to the reception and sign back in. Where at all possible, medical and dental appointments should be made outwith school hours.

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

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

EXEMPTION FROM CLASSES

Religious & Moral Education, Assembly and/or Personal & Social Education

If parents wish to exercise their right to withdraw their child from Religious & Moral Education, Assembly and/or Personal and Social Education periods, a written application to this effect should be sent to the Headteacher.

Physical Education

Application for exemption from Physical Education or Games for periods from one day to one month should be made by parents in a letter to the Headteacher. Exemptions of longer than one month require a Medical Certificate.

LEAVING SCHOOL

Pupils leaving or transferring to another school must inform their Register Teacher as soon as possible. The parents of pupils transferring to another school must complete a Pupil Transfer Document and all pupils must complete a Leaver's Form.

There are two statutory leaving dates in the school year – Christmas and Summer.



Pupils who are 16 years of age on or before the last day of February may leave school at the beginning of the Christmas Holidays. Pupils who are 16 years of age on or before the last day of September may leave on the last day of May, prior to the Summer holidays.

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: <https://www.gov.scot/publications/opportunities-supporting-young-people-participate-post-16-learning-training-work/pages/1/>

MEDICAL CARE & ILLNESS IN SCHOOL

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 unopened, 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.

Accidents to Pupils

When a pupil has an accident, it is school policy to call in the Doctor, contact the parents and report the incident to the Education Authority. There are occasions when pupils have to go to Inverness for an X-ray and every effort is made to enable the parent(s) to accompany their child

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: <https://www.wellbeinghighland.co.uk/wsa-to-wellbeing>

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: <https://www.kooth.com>

Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

CURRENT SCHOOL ROLL

S1	S2	S3	S4	S5	S6	TOTAL
35	30	28	29	29	19	170

THE HOUSE SYSTEM

There are four houses at Ullapool High School. These are Fingal, Olav, Ossian and Thor. Every pupil is assigned to a house and there are six members of staff attached to each house. Inter-house competitions continue during the whole year. At present these are mostly of a sporting nature, such as Athletics Championships and a Swimming Gala, as well as after-school competitions in Badminton, Football and Basketball.

PARENT COUNCIL

The Parent Council is an important body that acts to both challenge and support the school in its prime function of educating the children of the community.

Current Members of UHS Parent Council

Name	Position held	Area represented
Nadine Lunn	Chairperson	Elphin
Heather Smith	Treasurer	Ullapool
Sian Curley	Secretary	Elphin
Elaine Macaskill	Member	Inverkirkaig
Andrew Hayton	Member	Ullapool
Chris di Rollo	Member	Lochbroom
Tim Loftus	Member	Ullapool
Andrew Inglis	Teacher Rep	-
	Pupil Rep	

The position of Pupil Rep is currently vacant and should be filled shortly.

Please contact any member if you wish to raise something at the next PC meeting. The PC also operates a closed Facebook group which all parents are welcome to join - <https://www.facebook.com/groups/856216034428694/>

EXTRA CURRICULAR ACTIVITY

An important part of the life of the school is extra-curricular activities. Some of these are organised by staff during lunchtime and after school and can include Chess, Darts, Crafts, and a range of sports, depending on the demand. School teams often play after school or at the weekend and there are music practices at lunchtime. Success in sporting competitions has continued to progress in recent years with high levels of commitment from both the pupils and staff involved. The library is available to pupils at break and lunchtime. The school website gives more up-to-date details.

SCHOOL TRIPS

School trips associated with the curriculum are available during the year, especially in the upper school, such as field trips, skiing trips, Modern Languages outings, Duke of Edinburgh Award events and visit to universities. Previously students have visited the WW1 Battlefields in Belgium and France as part of a History trip. Longer excursions include an S2 Activities Week and visits abroad. The school has also visited China, France, Spain, Holland and New York while, in June 2018, a group of pupils and staff from various year groups spent almost 3 weeks in Japan.

In the past the UHS has been linked with schools in Denmark and Olargues in the South of France and student exchanges took place. The school is always looking for new links which will benefit the pupils.

Whilst participating in any event away from school a pupil taking part represents us and as such should be dressed and behave suitably. All pupils will have many opportunities to represent us in such a way.



STUDY ROOMS AND SOCIAL AREAS

Social Areas

All pupils have access to the dining hall, concourse, library, and outside areas. Food is served in the dining hall and sandwich bar on the concourse at morning break and lunchtime.

Study Areas

Pupils are encouraged to use the library to study. They can also make arrangements with individual departments, if appropriate.

EDUCATION MAINTENANCE ALLOWANCE - EMA

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They 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.

All payments are paid directly into the student's bank account. Further information on full eligibility criteria and application forms are available via the attached link:

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

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



2023 FilmG Awards Ceremony

SCHOOL MEALS

As a Health Promoting School, we also encourage pupils, staff and parents to think about healthier lifestyles.

Unless a pupil goes home to eat, we would strongly encourage them to continue to use the canteen and stay on school grounds during lunchtimes. A traditional two-course meal is available as well as a variety of snacks, sandwiches, yoghurt, home baking and drinks. Several vegetarian options are always available daily. The school canteen operates between 08.30am – 08.50am (light breakfast), 11.20am – 11.35am (break) and 13.15pm – 13.45pm (lunch). The traditional meal is currently £2.65 and all other items are individually priced.



A cashless system operates in school whereby money is credited to an account and spent by using either a PIN number or on presentation of the pupil's NEC card. Money put on the card system cannot be spent anywhere else but the canteen and, therefore, is recommended by the school. If you provide a cheque, made payable to The Highland Council, as payment, you have the reassurance of knowing that the money cannot be spent in any other way. Please put your name and address on the back of the cheque. It is also possible to top up the card online, http://www.highland.gov.uk/info/878/schools/9/school_meals/2, and you will need to have your child's Scottish Candidate Number to hand. This is available from the school office.

Families receiving Income Support, Job Seekers Allowance and, in some cases, Child Tax Credit, qualify for Free School Meals. Application is made online via: https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

A packed lunch from home may also be eaten in the canteen and the following guidelines are given:

1. All food must be carried in a semi-rigid container with a secure lid, e.g. Tupperware, Ice-cream container or similar. Containers should be clearly marked with the name of the pupil.
2. Glass bottles or containers are not permitted under the Health and Safety Regulations.
3. Vacuum flasks containing hot liquids are not permitted because of the danger of scalding.
4. Aerated drinks in cans or bottles are not permissible because of the obvious dangers these present when carried in school bags.
5. Water and other drinks along with beakers will be available in the canteen.
6. Packed meals must be consumed in the canteen or on the concourse and nowhere else.
7. The Authority cannot be held responsible for any loss or damage to packed meals or their containers.

If a pupil has special dietary needs, please inform the school.

SCHOOL TRANSPORT

All pupils who reside outwith 3 miles of the school are eligible for conveyance by school transport. A network of bus routes, some of which interconnect, bring in and return pupils from a wide geographical area. Good behaviour on the buses is very important especially as the safety of pupils is of paramount importance. **Seat belts must be worn whilst the bus is moving.**

On those occasions when an emergency closure is necessary, information is passed as widely as possible, but not all parents can be directly notified and hence it is important that all pupils have an address that they can contact if nobody is at home.

Additional information can be found in the Adverse Weather Guidelines in Appendix 1.

You can also access the highland school closure website on:

<http://www.highland.gov.uk/schoolclosures> for school closure information.



SCHOOL POLICIES

The school maintains a wide range of policies and working practices which are updated on a regular basis. The Learning & Teaching policies that have greatest direct impact on pupils and parents are given below. Copies of the full policies in each instance can be viewed and downloaded from the school website

<https://www.ullapoolhigh.highland.sch.uk/policies/policies.html>

ASSESSMENT

The work of pupils is assessed as follows:

- **Continuous Formative Assessment** – within the classroom situation which may include both peer and self-assessment, sharing assessment criteria with pupils and effective questioning.
- **Summative Assessment** – which may take place within the classroom, but also more formally through assessment windows in December, January/February and March for S4, S5&S6. The external SQA Examinations take place in May/June each year.
- **Internally Assessed Coursework** - Internal assessment forms an integral part of some National courses – this is generally done in S4 – e.g. English Writing Folio, PE Practical Abilities and Investigations in all Science courses. An overall grade at National 3/4 courses cannot be achieved without successful completion of this internally assessed element.

ANTI-BULLYING

The Staff, pupil and parent/carers in Ullapool High School are committed to the elimination of bullying, as every pupil is entitled to enjoy their educational experiences without fear of harassment from any sector of the school population.

The first step in solving any bullying behaviour is to make all parties aware of its effect. Parents and pupils must therefore let either a guidance teacher or the Headteacher know that it is taking place so that the problem can be resolved. A copy of the most recent anti-bullying policy is available on the school website and the Council's anti-bullying policy link is

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

POSITIVE BEHAVIOUR

A clear and fair behaviour procedure is necessary for any organisation to operate effectively. Most discipline situations are of a relatively minor nature and dealt with by the class teacher. We aim to deal with any issues that arise in a restorative manner, pointing out what the misbehaviour is, how it affects others and asking how we can ensure that it doesn't happen again. Obviously, in the case of serious incidents, whilst we still adopt a restorative approach, other more serious sanctions, such as exclusion, may be considered. A copy of the positive relationships policy is available on the school website.

HOMEWORK

Homework should be an integral and meaningful part of the educational development of each pupil. The amount and type of homework set depends on the subject and stage of development of the pupil. The amount of time to be spent on homework depends on the stage of the pupil.

Also included on the website are policies grouped under three main heading:
<https://www.ullapoolhigh.highland.sch.uk/policies/policies.html>

- Positive Relationships
- Learning & Teaching Policies
- Health & Wellbeing Policies

The pandemic has impacted our ability to keep our policies as up to date as we would like - we will continue to work on this.



PRIMARY/SECONDARY TRANSITION PROGRAM

Although the move from Primary to Secondary school is exciting, it can also be a time when some youngsters feel unsettled and in some cases quite worried about the process. The purpose of the P7-S1 transition process is to affect a smooth and happy transition for pupils entering Ullapool High School. To this end, Secondary staff maintain close links with the associated Primary schools throughout the year. There are three associated Primary Schools in Wester Ross; Ullapool, Achiltibuie and Scoraig, and one in West Sutherland Lochinver.

We receive a range of information from the Primary School about your child's progress in literacy, numeracy, skills for learning, life and work, health and wellbeing as well as any additional support needs, special aptitudes and personal interests.

The transition process is also designed to reassure both pupils and parents and includes:

- A Parents' Information Evening (March/April) – this provides parents with the opportunity to find out more information about the school and to meet with staff.
- Guidance staff visiting the Primary Schools (May) - they will give an introductory talk about the school and answer any questions that the pupils might have. Where possible, the PT of Maths and PT of English will also visit the Primary Schools.
- Two transition days (June) - the pupils will follow their timetable and take part in activities designed to encourage them to reflect on their learning and prepare them for their transition to high school. Buddies are on hand to support the pupils during the transition days and during the first week of S1 in August.

In addition to the standard visits to the school, there are some pupils who require additional support with the move to Secondary School. Our Support for Learning department works closely with Primary schools to design a programme of activities for those pupils who require an Enhanced Transition. This includes additional visits to the school.



Working together in the garden



Learning to bake with seniors



STANDARDS & QUALITY REPORT & SCHOOL IMPROVEMENT PLAN

Both Ullapool High School's, most recent Standard and Quality report and School Improvement Plan are available on our website at https://www.ullapoolhigh.highland.sch.uk/school_information/school_information.html

Information regarding the school's performance at local and national level can be found here: <https://datamap-scotland.co.uk/2024/06/scottish-secondary-schools-performance-review/>

DATA PROTECTION

All collection, transfer, processing and sharing of data held on the school computers is done in accordance with the Data Protection Act (1998). Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. Now however this information is transferred electronically through the ScotXed programme. More information about this is available as Appendix 4

DEVELOPING SKILLS

Development of skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom are embedded throughout the curriculum. Additional examples include extra-curricular activities, work experience and trips.

THE CURRICULUM

Most of the day, a pupil at Ullapool High School is occupied by involvement with various subject areas. The main features of the curriculum, S1-3, Broad General Education (BGE), extends beyond subjects, however, it should include:

- the ethos and life of the school as a community
- curriculum areas and subjects
- interdisciplinary projects and studies
- opportunities for wider achievement

These expectations for learning are gathered under the following curricular areas and learning in S1-3 needs to include all 8 curricular areas for every pupil

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- Science
- Social Studies
- Technologies.

These curricular areas provide a framework for ensuring that learning takes place across a broad range of contexts. There are also opportunities for wider achievement options in S3.

S4 – S6 is referred to as the Senior Phase and is where the focus shifts to the preparation for sitting National Qualifications. In 2015-16, in accordance with national and Highland Council advice, we moved to a system where, each year, six subjects can be chosen for further study. In S4, the main qualification subjects are presented at SCQF Levels 4 and 5, these include National 4 and 5, Skills for Work (SfW) and National Progression Awards (NPAs). In S5, SCQF Level 4, 5 and 6 courses are available, including National 4, National 5, Highers, SfW, and NPAs. In S6, SCQF Level 7 courses, such as Advanced Higher, are also available.

As well as school based subjects, we also continue to develop other academic and vocational options that suit the needs of many of our young people. We work closely with our partners, such as UHI Inverness College, UHI North, West and Hebrides College and the Digital school to provide a wide range of SCQF Level 4, 5, 6 and 7 qualifications, including National 4, National 5, Highers, SfW, NPAs, Foundation Apprenticeships (FAs) and Degree Modules.

In the Senior Phase there are also options for wider achievement and leadership opportunities. In partnership with local employers, we can also arrange work experience placements.

Our curriculum aims to provide our young people with the skills for learning, life, and work, leading them into a positive destination, such as Modern Apprenticeships, HNC, HND and Degree courses, and employment.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone:

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

CAREERS EDUCATION

During their time at Ullapool High School, all pupils will participate in a planned programme of careers education delivered by a range of people including the PSE teacher, Guidance staff and representatives from Skills

Development Scotland and Developing the Young Workforce West Highland. The careers programme is designed to help equip pupils with the skills to make well-informed, realistic career decisions throughout their working lives.

This involves giving as much information as possible to the pupils on careers/higher and further education and the requirements necessary for taking up these options.



Careers Education is an integral part of the Personal and Social Education syllabus with specific attention and advice given on course selection at appropriate stages. All pupils are introduced in S1 to the Skills Development Scotland website – www.myworldofwork.co.uk – and encouraged to build their own career plans and profiles as they progress through school. This site is particularly useful for S4 to S6 pupils when looking at their plans for leaving school as it offers help with their strengths, areas for development, CVs and interviews as well as giving up to date information about apprenticeships, college, university and jobs.

The Guidance Department also works very closely with two partner agencies to deliver careers education in the school: Skills Development Scotland and Developing the Young Workforce West Highland. Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping 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 above representatives visit PSE classes on a regular basis to talk generally to the pupils about how their services can support them. They also see pupils from S3 onwards for more personally tailored careers interviews on a one-to-one basis. At key stages such as option choice decision-making, all 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.

Our Skills Development Scotland representative can also be contacted by parents or pupils at:

Callum Fraser, Careers Advisor, Skills Development Scotland
Callum.Fraser@sds.co.uk

Our Developing the Young Workforce West Highland representative can be contacted by parents or pupils at:
Neil Lebeter, School Coordinator, DYW West Highland
neil.lebeter@lochaberchamber.org

Our DYW School co-ordinator can also help arrange work experience placements for Senior Phase pupils when career intentions become more established. The cooperation of local employers has been crucial in providing quality placements and is greatly appreciated.

Ms C Cormack

GUIDANCE

The aim of the Guidance Department is to be of assistance to pupils as they progress through Secondary School, a guidance teacher remains with the same pupil throughout their school life where possible.

There is a team of two guidance staff, both of whom have direct contact with pupils as guidance teachers. They meet with pupils from time to time on a one-to-one basis and their role is to know their pupils well through this frequent contact so that they can support them during major decision-making times, such as curriculum choice for the senior phase and any periods of difficulty. Pupils are also encouraged to see their Guidance Teacher if there is a situation they wish to discuss. They will be available to give help, advice, or guidance to pupils in any situation which may worry the pupil or School. The Guidance team work collaboratively with learning support and partner agencies where appropriate.

If Parents wish to discuss any matter, they should arrange an appointment to meet with the appropriate member of the Guidance Team. Alternatively, if they wish to leave a message then the Guidance Teacher will return the call as soon as possible. There are various ways to contact these members of staff: if you know the name of your child's Guidance teacher, they can be contacted directly:

- Ms C Cormack: claire.cormack@highland.gov.uk
- A Inglis: andrew.inglis@highland.gov.uk

or via the school website contact page

https://www.ullapoolhigh.highland.sch.uk/contact_us/contact_us.html

The Guidance Teachers also have additional responsibility for Careers and Health Education as well as other teaching commitments.

Information regarding the Child Protection Guidelines from The Highland Council is appended as Appendix 2.

The school has been fortunate enough to have obtained the services of a trained Counsellor, Ms Linda Cassel-Macgregor, who visits the school once a week to speak with pupils who, after discussion with Guidance staff, have requested an appointment.

PERSONAL AND SOCIAL EDUCATION

Personal and Social Education (PSE) links to the overall health and wellbeing of young people. It strives to enable young people to deal positively with changes, challenges and pressures around students' school, home and social life. Its values aim to assist young people to lead lives and make decisions that are both personally satisfying and actively supportive of others. Some of these values are:

- Respect, self-awareness and self-worth;
- Respect and caring for others;
- A sense of social responsibility;
- The knowledge and skills to manage risk and understand the impact of risky behaviour; and
- The ability to reflect on strengths and skills in order to make informed choices in the future.



A visit from Stella the Therapist is always popular

The programme includes topics such as coping with change, bullying, study skills, rights and responsibilities, equality and work experience. In addition to these elements, health issues and careers education form a major part of the programme.

The health issues aspect of PSE aims to raise awareness and offer information so that the young people will be able to make informed choices both in the present and in life beyond school. The themes covered from S1 to S5 include relationships and sexual health issues, healthy lifestyles and drugs education. We follow and use specialised resources such as NHS Scotland's Relationships, Sexual Health and Parenthood (RSHP) programme and we sometimes have visitors such as Ross-shire Women's Aid, Waverley Care and RASASH (Rape and Sexual Abuse Service Highland) in order to provide more specialist inputs. S6 students may also revisit some of these issues in PSE, although they mainly focus on issues relating to leaving school.

The careers education aspect of the PSE programme helps students to develop the skills and knowledge necessary to understand themselves and their capabilities, explore career opportunities and to implement their own career and/or further study plans. The school has support from Skills Development Scotland (Careers Adviser) and our Developing the Young Workforce Coordinator in order to enhance the assistance given to students when making decisions on option choices, education/training and employment opportunities.

Miss. R Watkins

HEALTH EDUCATION

As part of our school ethos, the Health Education Programme is designed to help pupils cope with the pressures of today's society and encourages them to think critically about fact and myths they are presented with in everyday life, as to diet, physical, sexual and mental health. Pupils are shown, through an intensive course covered in PSE, that they can make an informed choice in life, lead a responsible lifestyle, and make the right decisions for themselves. Some other aspects of these same topics are also part of the curriculum in P.E., Home Economics and Science courses, as well as appearing throughout the year in school events, to support raising awareness of various health related issues.

As a school we have the responsibility to inform pupils and give them space and time to discuss issues. However, the main responsibility for this education remains in the hands of parents/guardians. It is therefore paramount that issues are spoken about at home too. For each year group the programme is sensitively designed to provide pupils with knowledge and to encourage discussion in order to enable each individual to make informed choices in life. These units of work from S1 to S6 are designed to suit the general needs of pupils at each stage of secondary school life yet taking into account the development of each individual.

Programmes from S1 to S6 cover similar issues in terms of self, family and society, looking at rights and responsibilities, relationships, general health, sexual health, drugs and alcohol, STIs, HIV and AIDs, mental health, past and future and global issues. We try to complement parts of our programme by inviting professional speakers from outside agencies and in S3, pupils undertake a Mental Health award.

As a school, we have taken the responsibility to extend topics in S4, S5 and S6 to include mental health, domestic abuse, parenting and life in further education which we feel are of paramount importance.

Pupils are encouraged to discuss a wide range of contentious issues and come to realise that, with their rights as young citizens, also come responsibilities to themselves and to others.

Mr Andrew Inglis

ADDRESSING THE POVERTY-RELATED ATTAINMENT GAP

Schools in Scotland receive monies from the Pupil Equity Fund (PEF) to address the poverty-related attainment gap. The money is based on the number of pupils who are entitled to free school meals in any school, though the funding can be spent on measures that impact on any kind of poverty related gap identified in a school.

During session 2024-25, we are using our PEF monies to employ a PSA maths specialist to work with small groups of S1-S3 pupils with identified gaps in numeracy.

SUPPORT FOR LEARNING DEPARTMENT

The aim of the department is to assist and support the learning and teaching of all pupils in the school. The team, consisting of a principal teacher and four Pupil Support Assistants (PSAs,) offers experience and expertise in supporting pupils with a wide range of additional support needs to achieve their full potential.



PUPILS WITH ADDITIONAL SUPPORT NEEDS

Referrals

At some point in their school career, it is recognised that all pupils may require support for a wide range of reasons e.g. ill health, injury, bereavement, prolonged absence, problems with spelling and writing, difficulties in keeping pace with class work, completing homework. Highland schools follow a staged approach to assessing, identifying and providing for the support needs of children and young people. At Ullapool High School, the PT Support for Learning coordinates this process. The stages run from simple classroom strategies to multi-agency assessments and planning. In all circumstances, the appropriate course of action will be considered only after consultation with pupils, parents and curricular staff.

The SfL department welcomes referral of individual pupils by parents or teaching staff. Pupils can also self-refer.

In class support

The SfL team offer universal support to individuals or groups of pupils in any subject. The team work collaboratively with subject teachers to plan units of work, differentiate materials and modify teaching approaches. In addition, support is offered for special events such as off-site visits, careers events, work experience placements or presentations/workshops from outside speakers.

PUPILS WITH SPECIFIC LEARNING DIFFICULTIES

Those pupils who have been identified as having specific learning difficulties such as dyslexia or dyspraxia, may benefit from following a slightly reduced curriculum. This allows for time in the SfL department where they can consolidate basic literacy and numeracy skills, reinforce subject coursework and develop strategies to mitigate any difficulties. Such an arrangement would only be considered after full consultation with the pupil, parents, subject and SfL staff and senior leadership. Support plans are written for all pupils timetabled to come to the department to ensure that the programme of work addresses individual pupil needs. The SfL team adopt a varied and flexible approach with extensive use of ICT. Pupils are helped to develop their IT skills so that they can get the most out of their Chromebooks and are encouraged to access audio resources or other formats, as appropriate.



PUPILS AT TRANSITION

The principal teacher works between the high school and its associated schools group to coordinate to participate in a year-long transition process. They liaise with the head teachers of the associated schools group to plan transitional arrangements for any pupils with significant

Additional Support Needs. If necessary, meetings are arranged with parents and relevant professionals or a series of visits might be organised for the pupils. Later in the year, further discussions take place so that information about each child can be passed to secondary teachers prior to the Induction days in June.

PUPILS WITH SIGNIFICANT SUPPORT NEEDS

For some pupils with moderate or severe learning difficulties, mainstream educational provision does not address their individual needs. The curriculum for those pupils may need to be personalised to include an emphasis on life skills. Members of the Sfl team, parents and a multi-agency team of professionals from Care & Learning, NHS or other partners, as required, collaboratively write a child's plan for each of these pupils to ensure that their needs are met. The Sfl department subsequently personalises the curriculum by setting targets through the child's plan or support plan. From S3, pupils may elect to follow courses at National 1-3 levels in a wide range of subjects. In the senior phase, there is a greater emphasis on transition planning that includes vocational experiences both locally and further afield, so that the young people feel more empowered to take ownership of future planning.



ALTERNATIVE ASSESSMENT ARRANGEMENTS

When a pupil is identified as having a learning difficulty or disability, it is important that they are not disadvantaged when undergoing internal assessment or sitting external exams. Arrangements such as having a reader or scribe, using a word processor with spell check facility, having exam scripts transcribed, accessing digital exam papers or having extra time to complete question papers are put in place from S1 and should be well established by the time the pupils first encounter SQA exams in S4.



OPEN DOOR POLICY

The SfL team encourages any pupil to come to the department to seek help or to access its technological resources. We are also happy to speak to any parent who has concerns about issues regarding the learning of their children.

Information regarding the Additional Support Needs Guidelines from the Highland Council is available in Appendix 2 and the school website offers advice and suggested strategies for supporting your child at home.

Paula Clarke
(PT Support for Learning)



The General – our artwork on the concourse. Chosen by pupils during the trip to China, he took 12 weeks to arrive via Rotterdam.

SCHOOL PLACING REQUESTS – PARENTAL CHOICE

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 Manager, Mhairi MacDonald – Mhairi.Macdonald3@highland.gov.uk and placing request forms can be obtained from 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 Ullapool High School they can contact the Headteacher to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) 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 will be referred to the Additional Support Needs Tribunal.

COMPLAINTS PROCEDURE

As a school, we work really hard to try and provide the highest possible level of service for all our pupils. If you have any concerns, please contact us. Speak to Guidance if it concerns your child (details on page 31 of this prospectus) and the Senior Management Team (SMT) if it relates to any other issue.

If you feel that the school hasn't properly dealt with your particular concern, then a meeting with the Headteacher can be arranged. We will always endeavour to resolve issues by listening to parents/carers and seek a solution in partnership.

Should a situation not be resolved, parents may wish to contact the Area Manager, Mhairi MacDonald on (01478) 613697, email Mhairi.Macdonald3@highland.gov.uk Please note that transport is not a school responsibility and any queries on this issue should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX. Email: public.transport@highland.gov.uk

Ullapool High School's contact details are https://www.ullapoolhigh.highland.sch.uk/contact_us/contact_us.html

- (01854) 612078

More information for parents is available at: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>.

COMMUNITY INVOLVEMENT

Men of Lochbroom was a local project by Ullapool High School looking at the role of Lochbroom men who fought in World War I. A replica trench was constructed with the support of the Heritage Lottery Fund and local businesses such as Ullapool Harbour Trust, Leckmelm Estate, Dundonnell Estate and more. The project was open to the public to learn new skills through workshops and was visited by local schools.



Pupils gained hands-on experience of a live Archaeological Dig in Inverlael on Lochbroom. This work was in conjunction with Ullapool Museum.

More information is available at:

<https://www.ullapoolmuseum.co.uk/elementor-1498/>

YPI (Youth Philanthropy Initiative) is run by the Wood Foundation and allows a school to direct £3000 to a charity of their choice. Pupils are split into teams where they research a local charity of their choice and then compete to win the award on their behalf.

Previous winners of awards have been: RASASH (Rape and Sexual Abuse Service Highland), Shelter, and CRY (Cardiac Risk in the Young) screening.

More information is available at:

<https://ypiscotland.org.uk>



Countryside Learning event in conjunction with local landowners and facilitated by with DYW (Developing Young Workforce).

More information at: <https://www.dyw.scot>

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ENGLISH

S1 – S3

Students work in mixed ability groups right through S1 to S3, to emphasize equality of opportunity through to certificated courses. There is an emphasis on talking in groups as a basis for expressing ideas in the first instance, and some drama work especially in the early years followed by play work. Serious direct teaching underpins most work. Creative writing is emphasized, but so are rhetorical techniques to develop journalistic and discursive writing. Film study and some graphic novel work are pursued, including "Maus", and other visual texts, such as "A Monster Calls". Nonetheless serious approaches to literature will form the basis of much work, including both reading and writing, and including poetry.

Progress is tracked though centrally shared progression grids (please see the Languages section on the school website) and measured against criteria simplified from Education Scotland's Progression Framework statements and its Benchmarking tool. In addition students use reflective mind-mapping and other structures to verbalize their own thoughts / feelings about their learning progress against these key criteria.

S4

National 5 involves internal assessment of talking and listening, an on-going coursework folio of writing and an external exam, for which Literature and close reading of journalism are analysed. In 2023 100% of the S4 group sat the National 5 exam: 87.5% passed, mostly at grades A/B (see our Standards and Quality report on the school website) – with a further 6% gaining N5 Literacy and the remaining 6% N4. However a two-year National 5 is also possible and our aim is that everyone should have the potential opportunity to sit the National 5 exam in S4 if they wish or – over two years – in S5. Students need to work hard to complete the coursework and prepare hard for the exam and we believe they will be rewarded if they do so. We also aim to ensure that everyone

if possible gains at least National 4 by achieving outcomes for Units involving Analysis & Evaluation and Creation & Production. For National 4, pupils will also have to achieve an Added Value Unit and a Literacy Unit. National 4 will be internally assessed and awarded by departmental staff.

S5 and S6

N5

This course can also be taken in S5 for various reasons, for example if N4 has been completed in S4 or if an upgrade of N5 is needed to reach the standard for presentation at Higher.

Higher (One Year)

The course focuses on a variety of texts but in a highly specialised manner, examining language, style and structure more closely than previously encountered. Pupils will have to undertake internal assessments in Analysis & Evaluation and Creation & Production, which cover a wide range of skills - analysis of literature, practical criticism, creative/discursive writing, discussion skills, etc. For the final course award, the pupils also have to submit a folio of written work and to sit a full external exam. The course can also be undertaken in S6, depending on previous results. See the Standard and Quality report on the school website for a breakdown of results. In 2023 63% of S6 leavers had gained Higher English A-C, building on 78% for 2022 and 72% for 2021, and 72% Higher A-D.

S6

Advanced Higher English

Entry to this course is normally gained by achieving a Grade A or B pass at Higher. This demanding course requires the student to read a wider range of literature with an emphasis on comparison and contrast of authors and genres. A high degree of independent thinking and learning is desired...In 2022 20% of the cohort took Advanced Higher, 60% gained Grades A-B and 40% gained Grade A

Mr I Williams

GEOGRAPHY

The main aim of the subject is to give pupils a knowledge and understanding of the world and the way in which people relate to their environment. The courses offered in Geography also aim to develop additional skills, namely the ability to carry out individual investigations through a process of planning, collecting evidence, recording, interpreting, evaluating and presenting information.

Pupils are also encouraged to develop informed and sympathetic attitudes to other cultures.



The following SQA courses are offered here at Ullapool High School by the Geography department:

NPA Climate Change and Sustainability (Level 4) - This course provides pupils with the opportunity to explore the topics of climate change sustainability while developing geographical skills, such as interpreting and using information from numerical sources, and the scientific skills required to carry out a practical investigation.

National 4 and 5 Geography - The content of these courses consists of three main themes: Physical Environments, Human Environments and Global Issues. While National 4 is internally assessed, the National 5 award is based primarily on an external exam which pupils sit at the end of the course.

Higher Geography - This course is designed to provide a progression of ideas introduced in National 4 and National 5 and to offer an increasing awareness of multicultural societies and environmental issues, through studies in Physical and Human topics.

Advanced Higher Geography - This course is designed to bridge the gap between school and university with pupils being expected to select and implement (with support) their own fieldwork and research projects. Due to the significant amount of statistical techniques taught as part of the course, pupils will also have the opportunity to complete the SCQF Level 6 Statistics Award too.

The basic method of study in all years is by textbooks, worksheets etc. but this is backed up by videos, computer programmes, internet use, map work and fieldwork.

HOMEWORK

Homework is used to reinforce class work and is given on a regular basis in S4 - S6, usually in the form of written responses to past paper questions which help to develop exam technique. In S1-S3, the amount of homework will vary in accordance to the particular topic being studied in class.

Ms C Cormack

HISTORY

History covers a wide range of human activity. It embraces social, economic, technological, political ideological and cultural aspects of life. Through a rich variety of sources and combination of activities, History helps to develop pupils' understanding of the society in which they live, fosters their capacity for making informed judgements on contemporary issues, and establishes their commitment to those values that are fundamental to the democratic way of life. It also contributes to the general education of all and helps develop a sense of identity – personal, local, regional, national and human.

All courses aim to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. Courses also aim to develop the necessary attitudes, skills and knowledge to make pupils employable and useful members of society.

COURSES

BGE

The course is arranged in chronological order. It starts with a topic on why people move to Scotland. This looks at the origins of Scotland and where the people came from with a focus on the Skara Brae case study. The students then undertake a local case study before moving on to looking at a variety of Ancient settlements and their impact on the world today. This involves evidence-based study. In S2 the students move on to people and events in the making of Scotland where they study the wars of independence and William Wallace. Their final topic is causes and effects of conflicts where they study Mary Queen of Scots and the Jacobite rebellion.

NATIONAL 4/5

The units studied are likely to be:-
Scottish Unit – Migration and Empire
British Unit – The Atlantic Slave Trade
European and World Unit – Nazi Germany
Plass Assignment of pupils choice

S5/S6

For senior students the following courses are available.

HIGHER HISTORY – New CfE Higher

The course options are:-
Changing Britain (1850-1979)
Germany
Special Topic – Migration and Empire
Plus assignment of pupils choice

ADVANCED HIGHER HISTORY

The course option is:-
Germany: from democracy to dictatorship, 1918 - 39



Ms J Middleton

MODERN STUDIES

Modern Studies is a multi-dimensional social subject based primarily on Sociology and Politics with major components of Economics and International Relations.

In Modern Studies, we strive to promote an objective understanding of the social and political phenomena that affect individuals at local, national, and international level. The distinctive contribution of Modern Studies to Social Science in Schools is through its direct concern with the development of political literacy and the understanding of the way in which people are related to each other, shape and are affected by social institutions.

In providing courses in the department, we endeavour to maintain a holistic perspective; we aim to promote and maintain an even-handed approach to our students and commitment to each individual's development, both practically and socially.

Students through their learning are encouraged to be effective contributors, successful learners, and proactive citizens. Students are also encouraged to become involved in whole school and community events and activities.

Courses

The Modern Studies Department offers courses for all year groups in the school, to meet the individual needs of students. All students are welcomed here regardless of ability and will be expected to participate in a wide range of lessons and take up challenges.

S1 and S2

Follow a common course and undertake a wide variety of work including book-based exercises, project research and an election campaign.

Mrs J Stewart



MATHEMATICS

In the Mathematics department, we are keen that all pupils enjoy the highest possible achievement. We have ambition for all of our pupils whatever their starting point. We aim to ensure good quality examination outcomes leading to the greatest possible choice for future careers and further study.

The skills and habits developed through Mathematics study will help all pupils become successful lifelong learners. In the community in general, a fluency with number and reasoning will bring a productive confidence that is invaluable.

Our courses of study are as follows:

S1 to S3 Mathematics CfE levels 3 and 4

S4 to S6 National 3, 4, 5, Higher and Advanced Higher courses

Numeracy skills are taught formally in S1 to S3 to allow a secure foundation for all subjects in school. Additional support in Numeracy is available if required through small group teaching throughout the year.

Pupils can be supported in Mathematics and Numeracy at home by:

BGE S1-S3	Working through Maths Monsters homework tasks. Playing games which require number and logic skills eg Monopoly, card games, Risk, Scrabble (great number work in the scoring!) Reciting and learning <ul style="list-style-type: none">• times tables facts (eg. "seven eights are fifty-six")• factors (eg factor pairs of 12 are 1x12, 2x6, 3x4)• multiples (eg multiple of 7 are 7, 14, 21, 28 etc)
S3 - S6	Encouraging students to <ul style="list-style-type: none">• read, review and make notes from the lesson that day.• complete a few more questions from that day's exercise.• explain to an adult what they have learned.• complete set homework tasks to hand in in time for marking.

Miss N. Pierce

COMPUTING

Broad General Education

The course which covers the third and fourth level curriculum for excellence experiences and outcomes aims to give every pupil the computing skills necessary to enable them to use the school network and variety of software.

Most of the topics covered are practical courses that include, computer systems, Internet safety, graphics and software development

Senior Phase

There are opportunities to continue with Computer Science and other NPA/ NQ courses through partner agencies such as UHI.

Mrs K Williams

GAELIC AND MODERN LANGUAGES

GAELIC, FRENCH, & SPANISH

All pupils coming into S1 will follow an introductory course in Gaelic for the first term, along with one of either French or Spanish. They will then choose which two languages to pursue throughout S1 and S2. In S3 pupils will continue with one or both of their languages, with the aim of completing the National 3 or National 4 course. In S4, pupils will work towards National 5 qualifications. Assessment and evaluation of progress are included as part of the learning process, with language skills being developed through a wide range of activities.

In S5, we offer Higher French, Spanish and/or Gaelic to those pupils who have shown themselves able to tackle this broad-based and demanding examination. Advanced Higher will be available to S6 pupils who wish to go on to study languages at university.

SQA beginners' courses in any of these languages plus German, Italian or Russian may be offered to senior pupils who have shown an aptitude for language, depending on demand, timetabling and teacher availability. There may also be opportunities for these and/or other languages through Highland Virtual Academy or other online providers.



We also offer an introduction to BSL, available to S3 pupils during wider achievement lessons, and to S5/6 pupils as one of their electives.

GAIDHLIG

It is expected that all pupils who have followed the full Gàidhlig Medium curriculum throughout the primary school will follow the Gàidhlig course in S1 to S3, along with a choice of either French or Spanish.

Successful completion of National 5 in S4 will give pupils the opportunity to progress to Higher and from there to Advanced Higher level if they so wish.

HOMEWORK

Pupils must reinforce their classroom learning with revision at home. All the vocabulary presented in S1-3 has been uploaded to the Quizlet website, which offers a range of activities to help learn the new words. Pupils should spend 5-10 minutes working on Quizlet several times a week to help memorise their vocabulary. Parental support, especially for beginners, is also greatly appreciated. This can be done simply by offering an English word and receiving a French/Spanish/Gaelic word in return, possibly with spelling. It is also a great help to pupils to have their own pocket dictionary for use at home from S1 onwards.

Mr D Crook

CÙRSAICHEAN NAM FILEANTACH

Gàidhlig – Nàiseanta a Còig

Bheir Gàidhlig Nàiseanta 5 cothrom do luchd-ionnsachaidh sgilean cànanain mionaideach a leasachadh ann an co-theacsaichean litreachais, mheadhanan agus cultair.

Ard Ire

Tha a' chùrsa seo a' togail air an obair a chaidh a dhèanamh aig ìre Nàiseanta a còig, a' brosnachadh agus a' leasachadh na diofar sgilean cànanain ann an leughadh, sgrìobhadh, èisteachd agus còmhraidh. Tha litreachas an fhicheadamh linn mar phàirt bhunaiteach den chùrsa seo. Mar thorrachd air an sin, bidh sgoilearan a' còimhead air diofar stoidhlean sgrìobhaidh mar rosg, bàrdachd, òrain agus aithisgean Gàidhlig. Feumaidh gach sgoilear aistean a dhèasachadh stèidhte air an litreachas a chaidh a sgrùdadh.

Aig Ard Ire, bidh e an urra ri gach sgoilear taghadh a dhèanamh air cuspair a chòrdas riutha fhèin à cultur no eachdraidh nan Gàidheal agus, le bhith ga rannsachadh, a thoirt gu buil ann an cruth phròiseact.

Gàidhlig - Sàr Ard Ire

Anns a' chùrsa seo gheibhear cothrom na sgilean cànanain a leudachadh agus a neartachadh tro sgrìobhadh, èisteachd, leughadh agus labhairt.

Bidh aig gach sgoilear ri sgrùdadh pearsanta a dhèanamh air cuspair cò-cheangailte ri cultur neo cànan nan Gàidheal. Bidh sgoilearan a' còimhead air litreachas na Gàidhlig ann am barrachd doimhneachd agus ga sgrùdadh.

Bidh a' chùrsa seo a' deasachadh neach gus foghlam Gàidhlig a leanntail aig ìre nas àirde, neo gan deisleachadh gus a bhith comasach Gàidhlig a chleachdadh ann an suidheachaidhean obrach.

Mrs A MacLeod



SCIENCE

The Science Course in S1 and 2 is an integrated science course, with the chance to choose science courses in S3. The course introduces pupils to a wide range of scientific concepts and gives them an appreciation of scientific methods. It is hoped that an interest and enjoyment in sciences will be developed whilst the pupil becomes aware of the contribution science makes to everyday life. The course is split into a number of units of work or themes including:

Particles, Chemical Changes, Forces, Cells, Body Systems, Biodiversity, Elements and Compounds, Electricity, Waves, Reactions and Topical issues. Each theme consists of core, extension, revision, research and practical investigation material. Problem solving skills are an in-built part of the course.



PROGRESSION TO S4

The opportunity to choose which individual science to follow in S4 occurs towards the end of S3. At present National 4 and 5 courses are available in Biology, Chemistry and Physics and National 3 and 4 courses in general Science.

National 3/4 Science

The general Science course aims to develop a knowledge of a broad range of scientific concepts to prepare pupils for further study in a discrete science. There are 3 mandatory units at National 3 level:

- Fragile Earth
- Human Health
- Applications of Science

In National 4 Science, an additional unit is included for an assignment.

Assessment

Assessment is carried out by end of topic tests that cover the KU and PS elements of each topic, in addition a practical investigation and cross topic project will be internally assessed. There is not an external exam in this course.



Progression

Learners who have successfully completed the National 3 Science course can progress on to a National 4 in Science or in Chemistry, Biology or Physics.

Learners who have successfully completed the National 4 Science course can progress on to a National 5 in Chemistry, Biology or Physics if they wish to do so.

SAFETY

The science course involves work of a practical nature. To ensure that this practical work does not compromise the safety of pupils it is necessary to ban the wearing of tops and trousers which have high nylon content.

Pupils attending class with nylon trousers or tops will not carry out any practical work at that time.

HOMEWORK

The object of homework is to reinforce and extend concepts established during practical and written class-work. Homework sheets are incorporated into each theme and at each level within a theme. They will be set at an appropriate time, by the class teacher. In addition, pupils may be required to complete written work started in class.

BIOLOGY

Biology is the study of living organisms and how they interact with themselves and their environment. There are at present three courses on offer in Biology.

National 5 Biology

The course provides a broad-based, integrated study of the range of biological topics, which are required for progression to the study of Higher Biology.

The course has three 40-hour units:

- 1) Cell Biology
- 2) Multicellular organisms
- 3) Life on Earth

This course is externally assessed. The assignment contributes 20% to the final external exam marks.

Higher Biology

This is a one-year course. The course provides a broad based integrated study of a range of Biological topics emphasising the importance of Biology as an investigative science and as a basis of study in a wide range of activities. The course develops understanding of the way in which biological principles can be applied to issues facing the individual and society, fostering positive attitudes to others and the environment.

The course has three 40-hour units:

- 1) DNA and the Genome
- 2) Metabolism and Survival
- 3) Sustainability and Interdependence

This course is externally assessed. The assignment contributes 20% to the final external exam marks.

Advanced Higher Biology

The course provides a broad based integrated study of a wide range of biological topics which build on the concepts developed in Higher Biology. The content of the course reflects the importance of cell and molecular biology and environmental biology as fundamental areas of science, which form the basis for study in applied fields of biology. The course provides a general basis for further study or employment in areas related to biology and develops an understanding of issues facing the individual and society and fosters positive attitudes to others and the environment.

The course is made up of 3 topics, and an investigation.

The timings for these are:

Cells and Proteins	60hrs	Organisms and Evolution	60hrs
Investigative Biology	30hrs	Personal Project	30 hrs

This course is suitable for students who wish to continue their Biology in 6th Year and who have gained a pass in Higher Biology. It is a suitable interim course for those who wish to study Biology or related subjects at University.

Homework is a very important aspect of all courses. It provides reinforcement, clarity and practice for all pupils. It allows individuals to identify areas of difficulty and provides a sense of achievement in an area mastered.

It is important that homework is completed, and handed in on time.

Ms B Milne

CHEMISTRY

Chemistry deals with the composition, properties and the structure of matter and changes they can undergo, not only by themselves but also under the control of chemists. It is a central subject for many branches of science, medical science and biochemistry and technology. By studying chemistry pupils become aware, not only of the importance of chemistry in their environment, but also of the social and economic factors in everyday life of the subject

National 4 Chemistry

The course provides a broad-based, integrated study of the range of chemical topics, which are required for progression to the study of National 5. It builds on the general skills acquired at Science levels 3 and 4.

The course has three 40-hour units:

- 1) Chemical Changes and Structure
- 2) Nature's Chemistry
- 3) Chemistry in Society

There is no external exam at this level.

National 5 Chemistry

The course provides a broad-based, integrated study of the range of chemical topics, which are required for progression to the study of Higher Chemistry. It builds on the general skills acquired at National 4.

The course has three 40-hour units:

- 1) Chemical Changes and Structure
- 2) Nature's Chemistry
- 3) Chemistry in Society

This course is externally assessed, with an internally assessed practical investigation and assignment. The assignment contributes 20% to the final external exam marks.



Higher Grade Chemistry

The Higher course is open to pupils pass National 5. It is a continuation from National 5 Chemistry but expanding the topics in much more detail and complexity. The course consists of 3 Units arranged in a logical learning sequence. These are:

- 1) Chemical Changes and Structure 20 hrs
- 2) Nature's Chemistry 40 hrs
- 3) Chemistry in Society 40 hrs
- 4) Researching Chemistry assignment 20 hrs

During the year pupils have end of unit tests to assess both the Knowledge and Understanding and Problem Solving learning outcomes. These outcomes are finally assessed by one external examination at the end of the year. The assignment (researching Chemistry Unit) contributes 20% to the final external exam marks.

Advanced Higher

For S6 pupils who have gained either an A or B grade in the Higher Chemistry, the Advanced Higher course aims to increase the candidate's knowledge and understanding, the ability to deal with theoretical material, their understanding of the social and industrial importance of chemistry and to foster independent study. The course consists of 3 topics. These are:

- 1) Inorganic and Physical Chemistry
- 2) Organic Chemistry and Instrumental analysis
- 3) Researching Chemistry

During the year end of topic tests are to assess Knowledge and Understanding as well as Problem Solving objectives. These two objectives are externally assessed by one written exam paper at the end of the year. A research project is also carried out, written and handed in by May. The research project contributes 20% to the final external exam marks. The investigation is externally marked by an examiner.

HOMEWORK

The object of homework is to reinforce classwork done at school at an individual level. Year groups undergo the following homework exercises depending on the course they are on:

- 1) Weekly exercise on specially prepared homework sheets (mostly S3/4/5)
- 2) Written practical work (mostly S5/6)
- 3) Past paper questions (all year groups).

Mrs K Williams

PHYSICS

Physics is the study of the behavior of the universe. Physics tries to explain what things are made of and why they act the way they do, including the motion of objects, space exploration, practical electricity and radiation. These concepts are explored through a range of activities including practical work and investigations. There are at present four courses on offer in Physics:

National 4 Physics

The course provides a broad-based introduction to a range of Physics topics, which are required for progression to the study of National 5. It builds on the general skills acquired at Science level 3 and 4.

The course has four 40-hour units:

- 1) Dynamics and Space (how objects move and the study of space)
- 2) Energy and Electricity (practical electricity including electronics)
- 3) Waves and Radiation (the nature of light and other radiations)
- 4) An added value unit – students will undertake an investigation into a topical Physics issue.

National 5 Physics

The course provides a broad-based, integrated study of the range of Physics topics, which are required for progression to the study of Higher Physics. It builds on the general skills acquired at National 4, providing a deeper understanding of a range of Physics concepts and improving investigative skills.

The course has three 40-hour units:

- 1) Dynamics and Space (how objects move and the study of space)
- 2) Energy and Electricity (practical electricity including electronics)
- 3) Waves and Radiation (the nature of light and other radiations)

Higher Physics

The Higher is designed to build on the material of the National 5 course, developing concepts further and extending the breadth of material covered. Higher Physics students apply investigative skills to deepen their understanding of nature.

There are four units of work in the course:

- 1) Our Dynamic Universe (motion, forces and cosmology)
- 2) Particles and Waves (students will explore the fundamental particles that make up the universe)
- 3) Electricity (a half unit looking at the workings of electrical circuits)
- 4) Researching Physics (an extended investigation into a physics topic)

Advanced Higher Physics

The Advanced Higher Physics course follows on from the Higher Physics course. The Advanced Higher course allows students to develop a rigorous understanding of fundamental Physics concepts supported by Mathematical principles as well as honing their investigative skills and provides a good basis for further study of Physics or Engineering. The course consists of four units:

- 1) Rotational Motion and Astrophysics (complex motion and the study of space)
- 2) Quanta and Waves (the physics of fundamental particles)
- 3) Electromagnetism (the relationship between electricity, magnetism and light)
- 4) Investigating Physics (an extended and in-depth investigation of a physics topic)

The investigating Physics unit gives students the opportunity to pursue an area in more depth and to write a report on an experiment related to their studies. Students chose an individual topic based on their interests and future aspirations.

Mr E. Tracey

DESIGN & TECHNOLOGY

The Design and Technology curriculum is based on creative and purposeful "hands on" activities. These activities are aimed at meeting needs of pupils through providing opportunities in graphic skills, design tasks, technological investigations, enterprise activities and practical work. Through these challenging and rewarding tasks pupils develop knowledge, understanding, competence, confidence and positive attitudes to their work. In particular, Design and Technology activities promote the key principles of Curriculum for Excellence:

Successful Learners

Pupils develop progressively their abilities in design, graphics and practical work, applying an increasingly wide range of knowledge, understanding, practical and intellectual skills.

Pupils show a growing awareness of the technologies that form part of their daily lives.

Pupils work effectively individually and in teams.

Pupils show creativity in applying design principles and using ICT appropriately in their work.



Confident Individuals

They show enjoyment and enthusiasm in their activities.

They act responsibly and independently, achieving progress through tasks with a minimum of intervention.

They respond well to new challenges or questions about their tasks.

They seek innovative solutions to new problems, which require them to go outwith their

existing skills and knowledge.

Responsible Citizens

Pupils are aware of the impact which their actions, and those of others, have on the environment, locally and globally.

They appreciate the importance of being well informed about technologies and technical education.

They recognise the importance of sustainability as a key factor in design and technology.

Effective Contributors

Pupils listen carefully to problems being described, reflect on these and identify contributions that they and others might make to achieve a solution.

They develop and demonstrate skills which have significant value for the community, to the economy and in terms of employability.

Pupils show creativity in tackling problems, and resilience in taking stock where a first solution proves less than effective.

S1 – S3

Courses in S1 to S3 are designed to allow pupils to experience all aspects of Design and Technology and include units on Design and Manufacture, Renewable Energy, Enterprise, Electronics, Pneumatics, Computer Aided Design and Computer Aided Manufacture.

S4 - S6

More specialised courses are offered in S4 – S6 as pupils focus more on their own interests and ambitions. Pupils can select courses in **Graphic Communication** and **Design and Manufacture** at National 4, National 5 and Higher level.

Mr M Stewart



HOME ECONOMICS

Home Economics provides the opportunity for all pupils to acquire valuable life skills to enable them to function as responsible individuals within their immediate and wider community.

A variety of learning activities take place, including discussion, practical work, investigating and applying knowledge, group work and individual learning. Pupils are expected to come prepared for practical lessons with an appropriate container. Aprons are provided.

In **Broad General Education** pupils cover the third and fourth level curriculum for Excellence experiences and outcomes through a range of units looking at: organisation and developing practical skills (both food and textiles), healthy eating, nutrients, food hygiene, food choices, food product development and foods around the world.

Students in S3 may have the opportunity to obtain the REHIS Elementary Food Hygiene certificate. S3 students may also have the opportunity to obtain the REHIS Elementary Food and Health certificate which looks at the relationship between the Scottish diet, nutrition and health.



S3 Wider Achievement class have the opportunity to explore the hospitality industry in a bit more depth. Links with DYW have allowed for a visit to a local hotel. Students have been involved in the planning, preparation and hosting of different events

In **Senior Phase** National 4, 5 and Higher Health and Food Technology is available.

The National 4, 5 and Higher Health and Food Technology courses are made up of 3 units:

- 1) Food for Health - The relationship between food, current dietary advice, nutrition and health. It also involves preparing food products to meet individual's needs.
 - 2) Food Product Development - The functional properties of ingredients and how new food products are developed.
 - 3) Contemporary Food Issues – Issues that may influence consumers' choices of food.
- At National 5 and Higher level the course is assessed by an assignment (using a design brief to develop a new food product), and a question paper.

Practical Cookery is also available at National 4 and 5.

The Practical Cookery Course is made up of 3 units:

- 1) Cookery Skills, Techniques and Processes - the theory and practice of preparing and cooking food
- 2) Understanding and Using Ingredients – learning about healthy eating guidelines, characteristics of ingredients and sustainable practices relating to food
- 3) Organisational skills for cooking – learning how to dovetail tasks to prepare more than one dish at a time, costing recipes and evaluating dishes.



At National 5 the course is assessed by a course assessment task (which involves a planning stage and practical exam) and a question paper.

Mrs A Macleod

RELIGIOUS AND MORAL EDUCATION

Education seeks the development of the whole person. Religious and Moral Education deals with this development in relation to those beliefs, values and practices which go to make up a religious and/or moral outlook on life. As such, it makes an important contribution to the personal and social development of students.

The aims of Religious and Moral Education within Ullapool High School are intended to reflect National and Regional Guidelines, with the purpose of:

- promoting respect, tolerance and understanding of people's religious beliefs or their choice not to follow a religion.
- linking students' understanding of beliefs and values with issues of importance in the world; both historical and current.
- encouraging the development of young people's own beliefs and values and their ability to justify these.
- offering courses in RME which link to CfE Experiences & Outcomes.

In S1 students begin with a unit entitled 'Who am I?' which encourages them to reflect upon their own beliefs and values and the influences that shape these, in order to build a foundation to understanding others' viewpoints throughout the rest of RME. In 'Life Journeys' they then explore traditions, practices and ceremonies celebrating key life events across a range of religious and non-religious communities. From this, they chose a major world religion to focus on as a class which they will then compare with Christian values, beliefs and traditions.

In S2 students will focus again on a major world religion, in order to reflect upon their own values and beliefs. They will consider some 'ultimate questions' such as how life began and if there is life after death before going on to explore animal rights and various religious and moral standpoints relating to this.

In S3 students study a range of issues which people may have to make religious, moral and philosophical decisions on, such as capital punishment, freedom of speech, racism, war and peace, abortion, euthanasia and medical ethics. There is also scope for students to pursue individual or small group projects on these or related issues.

Miss R Watkins

ART & DESIGN



Supporting young people to explore their own unique creativity in an atmosphere of encouragement and enthusiasm is what our Art & Design Department is all about. We live in a highly creative community in a part of the world where there is space for the imagination to roam free. The natural environment is dramatic and changeable offering scope to explore colour, light and form. Wester Ross has a rich cultural heritage and a vibrant artistic scene. Our Art & Design department sees itself very much part of this community, and as well as school work, we aim to link our lessons to the outside world. Pupils may find themselves designing seating for the seafront, stage sets for local bands, tableware for cafes, or hanging work in an *talla solais* art centre. Local artists and designers drop in to inspire and share skills and advice.

We believe that all young people deserve time and space to express themselves visually, and that success and enjoyment in the Art & Design department contributes significantly to the confidence and self-esteem of every pupil.

BGE courses

The BGE course introduces all pupils to experiences in both the Expressive and Design areas of the subject, with 2d and 3d projects in a wide range of subjects and media. Emphasis is on building key skills and techniques of using art media and processes, encouraging experimentation and learning about the work of artists and designers. Personal pupil Sketchbooks play an important part in encouraging individual interests.

Senior phase (S4-6)

National 4/ 5, Higher, Advanced Higher and NPA Photography courses are on offer at this stage.

Current design units for national courses include graphic design, jewellery design, textile and Product Design. Expressive work includes portrait, figure, still life and landscape work.

At Higher level the emphasis is on supporting the students to follow a more individualised programme of work. Whole class teaching is used to improve skills and techniques, while encouragement is given to students to make their own choices and decisions.

Students who have completed a Higher course may wish to go on to take Advanced Higher or work towards completing a folio of work for Art College entry purposes. Advanced Higher level requires real dedication but there are great rewards from experiencing a more self-directed approach. Links with Bridgehouse Art and UHI are encouraged at this level.

The NPA Photography course is currently offered at level 4 and 5 , depending on the experience and interest of the pupils. The course is designed to get students out and about as they learn skills to help them become better photographers.

*Ms L. Strachan
Mrs K Richards-Tracey*

MUSIC

Music in Ullapool High School is essentially a practical course which aims to involve, enthuse and inspire every pupil, regardless of his or her previous musical experience. Everyone has the ability to make music with their voice or using an instrument, and will be encouraged to do so.

In the lower end of the school all pupils follow the same course at the appropriate level for each child. In the classroom pupils have the opportunity to develop skills in tuned percussion, keyboard, guitar, bass guitar, ukulele and drum kit and play in a variety of styles, including blues, classical and traditional. Singing is also included in a number of topics. In S3 and beyond the Broad General Education phase pupils study music only if they choose to include it in their timetable: Senior Phase courses lead to National 4 or National 5, Higher and Advanced Higher, or stand-alone units.

At all levels tuition is available on chanter/bagpipe, on whistle, on pipe band drumming, on stringed instruments (violin/fiddle, viola and cello), on woodwind instruments, on drum kit and for voice. Pupils follow a rotating timetable to attend their weekly lessons, and are expected to practise regularly at home.



All pupils are encouraged to participate in extra-curricular events, whether or not music is included in their timetable. They are also encouraged to develop a high level of awareness of sounds and music around them, and an open attitude to music of all styles and cultures.

Mrs R Mahoney

PHYSICAL EDUCATION

Core P.E.

In S1-S3 pupils are given the opportunity to experience a wide range of activities, both individually and team orientated. The intention is to give a basic grounding in each as well as to develop the skills and attributes that are important in sport and beyond sport.

This also involves covering the third and fourth level curriculum for excellence experiences and outcomes.

In S4 pupils have a greater element of choice when it comes to the activities that will form their course and the significant aspects of learning that have been developed in S1-S3 will also feature.

This choice should enable pupils to participate in activities which are of interest to them or take part in new activities and so lead to a more enjoyable and invigorating experience. By adopting this approach it is hoped that the pupils will find an activity which they will pursue in later years.



Certificated P.E.

Pupils entering S3 are given the opportunity to select P.E. as a subject that they may take on to **National 4** or **National 5** in S4 and they make this decision at the end of S3.

These courses include sections on Performance, Factors impacting on Performance, and a Practical Activity assessment.



Students in S5 and S6 are given the opportunity to show their suitability for two different courses over the two years, **Higher PE** and **Int.2 Sport and Recreation**.

Higher P.E.

Students will be able to select this course **depending on their performance at National 5**. This is a one year course that is assessed on Performance (40%) and Analysis & Development of Performance (60%). Students will undertake three practical activities that will also involve an analysis and development study

of their performance in each, and two of these three activities will also count towards their Performance mark.

Nat 5 Sport and Recreation

This is a more vocational course than the academic nature of Higher P.E. and will involve students in various activities that come under the following four course units:-

- Assist with Component of Activity Sessions
- Assist with Fitness Programming
- Assist with Daily Centre Duties
- Employment Opportunities in the Sport and Recreation Industry



Students will also carry out a **Higher Performance Unit** over the year of the above course.

It is hoped that by offering this choice of courses over the two years that all students will have the opportunity to select the course they prefer, and perhaps for many to select both.

Students entering S5 in Session 2015/16 will have the opportunity to select Int.2 Sport and Recreation in S5 and Higher PE in S6.

Mr D. Lees



PSYCHOLOGY

N5 + Higher

In S4, we offer SQA N5 Psychology to pupils who have shown an interest in learning more about this area. Pupils are able to progress with their study of Psychology by continuing with the Higher course if they have secured a good pass at National 5 Psychology and also have N5 English. The course is also suitable for those who have not taken the N5 and have qualifications in similar subjects (following a discussion with class teacher).

There may also be opportunities for Psychology through Highland Virtual Academy or other online providers.

Within N5 Psychology we cover Social and Individual behaviour topics such as Sleep and Dreams, Conformity and Phobias and within the Higher course we add further topics such as Memory and Obedience.

Pupils develop a number of skills by studying Psychology such as analysing and evaluating psychological concepts, theories, and evidence applying knowledge and understanding of psychology to analyse and explain human behaviour understanding the research process in psychology, including the ability to evaluate methods and explain ethical and scientific standards analysing the research process in psychology, including the ability to evaluate methods and explain ethical and scientific standards using research evidence to explain human behaviour.

Ms MacGregor

SCHOOL - COLLEGE PARTNERSHIP COURSES

Why are schools and colleges working together?

Inverness College UHI and North West and Hebrides College UHI work with Ullapool High School to:

- Provide additional curriculum subjects
- Provide opportunities to gain qualifications on work-related subjects
- Create clear progression routes from school to college and university
- Provide the skills and experience that employers value

A wide range of courses are offered and your choice of course will decide where you study – some courses are studied in school accessing college lecturers, some are blended or virtual and some require attendance at a college centre and will therefore involve some travel.

What is the difference between Blended, Virtual and Online study?

You will see some of the courses described as being “**Virtual**” or “**online**”. These study methods enable larger numbers of pupils to study individual subjects that may not otherwise have been available for small classes.

Virtual classes use online technologies, such as Google, in timetabled sessions and will have a college lecturer in virtual attendance during the class. It will suit pupils who have a good work ethic and strong self-motivation.

Online study is unsupervised and therefore can be timetabled flexibly to suit the individual pupil. It will suit pupils who have a good work ethic, strong self-motivation and an ability to work independently.

Blended classes are a combination of online study supplemented with delivery at scheduled times/days

Courses are offered in a range of subject areas and qualifications including:

Business and Hospitality
Care, Health and Wellbeing
Computing and Creative Digital Skills
Construction, Environmental and Maritime
Creative Industries
Education and Applied Sciences
Engineering Technology
Humanities and Social Sciences

All courses indicate the SCQF level they are offered at ranging from level 4 through to 7. The qualifications cover Skills for Work, National Progression Awards, Higher, National 5, Foundation Apprenticeships and Degree Modules.

You should make your choices based on subject preference after discussions with your class and Guidance teachers. Details of the courses can be found on the college websites:

<https://www.nwh.uhi.ac.uk/en/schools/>

<https://www.inverness.uhi.ac.uk/schools/>

Mrs J Stewart

PHOTO GALLERY

In previous years Ullapool High School has undertaken several dramatic productions including *The Crucible*, *The Importance of Being Earnest* and, most recently, the musical *Bugsy Malone*



A day trip to Murrayfield to cheer on Scotland in the rugby

The headline below says 'Welcome Ullapool High School' in Chinese



School Ceilidh



From S3, pupils can take part in the Duke of Edinburgh Scheme. These are Bronze students out on a training weekend

<https://www.dofe.org>



Students sailing on the Wylde Swan tall ship

<https://www.wyldeswan.com>

OTHER PROJECTS / EVENTS

S2 Hill to Grill Project, working in conjunction with the John Muir Trust.
[Ullapool High School 'Hill to Grill' Project - DYW West Highland](#)



Army Career Team Building Event with S3



S2 Activity Week - Lagganlia



CARE AND LEARNING SERVICE

GUIDELINES FOR PARENTS

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 Council 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. Schools normally 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 normal local arrangements for school transport and any special arrangements in the event of adverse weather
- **the school** will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements.

The Highland Council Website

The Council's **website** <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools.

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.

BBC Radio Highland | Nevis Radio | Lochbroom FM | Moray Firth Radio
(<https://hellorayo.co.uk/mfr/>) | Radio Wester Ross

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

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore, there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate.
- 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
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick-up point parents should check the schools telephone information line for updated messages from their school. Please note that for some routes the transport operator may contact the parent directly.
- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible

Please note: when weather conditions are poor, parents should ensure that children are met at the "drop-off" point, especially where public service transport is used.

ULLAPOOL HIGH SCHOOL – ADVERSE WEATHER PROCEDURES:

1. The decision to close the school is taken on the advice of Police, Roads Department and School Transport Contractors. Bus drivers are also best placed to make a decision with regard to safe driving conditions.
2. Emergency accommodation must be arranged by the parents of all pupils from outlying areas. Parents should ensure that an overnight bag is left in the selected accommodation. Pupils with hotel accommodation may leave their overnight bag with the school.
3. In the event of a school closure due to adverse weather conditions, parents from outlying areas will be contacted. Local pupils may be retained in school after those that travel by bus have been sent home, or in extreme conditions, will also be released to gain entry to their own house or emergency contact.
4. Information re: school closures will be available on the school's Twitter page: @ullapoolhs, and Highland Council School Closures page: <https://www.highland.gov.uk/schoolclosures>. In addition, local radio station, Lochbroom FM, may also provide updates.

Please phone the school if you have any queries regarding the above arrangements.

SCHOOL TRANSPORT CONTRACTORS 2024/25

ACHILTIBUIE

D & E Coaches (01463 222444)

<https://www.facebook.com/decoachesltd>

ASSYNT

Drumbeg to Skiag

Stoer to Ullapool

Lochinver to Ullapool

Harvey Macdonald (07780 006519)

Rapsons Ltd, Brora (01463 224410)

Rapsons Ltd, Brora (01463 224410)

DUNDONNELL / BRAEMORE

Coast to Coast, James Mackenzie
(01854 633280)

BRAEMORE TO ULLAPOOL/ LOCHSIDE

D & E Coaches, Inverness (01463 222444)

<https://www.facebook.com/decoachesltd>

SCORAIG

Ferry

Bus

J Piggott (07730 422718)

Coast to Coast, James Mackenzie (Oct - Feb)

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.

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 children protection policy are available 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 Forces families: serving, veteran and reservists.

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. 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 Military Liaison Group (Education), often referred to as "The MLG", which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support for both families and educators:

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools.

The enrolment page may be particularly helpful:

<https://armedforcesfamilieshighland.wordpress.com/enrolment-in-highland/>

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:

<https://armedforcesfamilieshighland.wordpress.com/wp-content/uploads/2024/04/welcome-message-secondary-1.pdf>

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:

<https://armedforcesfamilieshighland.wordpress.com/contact-us/>

ADDITIONAL SUPPORT NEEDS

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

Information about the 2009 Additional Support for Learning Act

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 and it comes 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.
- 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 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.

- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements 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 simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

The following are websites which provide advice, further information and advice to parents of children and young adults with ASN:

- (a) [Additional support for learning | Additional support for learning | The Highland Council](#)
- (b) Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (c) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- (d) <https://www.siaa.org.uk>, an advocacy service to support parents and children
- (e) <https://sclc.org.uk>, an organisation providing free legal advice to young people

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:

<http://hi-hope.org/help-resources/16plus-planning>

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 Schools Analysis at 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.

EQUALITY AND INCLUSION

For up-to-date information please see:

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/>

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, 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: <https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/3/>

ANTI-BULLYING POLICY

Equality Statement

At Ullapool High School we will work with and develop each child to reach their full potential. We seek to maximise opportunities for all our young people regardless of gender, race, sexual identity, disability, religious or political beliefs.

Rationale

Bullying can take place in the community at large; in the home; in the workplace; online and also in a school. National, Regional and School Policy seeks to eliminate all forms of bullying. Pupils must learn in an atmosphere in which they feel secure and equally valued without fear of harassment from any sector of the school population.

This can only be achieved with the total support of parents, pupils and all staff who must buy into the values and ethos of our school.

Our aim, when we encounter bullying behaviour, is to effect a positive change. As such we will follow the evidence of research that tells us that restorative approaches, in the long term, promote the required changes in individual behaviour that is required, as well as making a significant impact on the health and well-being of all parties involved. It should be made clear here that punitive sanctions can and will be part of a restorative approach but the evidence is clear that excessive punishment is not only ineffective but can in many situations be counter-productive.

Our Process

We will seek to educate our pupils about the harmful effects of bullying behaviour, both on the 'victim' and on the perpetrator.

We will provide opportunities for pupils to report incidents in as clear and non-judgmental fashion as possible, utilising trained peer mediators where necessary.

We will listen carefully to what has happened, investigate and make a decision on how to best proceed. We are not trained investigators however, and as such the major part of our energies will not be spent on the past (which cannot be changed) but on future actions (which can).

We will make decisions based soundly on this need to modify future behaviour, and we will work with all parties concerned, including joint meetings to make these changes happen.

If, as a school, we see no major improvement in any given situation then we will seek to involve outside agencies to make use of their expertise and resources, and we will also consider periods of exclusion for the perpetrator(s).

We will provide support for all parties involved.

The school provides lessons on anti-bullying, which includes recognising the signs and what to do to make it stop. We also educate our young people in safety online, which also deals with 'internet' based forms of bullying. We work with agencies and their resources to provide these lessons e.g RASASH, Police, CEOP, Mental Health, LGBT Youth.

Definition

It is difficult to come up with an all-encompassing definition of bullying. Playground rough and tumble and pupil 'banter' are part of everyday life and do form part of building the resilience of any individual. However, when aggressive, deliberate and premeditated intent is displayed by an individual pupil or group of pupils to inflict physical, emotional or mental suffering then bullying behaviour is being displayed. This is particularly pertinent if it is over a period of time and against the same person/group (though not always so). Any behaviour, which is the improper use of power in order to intimidate, threaten, cause distress or hurt others, is bullying behaviour.

Identifying Bullying

The school is always on the look-out for potential bullying situations:

- | | | |
|----|----------------------|--|
| a) | HURTFUL COMMENTS | e.g. concerning appearance, home situation, race, religion, sexual identity etc. |
| b) | THREATS/INTIMIDATION | e.g. to beat up, to demand money etc. |
| c) | DAMAGE or THEFT | e.g. of or to the clothing, equipment or belongings of a pupil. |
| d) | PHYSICAL ASSAULT | e.g. pushing, shoving, tripping, beating up etc. |
| e) | ISOLATION | e.g. deliberately not including or not talking to a pupil |
| f) | CYBER-BULLYING | e.g. using social media as in a), b) or e) |

Awareness of Bullying

We have a great history of positive relations at this school, let's all take a responsibility in keeping it that way.

Pupils

In order to help eliminate bullying behaviour:

- a) be alert to what is going on around them
- b) be sensitive to the needs of others
- c) be aware that watching and doing nothing rarely improves a situation and can suggest support for the bullying actions.
- d) speak out, or let someone know of any behaviour that worries you.

School Staff

All staff within the school have a major role to play in tackling bullying behaviour. The most important part of this is to be alert to the potential and to act on any suspicions. This can be by direct intervention following the school's policy or by reporting concerns on to Guidance or the Head Teacher.

Situations in which to be particularly alert include pupils:

- a) new to the school
- b) different in speech or appearance
- c) who have low self-esteem
- d) who are nervous
- e) demonstrating tantrums or loss of control
- f) turning up late for registration or class
- g) lingering at the end of a period, especially before breaks or at close of school
- h) who attend erratically
- i) who show a deterioration in work, sometimes sudden
- j) who become withdrawn
- k) showing signs of being isolated
- l) failing to produce dinner money

Teachers also have a critical role in modelling acceptable behaviour.

Parents/Carers

Parents/Carers obviously know their child really well and will be amongst the first to notice changes in behaviour or mood in their children. It is important to note that not all changes may be the result of bullying but it is important that parents/carers feel that they can contact the school at any time if they have concerns or worries.

Some signs or behaviour at home that may indicate that your child is being bullied include:

They may:

- a) be frightened of walking to and from school
- b) be unwilling to go to school
- c) show a pattern of headaches and stomach aches
- d) beg you to drive them to school
- e) change their route to school
- f) begin to do poorly in their school work
- g) be reluctant to go on the school bus
- h) seem quiet and withdrawn when getting off the bus
- i) lose or have damaged personal or school possessions
- j) come home hungry (due to 'loss' of dinner money)
- k) suddenly have different friends
- l) ask for extra money, (maybe even take it), lose pocket money
- m) have mood changes, (depressed, withdrawn, lose confidence)
- n) have difficulty with sleeping, eating, talking to you
- o) insist everything is fine despite obvious problems to you
- p) self-harm
- q) be on their phone a lot/ or stop using their phone
- r) not be willing to discuss texts/messages and being upset after receiving them

If a parent/carer becomes aware of situations outwith school that are causing concern then sharing with guidance staff will help the school in dealing with any situations that may arise.

Further Information and Advice

<https://www.childline.org.uk/>

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

<http://www.bullying.co.uk/cyberbullying/>

<https://www.ceop.police.uk/safety-centre/>

<https://www.thinkuknow.co.uk>

Dealing with Bullying

Pupils

If you are being bullied:

Tell someone straight away. Do not try and be brave and put up with it. Do not think it will just go away – you do need help from a friend, teacher, parents or anyone you really feel you can talk to. Bullying is not normal behaviour so do not put up with it.

If you see bullying:

Tell someone at once. If you do not it can suggest that you support the bully and that you think what they are doing is O.K.

Do not put up with bullying in your group of friends. If their behaviour makes you uncomfortable tell them, don't join in.

Staff

Dealing with a reported incident

If a pupil reports an incident, listen and see if there is anything you can do to help. Report as soon as possible to their Guidance Teacher

Dealing with an immediate incident

Take the incident seriously.

Remain calm; take control of the situation. An emotional reaction may further distress the pupil.

Take action as quickly as possible to find out what happened.

In your own class you will, of course, deal with an incident. Make it clear that bullying will not be tolerated in Ullapool High School.

Reassure the victim(s): don't make them feel either inadequate or foolish. Support their decision to tell you.

Tell the pupil(s) what you will do next.

Pass on the information to the Guidance teacher of those involved.

(This policy has been rechecked in the light of the publication of Respect for All in Nov 2017 by the Scottish Government and found to uphold the values therein)

