

# WICK HIGH SCHOOL



**School Handbook**  
**Session 2025-2026**

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**Please note that whilst information provided is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information. We will endeavour to communicate such changes through newsletters, the school website or via a direct letter to parents depending on the change.**

## **Wick High School Parent Handbook**

### School Contact Information

**Name:** Wick High School

**Address:** Newton Road, Wick, Caithness, KW1 5LT

**Telephone:** 01955 603333

**Website address:** <http://www.wickhighschool.co>

**Facebook:** <https://www.facebook.com/wickhighschool/>

**Twitter:** <https://twitter.com/wickhigh?lang=en>

**Email contact:** [wick.high@highland.gov.uk](mailto:wick.high@highland.gov.uk)

**Head Teacher:** Mr S Sandecki

Wick High School is a non-denominational secondary school serving the communities on the East side of Caithness. As of November 2024, the school roll is 734 pupils

#### **Parent Council Contact:**

Chairperson – Alister Traill, Vice Chairperson – Paula Fraser, Treasurer – Maureen Forbes, Secretary – Michalina Hutna

Website: [Parent Council | Wick High School](#)

Email: Parent Council ([wick.high@highlandpc.co.uk](mailto:wick.high@highlandpc.co.uk))

## Parental communication with the school

i) **Visits:** In the case of a parent whose child has been offered or is seeking a place at this school which is outside their catchment area, if they wish to visit the school please get in touch at the phone number above and give details of the child or children and contact details. Thereafter, the year head or senior manager with responsibility for induction will get back in touch to arrange a time for a visit to the school. Parents who live within the catchment area will have the opportunity to visit the school during the P7 induction process.

ii) **Concerns:** In the first instance when a pupil's parent has a concern about the pupil, they should ring the school and ask to speak to their child's Guidance teacher who is the first point of contact between home and school. The Guidance teacher will investigate the concern and either get back in touch with the parent or, depending on the nature of the concern, involve the school's Senior Management Team who will contact the parent. In all cases, parents have a right to expect a quick reply to a concern.

iii) **Complaints:** Whilst the Guidance teacher is a parent's first point of contact for almost all issues, if a parent wishes to register an official complaint they should in the first instance communicate this to the Head Teacher- either by phone, email or letter. The Head Teacher will acknowledge the complaint and agree a timescale for getting back in touch with an update or resolution. From here, if necessary, the matter will be brought to the attention of the Area Education Manager who will decide what the next steps should be. Parents will be kept fully informed at each stage and will be invited to attend relevant meetings being held.

Should you feel unable to speak to the Head Teacher you are entitled to contact Annika Jansson, Area Education and Learning Manager, Area Education Office, Highland Council, Drummie, Golspie KW10 6TA.

Further advice is available on the Parentline website: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>.

## 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 Annika Jansson, at the Area Education Office, Highland Council, Drummie, Golspie KW10 6TA. Placing request forms can be obtained from [https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2)

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

If pupils live outwith the school catchment area and their parents wish them to attend Wick High School they can contact the school to arrange a visit.

Parents of children with additional support needs (including those who have Co-ordinated 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.

## Caithness Admissions Group Guidance

For young people with severe and complex needs, there are Enhanced Provisions for secondary aged pupils in both Thurso and Wick High Schools. Placements may be offered on a full or part-time basis.

Airport House (the 'Intensive Support and Vocational Training Unit' for pupils at secondary school) offers part-time support for up to 15 secondary pupils from the Thurso and Wick High Schools who have social, emotional or behavioural needs and find it difficult to attend their local school full-time. Targeted support is provided on an individual basis, catering for the specific requirements of each individual, with the aim to progress towards full-time attendance.

Applications for specialist provision can be made to the Admissions Group. Parents/Carers can speak with the Named Person or Lead Professional about making the application in discussion with the young person.

## Attendance/Absence

### Absence:

Good attendance is vital if pupils are to achieve their full potential. If a pupil is going to be absent from school, a parent/guardian should notify the office by telephone or email on the first day of their absence indicating the estimated duration of their absence.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from their parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

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

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

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

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

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

#### **Text Alerts:**

An automated text service will alert parents/guardians to any occasion when your child's attendance at school is unexplained. This system is a useful means of communication to ensure that parents/guardians are made aware if a pupil has not arrived at school. The system will send a text message via your mobile phone if your child has not arrived at school and we do not have a reason for the absence. Parents/guardians can reply to this message with a reason explaining why their child is absent.

#### **Lateness:**

Pupils must be in school by 8.40am for morning classes and by 1.55pm for afternoon classes. (Details of pupils arriving late for classes are recorded).

A pupil arriving late in the morning must collect a late card from reception. Pupils arriving after 1.55pm in the afternoon must also collect a late card from reception.

#### **Out of school:**

Pupils are not permitted to leave the school at morning interval. If pupils leave the premises at lunch time, they do so at their own risk.

Pupils who have medical/dental appointments should bring a note to the school office before the start of period one wherever possible, to receive permission to leave the school.

Schools are responsible to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

## **Parental Involvement**

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 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.

To support this partnership, we have created a termly newsletter outlining the planned learning for all pupils in each year group. It describes the course content for each subject and provides practical tips on how parents and carers can assist with their child's learning at home.



The curriculum letter can be found on our website: <https://wickhighschool.co/>

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

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: [Curriculum in Scotland | Parentzone Scotland | Education Scotland](#)

#### i) Parent Council

All parents who have a pupil at the school are automatically part of the Parent Forum. The views of the Parent Forum are represented by a Parent Council who meet once or twice a term with the Head-teacher. The Parent Council can be contacted via the generic school email address on page 1. Minutes of meetings and other information are stored on the Parent Council section of the school website.

#### ii) Direct school-parent links

Wick High School staff believe that a good home-school partnership is essential to maximising the support given to all learners. We know this only works when as a school we give you the information to support your child's learning. This is done in various ways:

i) **An annual report** of each learner's progress, strengths and next steps in learning.

ii) **Tracking report**

iii) **Parents' Evenings**

iv) **Our website** which contains news, key documents and links to other websites relevant to your child's education.

vi) **A responsive Guidance Team** who serve as a first point of contact for any parental concerns and will make contact with home if concerns arise.

vii) **School App for Parents** – Daysheet and school calendar events

## Aims and Values

Wick High School aims to enable all pupils to grow intellectually, socially and emotionally and to develop as far as possible their individual talents and abilities.

Specifically to:

- Maintain a secure and healthy environment in which all staff and pupils feel valued and in which effective learning may take place.
- Provide a quality education for every student through a range of relevant and appropriate courses with valid and reliable assessment and supportive and informed guidance.
- Work in partnership with students and parents to secure improved attainment and maximum potential.
- Support students in developing self-esteem, self-respect and respect for others and the environment, within the developing ethos of a health promoting school.
- Work with other agencies in the community to meet the needs of the whole child and prepare them for their role in society.
- Equip pupils with the highest qualifications possible to enable them to move on successfully to employment or continuing education and secure a commitment to life-long learning.

## Community Involvement

We have excellent links with a number of groups within the community including **Highlife Highland**. The local youth workers are based within the school and run a club after school for our young people.

A number of local employers support the school by offering work placements for our pupils as part of their curriculum in S4 to S6. We also have close links with North Highland College and our DYW (Developing the Young Workforce) Co-ordinator.

## School Improvement

The focus of recent sessions, driven by SE activities, is to share the good practice that already exists within the school and support others to make this provision more consistent. These improvements will contribute to the whole school focus on raising attainment and to closing the attainment gap.

There will be 3 Improvement Projects in our School Improvement Plan for this year to help us achieve those goal.

### **Improvement Project 1: Learning and Teaching – developing effective and consistent approaches**

**Purpose:** This project has been further developed in reponse to self evaluation activites that have highlighted areas of inconsistency across the school.

### **Improvement Project 2: Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment.**

**Purpose:** This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. WHS has also idenitified varied success in using assessment data as well as a need to develop a consistent approach to assessment and moderation.

There are some areas of good practice already identified within the school, both formal and informal. However, this is not consistent across the whole staff/departments.

An ongoing cycle of improvement making more use of available data is being led by Depute Head Teacher – Attainment.

Time is planned throughout the year for Moderation activities to take place within the school setting and with specific literacy/numeracy staff. The training received by the literacy/numeracy staff will include input from the ASG with the aim of ensuring more consistent judgements of achievement of a level.

### **Improvement Project 3: Ongoing improvement to Mental Health and Wellbeing**

**Purpose:** Mental Health and Wellbeing has been a key focus of COVID recovery. Further support of young peoples mental, physical and emotional wellbeing is required to embed practices to ensure improved outcomes for young people and their families.

The school has a clear understanding of our community and the challenges it faces. Many projects continue to have an impact and are now becoming more embedded in the fabric of the school. Our Youth Work team aim to build on their successes to engage with an even wider range of pupils. Attendance is a key area for improvement and a new Depute will focus interventions on attendance and attainment.

## Standards and Quality Report

Wick High School's Standard and Quality report is available on our website at:

<https://wickhighschool.co/>

**From this document some of our key points are:**

### **Percentage of S4 leavers attending literacy.**

Level 5 Literacy is a very positive picture, with 57% of S4 leavers have achieved level 5 literacy. This is a significant improvement on last years 40%. It is also significantly above Virtual comparator (VC) 46% for 2023.

Level 4 Literacy: 69% of S4 leavers have achieved level 4 literacy. This is below WHS last year result 81% and VC 81% from 2023

### **Percentage of S4 leavers attending Numeracy.**

Level 4 Numeracy is a very positive picture, with 84% of S4 leavers have achieved level 4 numeracy. This is a significant improvement on last years 68%. It is also significantly above VC 76% for 2023.

Level 5 Numeracy: 27% of S4 leavers have achieved level 5 Numeracy. This is below WHS last year result 34% and VC 34% from 2023.

### **Percentage of S5/6 leavers attending literacy.**

Level 5 Literacy is a very positive picture, with 88% of S5/6 leavers have achieved level 5 literacy. This is a significant improvement on last years 79%. It is also above VC 86% for 2023.

Level 6 Literacy: 65% of S5/6 leavers have achieved level 6 literacy. This is also above WHS last year result 55% and VC 57% from 2023

**Percentage of S5/6 leavers attending Numeracy.** Level 5 Numeracy is a very positive picture, with 76% of S5/6 leavers have achieved level 5 numeracy. This is a significant improvement on last years 61%. It is also above VC 76% for 2023.

Level 6 Numeracy: 23% of S5/6 leavers have achieved level 6 numeracy.. This is also above WHS last year result 22% however it is slightly below VC 26% from 2023

### **Percentage of school leavers in a positive destination.**

It is a very positive picture, with 96% of WHS leavers have secured a positive destination in 2022/23. This is a significant improvement on last years 89%. It is also above all other competitors: VC, Highland, The Northern Alliance and The National Establishment.

### **Improving attainment far all. Average complementary tariff points of S4 cohort.**

It is a very positive picture, especially amongst the lowest 20% and Middle 60% of cohorts.

- The group of lowest 20% have achieved on average 51 complementary tariff points. This is a significant improvement on last year's 41 points. It is also above all other competitors: VC 31pts, Highland 30 pts, The Northern Alliance 37pts and The National Establishment 35pts.

- The group of middle 60% have achieved on average 234 complementary tariff points. This is a significant improvement on last year's 152 points. It is also above all other competitors: VC 202pts, Highland 195pts, The Northern Alliance 202pts and The National Establishment 186pts.

- The group of Highest 20% have achieved on average 351 complementary tariff points. This is in line with last year's result of 356 points. It is also in line with other competitors: VC 356pts, Highland 357pts, The Northern Alliance 356pts and The National Establishment 344pts.

### **Improving attainment far all. Average complementary tariff points of S5 cohort.**

It is a very positive picture, especially amongst the lowest 20% and Middle 60% of cohorts.

- The group of lowest 20% have achieved on average 117 complementary tariff points. This is a significant improvement on last year's 40 points. It is also above all other competitors: VC 115pts, Highland 98 pts, The Northern Alliance 109pts and The National Establishment 97pts.

- The group of middle 60% have achieved on average 371 complementary tariff points. This is a significant improvement on last year's 277 points. It is also above all other competitors: VC 347pts, Highland 367pts, The Northern Alliance 384pts and The National Establishment 340pts.

- The group of Highest 20% have achieved on average 711 complementary tariff points. This is in line with last year's result of 701 points. However it is below all other competitors: VC 789pts, Highland 780pts, The Northern Alliance 812pts and The National Establishment 773pts.

## School Improvement Plan

A summary of Wick High School's School Improvement Plan is available on our website at: <https://wickhighschool.co/>

[Inspection reports | Education Scotland](#)

[School information dashboard | My school | Parent Zone \(education.gov.scot\)](#)

## The Curriculum

The curriculum aims to give a broad and balanced education to all our pupils. It is based on national guidelines and also aims to offer a flexible pathway to future employment or further studies.

## S1-S2: Broad General Education

Throughout S1-S2, pupils are taught specific subjects from all curricular areas as well as skills and attitudes which will be essential in the senior phase and later life. For the first three years all pupils study from all curricular areas. Subjects studied presently are as follows:

English	Mathematics
Science	French
Art and Design	Business Studies / ICT
Geography, History & Modern Studies	Technical
Music, Drama	Physical Education
Personal and Social Education	RME
Interdisciplinary Project	Home Economics

## S3-S6: The Senior Phase

Course studies in the senior school lead onto the new National qualifications available from National 1, National 2, National 3, National 4, National 5, Higher and Advanced Higher level.

In S3 pupils study up to eight subjects.

In S4 pupils study up to seven subjects and in S5/6 pupils will study up to six subjects in one year. The choice and range of courses may vary from year to year depending on staffing and other resources.

Currently the following subjects are on offer:

*Art and Design, Biology, Business, Chemistry, Computing Science, Design and Manufacture, Drama, English, French, Geography, Graphic Communication, Health and Food Technology, History, Hospitality, Human Biology, Maths, Modern Studies, Music, PE, Physics, Practical Cookery, Practical Wood Working, Practical Metalwork, Travel and Tourism.*

Details of course options are available on the school website at course choice time.

## Religious and Moral Education

All pupils study at least one period a week of RME from S1-4. The S1-2 focus of religious and secular views on our responsibility to the planet and other people is developed further in Core S3-4.

There are a wide range of short units available to allow a degree of pupil choice in topics as diverse as "Sectarianism" to "Animal Rights and the work of the SSPCA." Teaching and learning approaches are varied to encourage pupils to develop their 'soft' skills as well as deepen their understanding of some of the major religious, ethical and philosophical issues of the day.

Parents who wish to exercise their right to withdraw their child from RME should write to the Head Teacher making their request to have their child excused.

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

## Personal and Social Education

As far as possible Guidance Teachers also take their own classes for Personal & Social Education (PSE) where we aim to help youngsters cope with the demands of a complex and ever-changing world. All pupils are timetabled for P.S.E. throughout their secondary education.

Topics covered in S1-S3 PSE include the following:

- Settling in at High School
- Study/homework skills
- Bullying
- Taking responsibility/developing self-confidence
- Friendships
- Resilience 4 Life
- Health
- Drugs
- Alcohol
- Emotional Wellbeing
- Sexual Health & Relationships Education (SHARE)
- Internet safety
- Youth and Philanthropy Initiative (YPI)
- Careers Education



Other topical subjects are often discussed as the need arises within these classes and pupils often use them as a forum to express their ideas or views of current events.

## Skills for learning, life and work

Experiences which give pupils the opportunity to develop skills for learning, life and work are one of the major component of the Curriculum for Excellence curriculum. It is an expectation that young learners, on their way to becoming successful learners, responsible citizens, confident individuals and effective contributors should develop the following skills:

### Literacy skills

All staff and subject areas have a responsibility for teaching literacy. Teaching includes the basics, such as spelling and grammar, and also includes a wide variety of learner tasks which present opportunities for using language. The consistent use of literacy strategies across subject areas ensures that youngsters transfer and consolidate literacy skills.

### Numeracy skills

All staff and subject areas have a responsibility for teaching numeracy. Each department and teacher is aware of which numeracy experiences and outcomes they deliver in the Broad General Education.

### Working with others

Pupils will have regular opportunities to learn collaboratively and come to appreciate the complexities of working with other people- including sharing responsibilities, accepting different roles, having the courage of their convictions and being open to other people's ways of learning and thinking.

### Pupil Council

Pupils have the opportunity to actively participate in the life of the school through representation and involvement in the Pupil Council. Each class will elect two representatives, who will form the Pupil Council. The election process will be supported by Year Heads, ensuring that all students have the opportunity to vote and have their say. This platform gives students a voice, enabling them to share ideas, contribute to decision-making, and play a key role in shaping the school community.

### Extra-Curricular Activities

These activities are regarded as an integral part of the education offered to pupils in the school. All pupils are encouraged to participate as fully as possible and there is a range of both sporting and non-sporting activities from which to choose.

The following is a sample of some of the activities offered by staff in previous sessions:-

- Basketball
- Football
- Netball
- Rugby

We also have a number of activities run by our Youth Team including a Cooking Class, Games Night, Drama Club and a Youth Club. We also have a Writing Club, LGBTQI+ Club and Scripture Union club.

In addition to the above, social events are organised throughout the school session such as Christmas dance and Prom night.

There are also number of extracurricular trips and excursions, for instance Skiing trip to France.

In the Music department a number of pupils receive instrumental tuition in guitar, wind and strings. In addition to this pupils have an opportunity to participate in a Christmas music concert or a Summer Show.

## Library

Wick High School has a library with many general and reference books, the library is open during class time, and during part of lunchtime.

The School Librarian can offer advice and assistance to pupils who wish to borrow books or who wish to refer to material for the completion of class assignments. All English classes visit the library to borrow books at least once every four weeks.

## Equal Opportunities



Wick High School recognises a duty to oppose prejudice, discrimination and intolerance on matters of race, religion, culture, social class or gender.

Pupils are influenced not only by the content of lessons but also by the model which the school presents as a working institution. Unnecessary gender-distinctions in the organisational practices of the school have been eliminated.

The school wishes all its pupils to realise their potential. Boys and girls will receive equal treatment. They will not be offered different experiences simply because they are of different gender.

## 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 CHILD PROTECTION POLICY GUIDELINES are available from the school or online at <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

## Universal Support

Universal Support is a child centered approach, defined within Curriculum for Excellence that focuses on delivering to the individual needs of all children in order to help them to meet their potential in all areas of the school. It should provide a holistic overview of each pupil that allows for open discussions relating to learning, reviewing of progress and planning for next steps. It allows for all pupils to be involved in planning and reflecting on their own learning.

First line Guidance starts in register classes. Registration teachers will monitor each pupil's attendance and pass on any concerns to the Guidance team regarding lateness, presentation or attendance patterns.



## The Guidance Team

- Are responsible for the personal, social, vocational and curricular guidance of students.
- Have a good working relationship with pupils, staff, SMT, parents and outside agencies.
- Link with agencies such as SDS, Police, Social Work and School Nurses.
- Provide support and advice for pupils in all areas of their school lives.
- Have a clear, understanding of their pupils past, present and guide them towards their futures.
- Demonstrate a detailed knowledge of all pupils' needs and achievements.
- Mentor and guide all pupils
- Provide frequent opportunities to discuss learning and teaching.
- Provide feedback of tracking and access to profiling.
- Encourage pupils towards a positive destination.
- Maintain Child Plans.
- Provide specific targeted support when needed.
- Provide a worthwhile PSE course that follows the principles of Curriculum for Excellence.
- Promote positive behavior.
- Monitor attendance
- Create an environment that will promote a happy and engaged class.

## Guidance

Pupils coming to Wick High School will be assigned to a class group of a particular Guidance Teacher and will normally remain within this class group throughout school.

Parents are encouraged to contact the Guidance Teacher, in the first instance, on any matter concerning their son/daughter. The Rector and Depute Rectors are also available if required. The Guidance Teacher will get to know the pupils better as time progresses and will be involved in many aspects of the pupils' school life including:

- settling in at school
- monitoring progress
- encouraging good relationships
- checking/tracking of health and wellbeing
- liaising with outside agencies where necessary
- course/subject choice at key points in the future.



Guidance teachers will also ensure that parents are informed about sensitive aspects of learning, such as relationships, sexual health, parenthood, and drugs awareness, in a timely and transparent manner. This communication may include letters, emails, or updates through the school's digital platforms, providing details about the topics being covered, the context of the lessons, and the resources being used. Parents will also be given opportunities to ask questions or seek clarification through direct communication with guidance staff. This approach ensures that parents are well-prepared to support their child's learning and discuss these important topics at home.

The class groups and Guidance Teachers are as follows:

- Mr N Mackintosh – 1F1, 1S, 2F1, 3F, 4F1, 5F1, 5S, 6F1, 6S

- Mrs Bain – 1F2, 2F2, 2M, 3M, 4F2, 4N, 5F2, 6F2
- Mrs J Gunn – 1M, 1R, 2R, 3R, 4M, 5M, 5R, 6M, 6R
- Miss M Ker – 1N, 2N, 2S, 3N, 3S, 4S, 5N

### Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

### Skills Development Scotland

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

**Skills Development Scotland** (SDS) is the Scottish Government body which incorporates several organisations to better support employers, learning providers and individuals into a more productive future for Scotland. You can learn more on the corporate website [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk), which contains a wealth of information, including some very useful statistics on Labour Market Information.

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

- **high priority** pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment.
- **medium priority** are those not at risk but nevertheless requiring career planning support;
- **low priority** are pupils able to self-help.

The key Careers Advisers linked to Wick High School are Fiona McNab and Beth Cowie. They are available to advise on matters relating to career and curricular choice.



As part of the on-going development and modernisation of the service, SDS has launched an interactive web service [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) to enable **everyone** to take more control of their own development from the comfort of any computer with internet access. There are also useful tips here for parents to help them to guide their children through the maze of education, subject choices and jobs. SDS will be actively encouraging all senior

school pupils to register on this site and use it regularly to help them develop lifelong career management skills, although SDS advisers will still be available by appointment to offer help and support.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland.

Further information about 16+ Data can be found here –

[16plus Planning | Hi-hope](#)

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.

There is a **National Helpline on 0845 8502 502** or you can contact the Caithness and Sutherland office on **01847 896115**.

## Additional Support Needs

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

[Policies and guidance - support for learners | Highland Practice Model - delivering additional support for learners](#)

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

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

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

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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher using the school email address. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

<https://www.highland.gov.uk/info/886/schools - additional support needs/1/support for learners>  
<http://enquire.org.uk/>

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

## Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with their Guidance Teacher using the school email address.

## Aims

The principal aim of the Additional Support Needs (ASN) Department is to ensure that pupils' additional needs are identified, assessed and fully met. Additional needs may be temporary due to, for example illness, or they may be long term. The overall objective of the department is to support pupils in a number of ways in order that they can succeed and build good foundations for adulthood and working life. We also aim for our pupils to develop attitudes of inquisitiveness, creativity, co-operation, self-confidence and self-discipline within a safe, stimulating and supportive environment.

We aim to achieve this by providing a graduated response for students with ASN which includes a wide range of strategies and a continuum of provision. As a department we wish to offer friendly encouragement, and help those who need support with school work, with their organisational skills and with overcoming difficulties to reach their potential.

The school operates a staged approach to ensure that pupils receive the support they require at the time they need it and at the level they need. The stages range from simple classroom strategies to multi-agency assessment and planning. Partnership with pupils and their parents or guardians is essential at all stages of the process. Exceptional needs may be met more formally via an Individualised Education Plan and/or Child's Plan. Where another agency such as Health or Social Work is involved, needs may be met through a Co-ordinated Support Plan. Further information on this can be found on Highland Council's website:

## School Policy

The school aims, wherever possible, for a pupil's additional support needs to be met within the mainstream setting. Where this does not fully meet the needs of a pupil, he or she may be withdrawn for some or all of the time for individual or group tuition after consultation with parents and the pupils concerned. Pupils with additional needs can be assisted in a variety of other ways, such as by the use of technology e.g. laptops, predictive text software, course material in MP3 format or e-readers.

The provision of reader/scribes for assessment and the adaptation of curricular materials may also be arranged.

## Partner Agencies

The school can, with parental approval, arrange for help or advice from a number of partner agencies such as occupational therapy, physiotherapy, education psychologist, careers, social work, Children's Services Worker, school medical services and voluntary groups.

## Support Organisations

There are a number of organisation that provide advice, further information and support to the parents of children and young people with ASN. The links are provided below:

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

## The Learning Support Department

The Learning Support Department is situated in Lower Block E. The department is divided into 4 bases:

**Class 1:** is for pupils with severe profound and complex difficulties. This is a bright and attractive room with an adjacent disabled toilet and shower/changing room and a multi-sensory and soft play room. A hoist is available for pupils who cannot transfer independently.

**Class 2:** for pupils who require some individual and group tuition. This room is well equipped with computers as well as reading and support materials. A loan system of laptops, netbooks, e-readers and mp3 players enables pupils using this room to work more independently both here and in mainstream classes.

**Class 3:** is a teaching classroom where pupils are able to complete SQA courses, Awards and Skills for Work Programmes.

**Health & Wellbeing & Youth Hub :** a young persons' Support Base where pupils with both ASN and SEBD needs can work with both Youth Workers and Children's Service Workers (CSW).

There is also a CSW Base.

## Learning Support Teachers

The school has a number of teachers working in the ASN Base and also across mainstream. Learning Support Teachers work closely with the Guidance team, subject teachers and personnel from a number of agencies to ensure that a holistic approach to the needs of the pupil is taken. Collectively, there is a high degree of training and experience within the Learning Support team.

## Pupil Support Assistants

The school has a number of experienced and well trained Pupil Support Assistants whose commitment and knowledge of individual pupils and of strategies to support learning is invaluable. As well as working with pupils in the ASN Base and in mainstream classes, Pupil Support Assistants may also support pupils at break-time and lunchtime, provide personal care and escort pupils around the building who need additional help.

## Health Care

### Routine Health Care

The health of pupils is a primary concern of the school and parents are asked to bring any concerns they may have in this respect to the attention of the Guidance Staff. Routine care includes inoculation/vaccination and periodic general checks by the school doctor. Parents are given ample advance notice and their consent is sought before any treatment is given.

### Administration of Medicines

Staff will only administer medication when there is clear written guidance from the parents on: the name of the medicine, the quantity of the medicine to be given, the time it has to be given. Prescriptive medication should be given at home by parents.

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.

## Pupils who take ill in school or are involved in an accident

Minor injuries – the school will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. In serious cases the pupil is taken directly to the General Hospital and the parent is notified if at all possible. In other cases of lesser emergency, an unwell pupil must report to the school office where staff will contact a parent/guardian.

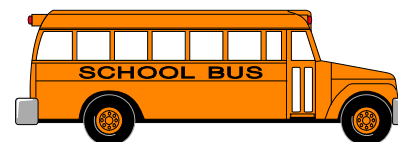
### **Under no circumstances should a pupil leave school without permission.**

Since the school's catchment area is so large, and no school nurse is available, parents are requested to retain the child at home if he/she is unwell.

Parents are requested to notify the school by telephone or email to advise if their child is unable to attend school.

## Transport Provision

Pupils living more than three miles from the school receive free transport. Public service buses, private buses, minibuses and taxis have been arranged to transport children to and from school.



Parents of pupils moving into S1 must apply for Free School Transport by the end of February of the year they start High School. Thereafter this will continue each year within High School. You only need apply once in High School. Application forms are available on the Highland Council Website [https://www.highland.gov.uk/info/878/schools/12/school\\_transport](https://www.highland.gov.uk/info/878/schools/12/school_transport).

Once the application has been processed, bus passes, will be sent to the school for distribution. Bus pick-up times will be made known to all pupils involved by the Transport Office. It should be noted that the Authority is not obliged to pick up pupils at their homes where these are situated off the public road. Thus for some country pupils a walk or family transport to pick up point will be part of their daily routine.

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

## Homework

### To all Parents

Pupils prefer to use google classroom and homework is often set using this. It is important that a regular pattern of study is encouraged.

Some departments will issue homework on a regular basis and others less frequently because of the differing nature of the subjects.





## Homework

Most homework issued by teachers will be a consolidation of work already covered in school, such as tackling further examples of problems already studied in class or applying new skills learned during the day. If difficulties occur a pupil should look over the notes or examples already done in class and if the pupil is still uncertain he/she should ask the teacher to explain.

## Study

Just as important as set homework is private study. Pupils should establish a daily pattern of study and take increasing responsibility for their own learning. They will be given regular advice on how to establish such a pattern throughout their time at Wick High School.

As a parent you can play your part by:

- showing your interest through discussion of the work set and the offer of help and advice
- encouraging your son/daughter to adopt a responsible attitude to homework and private study

Obviously the time spent working at home will increase as pupils' progress through school. It is not possible, or desirable, to set prescribed limits. Much depends on the progress of the individual.

## To All Pupils

Your attitude to working at home is very important. At all stages in the secondary school you will be given set homework. As far as possible, you will be given plenty of notice when homework is to be completed and you should use your homework planner sensibly to record all homework issued. You will also be given help and advice, while at school, on learning to study and taking responsibility for your own learning. When no homework has been set it is expected that you will take this responsibility by:

- reading over work covered in the class
- improving and tidying written notes
- completing work missed during absence or not completed in class
- doing further research on a topic covered in class e.g. using books at home or the school/local library
- following a programme of revision as you approach class tests.

## Assessment

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

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

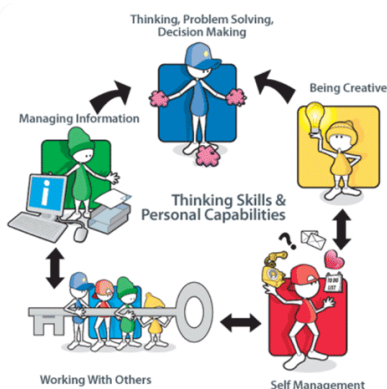
Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

## Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with Guidance Teacher using the school email or phone number.

The principles of Assessment for Excellence apply to assessment in a way that achieves coherence across experiences and outcomes, learning and teaching and assessment practice.

Assessment is an integral part of learning and teaching. It helps to provide a picture of a young person's progress and achievements and to identify next steps in learning.



Assessment promotes learner engagement and ensures appropriate support so that all learners can achieve their aspirational goals and maximise their potential.

Assessment supports learning by focusing on the process of children and young people moving from where they are in their learning towards their desired goals. Assessment can also be used to identify and plan any support they will need to achieve these goals.

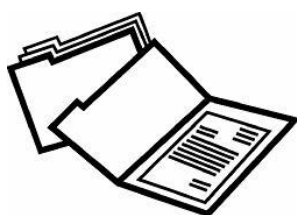
High quality interactions between learners and staff lie at the heart of assessment as part of learning and teaching. Learners need timely, accurate feedback about what they have learned and about how well and how much they have learned. At all stages, learners should understand that assessment will support them in their learning and help them develop ambition to learn in increasing breadth and depth.

As they develop skills in self and peer assessment, learners will build confidence and take more ownership for managing their own learning. By focusing on the processes of learning as well as on their achievement of outcomes, they will become reflective and positive contributors to assessment. Assessment has to be fair and inclusive and must allow every learner to show what they have achieved and how well they are progressing.

In line with disability discrimination legislation, the Scottish Qualifications Authority will, as far as possible, ensure that barriers to internal and external assessment are avoided in the specifications for qualifications, and will make adjustments to assessment arrangements for disabled candidates and those identified as having additional support needs.

## Reporting to Parents

All pupils will receive a tracking report and a full report. This is designed to identify their effort and progress and is used as an intervention tool.



## Parents' Evenings

To allow parents to discuss their children's progress with teachers there are the following Parents' Evenings. These dates are provisional.

S1	November	S4	November
S2	March	S5/6	December
S3	March		

In addition, parents are invited to make an appointment to see the Rector, Depute Rectors and Guidance Staff at any time by contacting the School Office.

## Transitions

Transition from P7 into S1 arrangements begin within on-going and close liaison between the high school and associated primary schools over particular needs and priorities.

Secondary staff visit primary schools, each pupil receives an information pack.

Transition induction days are in June when P7 pupils attend the High School. During these days pupils follow their Secondary timetable in their Secondary classes. By the end of these days pupils have dealt with all the Secondary routines and have met their teachers. A parents' information evening will be held during this week.

Secondary pupils receive information at option stages during PSE lessons, Parents' Evenings and through option booklets.

The school will ensure that all pupils leaving school has a positive destination. Parents should spend time with their child looking at the world of work website: <http://www.myworldofwork.co.uk/> and <http://www.highland.gov.uk/learninghere/16pluslc/>

Information about local opportunities is listed on the hi-hope.org website to support 16+ planning: [www.hi-hope.org](http://www.hi-hope.org)

## Dress Code

Our revised school dress code is the result of a school-wide pupil consultation process held in 2017 to mark the entry to our new building. We are proud of our school and we feel our dress code encourages a shared feeling of community and purpose about the school and its work. It also serves to prevent competition between pupils over expensive fashion wear and helps to prevent bullying and victimisation of others on the grounds of what they wear.

To preserve these standards the only acceptable items of pupil clothing in Wick High School are those showing the school badge or a shirt with a school tie. The school uniform is:

- A black or a white shirt with either of our school ties; striped or WHS tartan.

- Sweatshirt, hooded top, blazer or zipped top in black with school badge.
- A black or a white T-shirt or polo shirt with school badge.
- Black trousers, jeans (without rips or holes) or skirt.
- Plain (with minimal logo) black or white shoes or trainers. The following items are not part of our uniform:
- Any item displaying advertising, slogans or logos (other than the school badge)
- Tracksuit trousers and tops
- Football strips/scarves
- Branded items
- Leggings, thick tights, jeggings etc. in place of skirt or trousers.

#### Further Guidance:

- We require all pupils to follow our “Hats Off Inside” rule. This also applies to hooded tops.
- Pupils should expect to take off outdoor clothing in class.
- Skirts should be of an acceptable length.
- All tops must cover the shoulders and be full length. It is important that the top (i.e. shirt) and the bottom (i.e. trousers or skirt) meet and there are no bare midriffs visible.
- Pupils should avoid purchasing outdoor jackets with large brand names and writing. Official school outerwear, embroidered with the school badge, can be purchased from the suppliers listed below.

**Where to get your school uniform:** We offer the following suppliers of Wick High School branded items.

#### **In Wick:**

##### **Blackstairs Highlandwear**

Blackstairs House

31 Lower Dunbar Street

KW1 5AH

Tel: 01955 608888

Website: <https://www.facebook.com/www.Blackstairs.co.uk/>

##### **McAllans**

66 High Street

Wick

Caithness

KW1 4NE

Tel: 01955 602547

Website: [www.mcallans.com](http://www.mcallans.com) Email: [wickmens@mcallans.com](mailto:wickmens@mcallans.com)

##### **Highland Workwear**

Sans Peur

Harpsdale

Halkirk

KW12 6UL

Tel: 07598 259936

Website: <https://www.highlandworkwear.com> Email: [sales@highlandworkwear.com](mailto:sales@highlandworkwear.com)

## Online

Schoolwear Made Easy Website: [www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com) Use the menu items to search for Wick High School's catalogue.

## School Bags

It is important that pupils have a proper bag to carry equipment and books to prevent causing damage.

## Standards of Behaviour

The school's expectations of pupil behaviour are displayed in all classrooms. We take pride in the fact that the majority of our pupils show high standards of politeness and good manners.

We have signed up to become a 'Rights Respecting School' and promote positive relationships. The information below gives an overview of our current policy and procedures.

### Ethos: Rights and Responsibilities

It was agreed that a simple set of rights and corresponding responsibilities was a useful way of framing the way we would like the members of our school to behave. They were defined as follows:

#### Rights

- The right to be safe
- The right to be valued and respected
- The right to learn

#### Responsibilities

- To act safely
- To treat others as you would want to be treated
- To support your learning and that of others

## Sanctions

All teachers will use these steps to deal with unacceptable behaviour:

- non-verbal warning
- verbal warning
- move/isolate within the class
- displacement to another room.

Serious misbehaviour may lead to:

- lunchtime detention
- involvement of parents
- exclusion from school

The school aims to foster a safe and orderly environment where effective teaching and learning can thrive in an atmosphere free from victimization and fear.

We are committed to achieving this goal, and our Anti-Bullying Policy outlines the steps we take to support this mission. You can find our policy at the link below, along with a link to the Council's Anti-Bullying Policy for further reference.

<https://wickhighschool.co/wp-content/uploads/2022/11/Anti-Bullying-Policy-2022.pdf>

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

## School Routines and Procedures

The following routines and procedures are designed for the safety of all pupils, the protection of property and the smooth running of the school.

### Corridor Movement

Corridors: Pupils should walk quietly on the left: and they should move by the shortest possible route.

Stairwells: Staircases within the blocks should be used to go down and in the “street” to go up.

### Eating and Drinking

Food should be consumed in the canteen or other designated areas, not in classrooms or corridors. Pupils are permitted to carry water but not any other kind of drink.

### Property

Damage should be reported to the Janitor or a member of staff. Pupils may be required to pay for any necessary repair or replacement of deliberate damage.

Pupils have to look after their own property. Books, personal equipment and clothing should not be left in the school overnight, except in a locker

Valuables should not be left in the PE Department changing rooms

### Lockers

Keys are available from the School Office at a cost of £5 per academic year. Pupils must always have their key.

### Equipment

Pupils are expected to have basic items e.g. pens, pencils, and suitable bag for carrying books/folders and Chrombook.

### Physical Education Kit

In the interests of health and hygiene, all pupils should bring a suitable P.E. kit. Pupils must change before and after each lesson.

All pupils should try to have the following kit:

- Trainers
- T Shirt
- Warm top
- Shorts & track suit bottoms for outdoors

## Litter

It is the responsibility of every pupil to keep the school tidy. Litter should be placed in the bins provided.

## General

Smoking or Vaping is not permitted on school property or during school activities.

During the school day mobile phones should be switched off and kept out of sight otherwise they may be confiscated and returned to pupils at the end of the school day or to parents if a frequent offender.

Common sense should tell pupils that other items, whether illegal or unsuitable to possess in a public place, are also banned in school.

## School Day

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Registration</b>	08:40 – 08:50	08:40 – 08:50	08:40 – 08:50	08:40 – 08:50	08:40 – 08:50
<b>Period 1</b>	08:50 – 09:40	08:50 – 09:40	08:50 – 09:40	08:50 – 09:40	08:50 – 09:40
<b>Period 2</b>	09:40 – 10:30	09:40 – 10:30	09:40 – 10:30	09:40 – 10:30	09:40 – 10:30
<b>Interval</b>	10:30 – 10:45	10:30 – 10:45	10:30 – 10:45	10:30 – 10:45	10:30 – 10:45
<b>Period 3</b>	10:45 – 11.35	10:45 – 11.35	10:45 – 11.35	10:45 – 11.35	10:45 – 11.35
<b>Period 4</b>	11:35 – 12.25	11:35 – 12.25	11:35 – 12.25	11:35 – 12.25	11:35 – 12.25
<b>Period 5</b>	12:25 - 13:15	12:25 - 13:15	12:25 - 13:15	12:25 - 13:15	
<b>Lunch</b>	13:15 – 13:55	13:15 – 13:55	13:15 – 13:55	13:15 – 13:55	
<b>Period 6</b>	13:55 – 14:45	13:55 – 14:45	13:55 – 14:45	13:55 – 14:45	
<b>Period 7</b>	14:45 – 15:35	14:45 – 15:35	14:45 – 15:35	14:45 – 15:35	

## Registration

Electronic registration of pupils is carried out every period by teachers, in addition to the morning registration period. This change to the registration system will allow us to keep a closer period by period check on pupil attendance.

## School Meals

### Health Promoting School

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. S1 pupils are encouraged to set Health Targets. Healthy living is a regular topic in classes. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

School Meals cost £1.80 (main course) and £2.65 (2 course meal) for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see

[http://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

### Cashless Catering

Pupils receive credit on their account which they can use during break and lunchtime in the canteen. The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see:

[http://www.highland.gov.uk/info/878/schools/9/school\\_meals/2](http://www.highland.gov.uk/info/878/schools/9/school_meals/2)

### Lunchtime Choices

Parents are responsible for pupils who decided to go outwith school grounds at lunch time.

### Breakfast Choices

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

The school operates a full cafeteria style lunch service. In addition a snack bar is operated at lunch time and morning interval. The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see:

[http://www.highland.gov.uk/info/878/schools/9/school\\_meals/2](http://www.highland.gov.uk/info/878/schools/9/school_meals/2)

Pupils who do not go home for lunch are encouraged to take a meal at school or a packed lunch.

Some pupils are entitled to free school meals and application forms are available on the Highland Council website: [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)

Alternatively, our Welfare Support Team can be contacted at [welfare.support@highland.gov.uk](mailto:welfare.support@highland.gov.uk) for advice and assistance in making an application. The decision on whether or not the pupil receives a free school meal is communicated directly to the parent by this official.

### Work Permits

Pupils between 13 and 16 years should have work permits for part time jobs. Application forms are available from the School Office or from the Highland Council website

[https://www.highland.gov.uk/downloads/file/95/employment\\_of\\_children\\_application\\_form](https://www.highland.gov.uk/downloads/file/95/employment_of_children_application_form)

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

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



Parents should note that there are restrictions on the number of hours a pupil may work during the week. Permits may be withdrawn if schoolwork is adversely affected.

## Education Maintenance Allowances (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 2024/2025 pupils born between 1 March 2006 and 30 September 2009 can receive payments from August 2025. Pupils born between 1 October 2009 and 28 February 2010 can receive payments from January 2026. Further information on full eligibility criteria and the online application process can be obtained from the school. [http://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/14/education\\_maintenance\\_allowance](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance)

## Leaving Procedure/Dates

Whenever a pupil leaves school, whatever the stage, a leaving form must be obtained from the School office, and when completed, it should be returned to a member of the SMT. All books/equipment must be returned to the school. Advance written notice of leaving would be appreciated.

Pupils who will be 16 years old between 1 March and 30th September are entitled by law to leave school on the 31st of May of the same year. Pupils who are 16 years old between 1 October and 28th February can leave school on the first day of the Christmas holidays.

## School Closures

### Guidelines for Parents

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 override 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's App for parents** will show updated information regarding school closure.

### 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.

### Broadcast times

*BBC Radio Highland*

<b>6.30 am</b>	<b>7.30 am</b>	<b>8.30 am</b>
<b>12.30 pm</b>	<b>4.30 pm</b>	<b>5.30 pm</b>

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

*Moray Firth Radio [www.mfr.co.uk](http://www.mfr.co.uk)*

Local news on the hour 6am – 6pm carries local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

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 pickup 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 schools Head teacher. 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.**

## 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:

[Search Results | Hi-hope](#)

## Why do we need your data?

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

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

## Data policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions

in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

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: [Enrolment in a school outside your catchment area | Enrol your child for school | The Highland Council](#)

## Your data protection rights

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

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

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

### Concerns

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

## Equality and Inclusion

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

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

The link to Wick High School's Promoting Equality and Diversity Policy is below.

<https://wickhighschool.co/wp-content/uploads/2023/11/WHS-Promoting-Diversity-Equality-Policy-.pdf>

Pupil Councils are established, and their work helps guide the school toward achieving the UNICEF Rights Respecting School Award.

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](#).

## Military Families

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

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

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

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

### A Welcome to Your Children and Young People

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

Please get in touch with your child's named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)

## School and Authority Polices

All our school policies are available on our school website. You can access them using the link below:

<https://wickhighschool.co/about/documentation/>

Here is also a link to the authority policies on the Highland Council website [Authority Policies](#)

## Term Dates 2025-26

Open	Close
Tuesday 19 <sup>th</sup> August 2025 (Pupils)	Friday 10 <sup>th</sup> October 2025
Monday 27 <sup>th</sup> October 2025 (Pupils)	Tuesday 23 <sup>rd</sup> December 2025
Wednesday 7 <sup>th</sup> January 2026 (Pupils)	Thursday 2 <sup>nd</sup> April 2026
Monday 20 <sup>th</sup> April 2026 (Pupils)	Thursday 2 <sup>nd</sup> July 2026

### Note:

1. May Day - Monday 4<sup>th</sup> May 2026.
2. Mid-term break – Monday 16<sup>th</sup> February and Tuesday 17<sup>th</sup> February 2026.

### In-service days:

- The first day back after summer - Monday 18<sup>th</sup> August 2025.

- Monday 15<sup>th</sup> September and Tuesday 16<sup>th</sup> September 2025.
- One day following the February mid-term break – Wednesday 18<sup>th</sup> February 2026.
- Thursday, 7<sup>th</sup> May 2026.

## Members of Staff

### Teaching Staff

<b>Head Teacher</b>	Sebastian Sandecki	
<b>Depute Head Teachers</b>	Carrie Bennett Grant Mackenzie Shona Laybourne	
<b>Faculty</b>	<b>Subject</b>	
<b>Art &amp; Design, Technologies</b>	Art & Design	Anne Edwards Nicole Lamont Laura Clark
	Technologies	Craig Ross (Faculty Head) Jodie Anderson Jenna Davidson Erin Nicolson Ewan Mackay
<b>Home Economics, Music &amp; PE</b>	P.E.	Alan Davis (Faculty Head) Pamela Bain (Principal Teacher Pupil Support) Jill Gunn (Principal Teacher Pupil Support) Jack Harcus Laura Bain
	Home Economics	Amanda Reid

		Molly Swanson Jess Manson
	Music Drama	Eilidh Patterson Miss A Watt
<b>Languages</b>	English	Anne MacArthur (Faculty Head) Siony MacKintosh Marnie Ker Pratiksha Peram Edward Fearon Kiri Robertson
	Modern Languages	Carole Darmady Daniel Lewis
<b>Mathematics &amp; IT</b>	Mathematics	Brett Ellis (Faculty Head) John MacBeath Kirsty Orr Mark Peden Sue Coomber Roderick France Megan Smith
	Computing & IT	Chris Aitken
<b>Science</b>	Chemistry	Kirsty McAdam
	Biology	Beth Irwin Molly Smith
	Physics	John MacBeath (Faculty Head) Neil Lamont Sanjay Kumar Ruth Alexander
<b>Social Subjects &amp; RME</b>	Modern Studies	Jordan Tillier (Faculty Head) Neil Mackintosh (PT Pupil Support) Emma Plowman
	Geography	Jodie McCandless Jade Myers
	History	Beth Crawford Ailidh Mackie Anna McGahie
	RME	Eleanor Stobo Anne Edwards
<b>Pupil Support</b>	Guidance	Jill Gunn (PT Pupil Support) Neil Mackintosh (PT Pupil Support) Pam Bain (PT Pupil Support) Marnie Ker (PT Pupil Support)



ASN

Kathy Campbell (Principal Teacher)  
Michelle Costello  
Lisa Hendry  
Basia Sandecka  
Rachael Canavan  
Amanda Gibbon

## Support Staff

### **Children's Services Workers**

John Scobbie  
Morena Mackenzie-Fletcher  
Diane Sinclair  
Tracey Miller

### **Janitors**

Ron Mackay (Head Janitor)  
Sandy Mackay  
Tristan Lowe  
James Munro

### **Librarian**

Ruan Peat

### **Office**

Amanda Munro (Administrative Assistant)  
Lesley MacDonald  
Lynda Sutherland  
Sharon Swanson  
Carolanne McAdie  
Amy Hanrahan

### **Pupil Support Assistants**

Audrey Anderson  
Kirsten Brown  
Lisa Douglas  
Isabel Harrold  
Amanda Harper

Andrea MacGregor  
Maureen Mackay  
Margaret McKiddie  
Lynn McIvor  
Chrissie Oag  
Alex Reid  
Lynda Risbridger  
Jacqueline Robertson  
Claire Ronald  
Pauline Wedderburn  
Kerri Rosie

**Technicians**

Laura Milne  
James Martin

**Youth Workers**

Heather Manson      Caitlin Risbridger