

Arran High School



HANDBOOK 2015



TRE EOLAS SOLUS
(Through Knowledge Light)

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December 2014

Dear Parent/Carer

I am delighted to welcome you, as the parents of a prospective pupil of Arran High School.

Partnership between school and parents is central to the learning and development of every young person. Such partnerships are fostered in many ways and I hope that this handbook starts the process by giving you a flavour of 'who we are' as a school, whilst answering some of the questions you may have about learning at Arran High School, particularly if this is the first child you have had at secondary school.

The school is going through a number of important changes at the moment. I am in my first year as new Head Teacher and have been taking my time to get to know the young people, staff, parents and partners, as well as beginning to make some small, but significant steps towards the changes that will be made as we move forward together in the coming years.

The first of these steps is establishing the school statement of Vision, Values and Aims for learning from 3-18 in Lamlash. As Head Teacher of Arran High School, Lamlash Primary and Early Years Class, I have a duty to ensure that all of our young people have access to a consistent and coherent approach to learning based upon shared school values. Many of our school policies will also be reviewed and modified over the coming years to reflect our core values. You will hear more about our progress in this area throughout the transition process. In addition, we continue to implement changes to the curriculum as the new Curriculum for Excellence senior qualifications are introduced.

The progression from primary to secondary school can seem daunting and we will make every effort to ensure that the move is made as easy as possible for young people and parents alike. Similarly, young people joining us from mainland schools will receive a warm welcome.

A comprehensive programme of transition activities including school visits, enhanced transition activities for those who need them and sharing information with associated primaries to support learning, all mean that you can feel confident that when your child starts secondary school, they will already be well known to our staff.

Parents will be invited to visit the school in June 2015 to discuss arrangements for the new session and learn about the school. Details will follow from your primary school about this.

You are always welcome to come into school to talk over any issues should you wish to do so. It would be helpful if you could telephone or write to us in advance to make an appointment. This invitation is open to all parents and carers.

Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in this handbook:

- (a) Before the commencement or during the course of the school year in question
- (b) In relation to subsequent school years

I very much look forward to meeting you and working in partnership with you to ensure that your child has a happy and successful time here at Arran High School.

Yours sincerely

Barry R Smith
Head Teacher

Section 1

1.1 SCHOOL INFORMATION

Name:	Arran High School														
Address:	Lamlash, Isle of Arran, KA27 8NG														
Telephone Number:	01770 600341														
Fax Number:	01770 600336														
E-mail:	arran@ea.n-ayrshire.sch.uk														
Website	www.arran.n-ayrshire.sch.uk														
Head Teacher:	Mr Barry Smith														
Status:	Non-Denominational, Co-educational														
Stages Covered:	S1 to S6														
Current Roll (December 2014):	<table><thead><tr><th>S1</th><th>S2</th><th>S3</th><th>S4</th><th>S5</th><th>S6</th><th>Total</th></tr></thead><tbody><tr><td>36</td><td>39</td><td>38</td><td>38</td><td>54</td><td>32</td><td>237</td></tr></tbody></table>	S1	S2	S3	S4	S5	S6	Total	36	39	38	38	54	32	237
S1	S2	S3	S4	S5	S6	Total									
36	39	38	38	54	32	237									
Capacity of the School:	350														
Projected Intake:	<table><thead><tr><th>2015</th><th>2016</th><th>2017</th></tr></thead><tbody><tr><td>58</td><td>42</td><td>40</td></tr></tbody></table>	2015	2016	2017	58	42	40								
2015	2016	2017													
58	42	40													

1.2 SCHOOL DAY

The school operates a 7-period day as follows: -

Period 1	09:15
Period 2	10:05
Morning Interval	10:50
Period 3	11:05
Period 4	11:50
Period 5	12:40
Lunchtime	13:25
Period 6	14:10
Period 7	15:00
15.45	School Closes

1.3 ATTENDANCE/ABSENCE

It is the responsibility of parents of children of school age to educate their child. Most do this by ensuring that their child attends school regularly.

Attendance is formally recorded twice a day, morning and afternoon. In addition, class teachers carry out period by period attendance register. All of this information is recorded electronically.

Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents should inform the school by letter or telephone if their child is, or is likely to be, absent and to give the child a note on his or her return to school, confirming the reason for absence. Each morning, office staff will endeavour to contact parents of absent pupils for whom no telephone call/letter has been received. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Pupils will only be excused from physical education through injury or illness: a parental note must be provided.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The school welfare officer, Mr Lawrie Baker, investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.



1.4 COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership. We are therefore very interested in feedback of all kinds, whether it is compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school relationship. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- It is helpful if complaints are made initially to the Head Teacher, which gives the school an opportunity to respond and resolve the issue.
- Arran High School will try to respond as quickly as possible, but often issues are complex and time is needed to investigate. It is, therefore, helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to take up the matter further with the Corporate Director of Educational Services at Cunninghame House, Irvine, KA12 8EE (01294 324400).
- You should also note that you have the right to raise unresolved concerns with your local councillor or MSP/MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern. Parents are advised, however, that individual, more personal complaints are not appropriate for raising via Parent Councils due to the need for appropriate confidentiality.

1.5 REGISTRATION, ENROLMENT AND TRANSFER

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school with the Head Teacher.

In the case of pupils transferring from associated primary schools, parents will receive the appropriate information from the Head Teacher of the primary school.

There are various links between the primary schools and the secondary including visits by P7 pupils to the secondary school and by secondary school staff to the primary schools.

ASSOCIATED PRIMARIES

Mrs S Kelly
Brodict Primary School
Brodict
Isle of Arran
KA27 8DW
01770 302367

Mrs I Markham
Kilmory Primary School
Kilmory
Isle of Arran
KA27 8PQ
01770 870262

Mrs S Kelly
Pirnmill Primary School
Pirnmill
Isle of Arran
KA27 8HP
01770 850226

Mrs A Treble
Whiting Bay Primary School
Whiting Bay
Isle of Arran
KA27 8PX
01770 700260

Mrs S Kelly
Corrie Primary School
Corrie
Isle of Arran
KA27 8JB
01770 810244

Mr Smith
Lamlash Primary School
Lamlash
Isle of Arran
KA27 8NP
01770 600527

Mrs I Markham
Shiskine Primary School
Shiskine
Isle of Arran
KA27 8EP
01770 860207

1.6 ACCOMMODATION

The present Arran High School building, which was open to staff and pupils in January 2008, is a two-storey structure offering first class educational facilities to the young people of the Island.

All teaching areas are well equipped and custom built and include classrooms, laboratories and workshops.

In addition, there are excellent Physical Education facilities, an assembly hall/theatre and a first rate library.

1.7 VALUABLES

Whenever possible, unnecessary sums of money and valuables should not be brought to school. If they have to be brought to school, they can be left for safekeeping in the school office. When getting changed for PE and games, valuables should be handed to the teacher-in-charge. Under no circumstances should valuables be left in changing rooms.

1.8 LOCKERS

Currently locker facilities are supplied to all pupils free of charge, although the present system may be reviewed and in future a deposit required. If your child loses his/her key, a replacement has to be ordered from the mainland at a cost of £5. Lockers are situated in House groups and pupils should not 'swap' lockers without informing the office. Lockers should also not be shared.

1.9 SCHOOL SECURITY

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in the school. A number of security measures are used including the use of visitors' books, badges and escorts while visitors are within the school buildings. Normally, anyone calling at the school for any reason will be asked to report to the School Office. The school staff will then make any necessary arrangements in connection with the visit to the school.

The school procedures in relation to anyone visiting this school are:

- All visitors must enter the school via the main reception area and report to the office
- They will be asked the reason for being in school and then issued with a security badge
- If necessary, they will be escorted to their destination
- When leaving the school, visitors must return badges to the office as this system is also used to identify who is in the school in the event of a fire



Section 2

2.1 PARENTAL INVOLVEMENT

As a school, we are keen to see all our young people enjoy their learning opportunities and be able to fulfil their potential. We see parents/guardians as a vital link in the partnership between pupil, home and school and would like to encourage all parents/guardians to be involved in their child's education.

We welcome your views and also ask you to advise the school of any home circumstances that may affect your child's learning. In turn, the school provides regular newsletters and information is also available on the school website: www.arran.n-ayrshire.sch.uk.

We provide four bimonthly tracking reports and one written report during the year and welcome your comments on these. We offer you the opportunity to meet with your child's teachers once a year. If you wish to speak to someone out with the Parents' Evening, please contact the school to arrange a meeting.

In general, a first point of contact is the Principal Teacher of Guidance or the Depute Head Teacher who is responsible for your child's year group. We welcome parents who wish to come into the school at any time, although it is helpful if you arrange this in advance – either by telephone, letter or email. The Head Teacher, a member of the Senior Leadership Team or a member of The Guidance staff will normally be available should you wish to discuss matters of a confidential nature.

The school also offers an 'open morning', giving parents an opportunity to see pupils at work.

2.2 PARENT FORUM AND PARENT COUNCIL

These are the formal titles given to the collective group including every parent/guardian of children at Arran High School (Parent Forum) and a smaller, voluntary group of parents (Parent Council) who aim to represent the views of all parents in order to support the school in providing the highest possible quality of secondary education for the children of Arran.

Parent forums and councils were set up following legislation passed by the Scottish Parliament in 2006, the Scottish School (Parental Involvement) Act, with the aim of encouraging and supporting more parents to become involved in the education of their children.

All parents are automatically members of the Parent Forum and can put themselves forward to be a member of the Parent Council. The Arran High School Parent Council has a maximum of twelve parent members and a teacher representative and usually meets ten times during the year. These meetings are held in the school and attended by the Head Teacher, who acts as a professional advisor.

Any parent who wishes to attend these meeting will be made very welcome and we encourage you to contact the Parent Council representatives if you would like anything to be discussed.

For more information and minutes of meetings etc. please visit the Parent Council section of the school website <http://ahspc9.wix.com/ahspc>.

If you would like to find out more about the Parental Involvement Act, or to find out about parents as partners in the children's learning, please contact the school or North Ayrshire Council Educational Services or visit the Parentzone website on www.parentzonescotland.gov.uk.

As at December 2014 the members of Arran High School Parent Council are:

Chairperson:	Beth Mowatt	beth.mowatt@btinternet.com
Vice Chairperson	Ruth Betley	ruth@lakin-farm.co.uk
Treasurer	Gordon Provan	gordon@wb472.co.uk
	Mandy Aitken	aitken@meck.wanadoo.co.uk
	Heather Allison	h.allison@btinternet.com
	Ishbel Gordon	ishigordon@hotmail.com
	Janine Hart	janine777@me.com
	Alison Richards	afr@arrannames.co.uk
	Deborah Robertson	valleyview270@btinternet.com
Community Member	Darryl Urquhart-Dixon	bvcltd@yahoo.com
	Andrew Walsh	andrew@arranactive.co.uk
	Yvonne Wilson	gywilson@btconnect.com
Staff Member	Robin Jenks	cjenks@btopenworld.com
	Lesley Walker	gw09walkera@ea.n-ayrshire.sch.uk

Members of the Parent Council can be contacted by email/post via Mrs Catherine Jenks, Whitefield, Slidery/cjenks@btopenworld.com.

Comments from Parent Council Members

“The High School has a fantastic learning environment: the facilities are second to none and I feel as a parent that my child will benefit greatly from being taught at Arran High School. Teachers have some of the most up to date equipment and facilities and with smaller class sizes in most subjects children have the opportunity to reach their full potential.

The school is welcoming and all children are valued as a member of the school community. There are lots of opportunities to develop both in and out of school, e.g. sports; music and drama. Curriculum for Excellence has been embraced by the teachers and lots of different and innovative ways of learning are taking place or are being planned.”

Ruth Betley

“My children are benefiting enormously from their time at Arran High School in an environment where staff know them very well. They are being supported where needed and are given a wide range of opportunities to develop their interests and abilities in class, after school and off the island.

The Parent Council meets monthly and discusses a wide range of issues with members of the staff team. The school is working with input from parents to maintain and improve the young people’s experience at school in response to ongoing changes in education and work.

Arran High School pupils have all the advantages of being educated in a newly built, well-resourced school complete with a community theatre and leisure facilities in a beautiful island setting and with the support of a strong and very active local community.”

Alison Richards



2.3 PUPIL COUNCIL

Each year group elects two representatives early each session to serve on the Pupil Council.

The Council is chaired by an S6 student and minutes are taken and passed to the Head Teacher for comment and response. The Council meets termly and a member of the Senior Leadership Team is present to advise on procedures and other matters.

The Council is invited to comment on aspects of school life which affect them directly and to put forward suggestions about the smooth running of the school or the organisation of clubs or other activities.



Comments from Pupil Council Members:

"I was afraid that I might be bullied when coming to Arran High School, but that's not how it is, everyone's very friendly and older pupils speak to the younger pupils"

Rory Morrison S2

"The school is good because it's small, quiet and has a great atmosphere"

Keir Robertson S3

"The Pupil Council is really good because it gives us a chance to improve our school"

Louise Shankland, S3

"The Pupil Council has a lot of good ideas to improve the school, it is an excellent opportunity"

James Mutch, S5

"The Pupil Council will start to have a positive impact on the school; we will make sure pupils have a voice"

Megan Ingham, S5

"The Pupil Council really does work hard to please pupils as well as staff to make this school one to be proud of"

Cameron Ross-Bain, S4

"The Pupil Council is a representative group in which the school puts trust in to make positive innovations and advancements for both the teachers and pupils"

Lennon Deary, S6

Section 3

3.1 SCHOOL AIMS

Our Aims are underpinned by the values of Wisdom, Justice, Compassion and Integrity.

In common with the stated purposes of the Curriculum for Excellence, it is our aspiration that all of the young people in our care - and our staff – should be supported in becoming Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Arran High School Aims:

To be a place where all individuals should:

Achieve their Potential:

We aim to deliver a balanced, planned curriculum deploying a range of teaching approaches and acknowledging different learning needs, which will enable each person to continue to develop as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

In a

Happy Environment:

We aim to present a learning climate, which is engaging, motivating and challenging for our young people within a support framework, which encourages them to reach their potential both in their learning and their personal development.

Through

Successful Partnerships:

We aim to foster respectful and constructive relationships where tolerance and individual responsibility are modelled by adults and encouraged in our young people.

In supporting the realisation of these aims, the Local Authority, and the school, must make best use of resources, finance and staffing within a safe working environment and ensure that continuing professional development opportunities equip teachers fully for the task.



3.2 ASSEMBLIES

Assemblies are usually taken by a member of the SLT. Sometimes they are joined by members of the island clergy. Assemblies provide an opportunity for the school to come together as a community and contribute to whole school ethos.

Pupil achievement is celebrated at assemblies, the annual Awards Ceremonies, in tannoy announcements, the newsletter and the local paper.

3.3 INCLUSION

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

The Standards in Scotland's Schools etc Act 2000 (*section 15*) gives every child and young person in Scotland the right to have their educational needs met within their local mainstream school. This right is seen as part of the individual rights enshrined within Scottish educational law.

There are three "exceptional" circumstances where alternative educational settings can be considered:

- Where mainstream education in the local school is not in the best interests of the child or young person
- Where the sound and efficient education of other children in the school would be compromised by the child's presence in the class/school
- Where to educate the child in the local mainstream school would require unreasonable public expenditure

Alternative educational planning for a child or young person is required to demonstrate the influence of one or more of these exceptional circumstances before it would be deemed lawful to proceed to consider this.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's/young person's education

The Disability Discrimination Act (1995 and as amended 2005) and the Disability Equality Duties (2006) require all public bodies to ensure that no child or young person within an educational establishment is put at a significant disadvantage or treated less fairly than their peers because of any reason relating to their disability.

The Education (Additional Support for Learning) (Scotland) (2004, 2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents/carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

In North Ayrshire educational establishments, Staged Intervention supports early identification of need and earliest possible building of positive partnerships.

3.4 EQUALITIES

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

The Gender Equality Duty came into force in April 2007 (in addition to the Race Equality Duty and the Disability Equality Duty). Schools have an obligation to implement these duties and to report annually on progress being made in this regard. It should be noted that under the Gender Equality Duty, schools have an obligation to encourage both parents to play an active role in their children's education. If parents have concerns about this duty in relation to their child, they should contact the school to discuss the matter.

3.5 CODE OF CONDUCT FOR PUPILS

A school is a place of learning where all pupils must have the opportunity to learn. Learning requires an atmosphere of harmony, industry and trust.

In order to enable learning of all pupils, a Code of Conduct has been devised for pupils and is displayed in every classroom. All pupils are expected to respect and adhere to this code.

CODE OF CONDUCT FOR PUPILS

A school is a place of learning, where all pupils must be able to learn. Good learning requires an atmosphere of harmony, industry and trust.

1. Arrive at class on time properly prepared.
2. Remove all outdoor clothing, sweets and gum.
3. Respect all equipment.
4. Listen to and follow instructions.
5. Be courteous, respect the rights of all pupils and staff.
6. Always try to do your best.



3.6 BEHAVIOUR AND DISCIPLINE

The relationship between pupils and teachers should basically be similar to that between children and parents requiring mutual consideration on both sides. Just as parents may legitimately apply sanctions for misdemeanours, so may teachers. Because of its size however a school has to be more formally organised than at home. A set of school rules is issued to each pupil, a copy of which is in the weekly planner. These rules are intended to help run the school more efficiently and to make school a more pleasant place for all to work in.

The positive development of good discipline is encouraged wherever possible with the emphasis on consideration for others and safety for all. When misbehaviour does take place however, various sanctions are employed. For relatively minor misdemeanours, the sanction might take the form of a punishment exercise to do at home, which on completion should be signed by a parent. In cases of more serious misbehaviour or persistent misbehaviour, the school will contact parents to advise them of the situation and seek their co-operation. In more serious cases, a pupil can be excluded and during the period of exclusion, parents and pupil will be requested to come into school to discuss and agree conditions, which will operate from the end of the exclusion. The need for parental co-operation in all matters of discipline is of vital importance for the smooth running of the school.

3.7 ANTI-BULLYING STATEMENT

Rationale

In Arran High School we are committed to valuing every individual and engendering an atmosphere of friendship and caring in the school. Bullying behaviour is completely contrary to this.

Aims

- To encourage an ethos, which values the concerns of individual pupils
- To encourage an ethos which will prevent bullying behaviour and which regards such behaviour as unacceptable
- To respond quickly and effectively to incidents of bullying
- To respond quickly and effectively to the concerns of children, parents and the staff about bullying

Types of Bullying

Many children may be bullied, but bullying often occurs if a child has been identified as being in some way vulnerable, different or inclined to spend much time on their own. Children who bully have often been bullied themselves, but bullying may occur because a child is unhappy, jealous or lacking confidence.

Through bullying, children can achieve a number of “rewards” including:

- The demonstration of superior power
- Closer group identity
- Gaining attention or material gains
- Venting anger
- Compensation for lack of success
- Excitement from the fear of others

Bullying is:

- Systematic and ongoing – rather than one off
- Done by the more powerful to the less – rather than between equals
- Distressing and hurtful to the victim – rather than good natured fun
- Always one way rather than an exchange

It can take many forms including:

- Verbal: being called names/nasty comments/racial abuse
- Social: being left out of things/no one talking to you
- Material: possessions stolen/property damaged/extortion
- Mental: threatened/pressure to conform
- Physical: being assaulted

Reporting

Parents, pupils and staff should be encouraged to report incidents of bullying. This can be done through a variety of channels:

- Inform other pupils
- Inform Class Representatives
- Inform any Prefects
- Inform any member of staff
- Inform Guidance – Mrs Macbeth
- Inform the appropriate Year Head
- Inform the appropriate Register Teacher
- Inform the school by telephone

Silence encourages bullying – there are no innocent bystanders – not reporting often makes things worse.

3.8 LINKS WITH THE COMMUNITY

We have established very good partnerships with local businesses to provide young people with a range of relevant and worthwhile experiences of work. In particular, very good links with the Auchrannie Resort provide a range of opportunities including their support for the annual Enterprise events.

Social work, police, the school nurse and local youth workers contribute directly to aspects of the health and wellbeing programme. Arran Outdoor Education Centre, National Trust Rangers, COAST and the Arran Mountain Rescue Team also support curricular initiatives and contribute towards the work of the Duke of Edinburgh Award Scheme group.

The McLellan Arts Festival Group and Arran Theatre & Arts Trust work well with the school to provide young people with rich experiences in the expressive arts.

The Arran Partnership Forum facilitates multi-agency working to address safeguarding and child protection issues. Staff also work well with psychological services, health and visiting specialists to ensure that young people's individual needs are addressed effectively.

As well as offering work experience opportunities many local businesses and organisations contribute to a wide variety of vocational opportunities for our pupils. Argyll College offers Skills for Work courses in Construction and Hairdressing for S3 and S4 students and Childcare and Psychology classes in S5 and S6. The emergency services organise an Arran Avoid Accidents one-day programme and senior students are instructed in HeartStart by local volunteers.

Links with Contact the Elderly and visits from local care homes for Chit Chat Café further enhance relationships between pupils and community partnerships.



Every year, S1 pupils are engaged in an interdisciplinary learning project known as the Heritage Programme. Over a number of lessons, pupils learn about local history from their teachers and visiting guests, visit the Heritage Museum and other local places of interest and complete the experience by meeting with retired members of the community at the afternoon 'Gathering' in the school.

Many of our young people are involved in community service, whether as a peer supporter within school, arranging charity events or visiting the elderly. Pupils will receive recognition of their contribution through the Saltire Award Scheme.



Section 4

4.1 CURRICULUM FOR EXCELLENCE

Curriculum for Excellence (CfE) is now being introduced across Scotland for all 3 - 18 year olds, wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools. Teachers and practitioners will share information to plan a child's 'learning journey' from 3 – 18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy. There will be a new emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Ultimately, the aim of Curriculum for Excellence is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens, building on Scotland's reputation for great education.

4.2 THE CURRICULUM S1 – S6

This section of the handbook provides information about the courses offered at different stages in the school. The following details are relevant to the curriculum at Arran High School in session 2014/15. It is impossible at this time to give precise details as to the shape of the curriculum in years to come. All areas of the curriculum conform to national and local guidelines. Please contact the Head Teacher if you would like any further information about the curriculum within our school.

The Broad General Education – S1 to S3

The first three years of the secondary curriculum should provide a broad, general education.

The first year is the transition year from primary school with the focus on developing relationships, building on prior learning and skills from primary, developing new ways of thinking and learning and experiencing new areas of the curriculum.

Over the past few years we have been working closely with our associated primary schools to ensure that programmes of study in both sectors are closely linked. Extensive information about pupil progress is passed from primary to secondary so that Arran staff know exactly how much work each individual pupil has completed in the primary school and at what level.

The S1 curriculum delivers all experiences and outcomes as well as literacy, numeracy, ICT and health and wellbeing across the curriculum. Aspects of health and wellbeing will be mainly taught by teachers of Personal & Social Education, Home Economics, Science and Physical Education, but all members of staff are responsible for it.

Throughout a young person's experience in S1 there are opportunities built in to develop the four capacities and skills for learning, skills for life, skills for work. Opportunities will also be created for outdoor learning through the John Muir Award Scheme and a residential visit to Arran Outdoor Education Resource. Interdisciplinary learning is planned to provide opportunities to see connections within and across learning experiences. This has taken various forms ranging from a one-day Enterprise Conference to a full week of health & wellbeing activities and a block of mornings devoted to team teaching with a year group.

The Principal Teacher of Guidance teaches all PSE classes in S1-3. Science is taught as an integrated course in S1 by the same class teacher. A similar arrangement works in Social Subjects but with the teacher teaching three discrete subjects: Geography; History and Modern Studies.

New S1 pupils are placed in one of two classes on a mixed ability basis. Teaching materials and methods are designed so that realistic but challenging targets are set for each pupil in a subject. Wherever possible, pupils will be in a class with some others from their primary school. All classes follow the same courses in S1.

There will be an opportunity for pupils who require additional support to receive assistance through co-operative teaching and from teachers with special training in Support for Learning.

The 2014-15 curriculum was as follows (number of periods in brackets):

Art (2)	Physical Education (3)
English (4)	PSE (1)
Enterprise (1)	RME (1)
French (3)	Science (3)
Home Economics (2)	Social Subjects (3)
Mathematics (4)	Technical (2)
Music (1)	

The second year continues with the broad, general education delivered in a similar mode as S1. The focus will continue to be on providing a quality learning experience for all. This can be achieved through challenging, higher order thinking opportunities and thorough motivational learning experiences.

The allocation of periods is similar to S1 with an additional period of Music replacing one of the three PE periods. Science is taught as three discrete subjects by specialist teachers. This arrangement will also be adapted for the three Social Subjects.

The third year offers the opportunity for a much greater degree of personalisation and course choice than the previous two years. Parents have the opportunity to meet with school staff to discuss pupil choices in April.

Throughout the Broad General Education phase, literacy, numeracy, ICT and health & wellbeing continue to be delivered across the curriculum as does Interdisciplinary learning.

Most learners will progress into the fourth level in many aspects of their learning before the end of S3.

The Senior Phase – S4 to S6

The fourth to sixth year is the Senior Phase where specialisation is introduced and courses lead to new national qualifications – with the SQA stipulating a common 160 hours of study for these courses.

The SQA website www.sqa.org.uk/cfeforparents is full of useful information to help you understand changes to qualifications and awards.



4.3 HOMEWORK

One of the targets of the 2013-14 School Improvement Plan was to evaluate the current Homework Policy and where necessary make changes.

The nature and frequency of homework have changed in recent years because of new teaching and learning methodologies, because of changes in the curriculum and because, ultimately, the completion of homework cannot be compulsory. Notwithstanding these changes, homework is still viewed as an essential element in every child's education. Homework will be appropriate and relevant to the pupils' needs, and used as an aid to setting targets and realising each child's ability and potential to learn.

Oversight of homework by parents and teachers will establish and nurture good habits at the earliest stages of the secondary school. Homework, especially in certificate classes S3 – S6, should be seen as training in the discipline of private study and as a valuable extension to coursework. Independent study in S5/S6 should therefore hopefully follow on from good practice in S3/S4.

Pupils and parents will find that the amount and nature of homework will vary between primary and secondary and, within secondary, between different years and subjects. This is naturally so, given the difference in curriculum and stages of development over years 1 – 6.

The following average time per week is intended as a guide but is not prescriptive:

First & Second Year: Up to 5 hours per week

Third Year: Up to 8 hours per week

Fourth Year: At least 1 hour per subject (i.e. at least 8 hours per week)

Fifth & Sixth Year: Pupils following Advanced Higher and Higher courses should expect at least 2 hours per week for each subject. Those studying Intermediate courses should plan for between 1 and 1½ hours per week per subject

These can only be average times since the actual time will depend on ability, application etc. If it is found that in your opinion far too long is being spent on any one piece of work, you should feel free to curtail the time spent and let the school know. This would hopefully reduce any friction at home over time spent, and alerts the school to problems with completion.

The school has invested considerable resources in the supply of a homework planner to each pupil. Each homework task and completion date should be recorded in the planner and can therefore be checked by parents.

If a parent knows their child is going to be absent from school for a few days or longer due to illness or injury and is able to work at home, school work can be sent home. Parents are asked to contact the school office to arrange the provision of work from the relevant class teachers. Homework will not be set for pupils whose parents take them out of school during term time to go on holiday.

4.4 SPIRITUAL, MORAL, CULTURAL AND SOCIAL VALUES

The school is committed to supporting the development of its pupils as whole people and, as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility
- Promoting social and moral learning through the way in which disciplinary issues are handled
- Ensuring that staff and adults within the school provide positive role models for pupils
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral social and cultural development
- Providing opportunities within the curriculum to advance personal and social development
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life
- Providing a programme of moral education
- Taking every appropriate opportunity to acknowledge value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others

The approach to Religious Education is relatively broad based and non-denominational. For pupils in S1, S2 and S3 there is one period per week allocated for Religious and Moral Education as part of their broad general education. In S4, one period per week is available for a Moral Issues course, which is further developed in S5 and S6.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil is noted as an authorised absentee in the register.

The school will provide several opportunities for Religious Observance which is based on spiritual development in a school year, in addition to traditional celebrations central to the life of the school community.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The Head Teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

4.5 PERSONAL & SOCIAL EDUCATION

A formal programme of personal and social development (PSE) is taught from S1-S4. Consisting of one weekly period, the course is taught by the Principal Teacher of Guidance and is enhanced by representatives from a wide range of external providers.

Such programmes are designed to ensure that all pupils cover some aspects of social education not otherwise covered by individual subjects. Hence, during the four year course, pupils will encounter aspects of careers and health education, the law, personal safety, studying and the like. Sensitive aspects of learning such as sexual health, relationships, parenthood and drugs awareness are also part of the four-year programme.

4.6 EXTRA-CURRICULAR ACTIVITIES

A range of extra-curricular activities take place after 15:45 or during the lunch break. Buses are provided from approximately 16:50 – 17:00. The activities can change, depending on the various interests of the staff, but the following are generally available on a regular basis or block basis depending on the time of year: -

Rugby	Football	Orchestra	Art Club
Mountain Bike Club		Choirs	Fitness Suite
	Instrumental Groups		Debating
Duke of Edinburgh		Reading Group	Cook Club

The school is closely involved with the Duke of Edinburgh's Award Scheme. There are also junior sailing courses (available only to those who can swim) and these take place after school between April and October in Lamlash Bay. Some pupils have the opportunity to spend a week in school time on outdoor activities organised and led by the Arran Outdoor Education Resource. There may also be opportunities for excursions abroad. A winter snow sports trip has been organised for senior pupils during the last few winters.

Pupils are encouraged to take advantage of these various activities as part of their social education, to broaden their interests and to put spare time to good use.



4.7 INSTRUMENTAL TUITION

Tuition in various instruments is offered. The choice is dependent on the availability of specialist instructors but at present includes brass, stringed instruments and woodwind.

4.8 CAREERS

A regular visitor to the school is the Careers Advisor from Skills Development Scotland, who works very closely with the school to help pupils make well-informed choices about their future. Usually, the Careers Officer's first contact will be with S2 pupils who, in choosing their school subjects for the future, often start to think seriously about career choice for the first time. In S4, S5 and S6 a pupil may need the Careers Officer's help to decide:

- What career would suit best
- How to train for a particular job
- Which college or university courses to apply for
- When to consider leaving school
- How to find work or training

It is important to realise that pupils have open access to the Careers Advisor when they decide they need advice: it is up to the pupils to ask through the Guidance teacher, or independently, for an appointment to speak to the Career Officer.

Parents too are welcome to contact the Careers Officer for help if they feel their child needs advice. This can be done through the Guidance Teacher or by contacting the school office.

The careers library is situated within the school library and contains a wide range of information on courses, jobs and job-finding skills. Pupils are actively encouraged to use the careers library and to follow up addresses and contact names which they find there. The school librarian will assist when required. There are also some excellent online resources which pupils are encouraged to use including university and college websites and a new site called 'My World of Work'.

The Careers Advisor and Guidance Teachers also give assistance to pupils completing job, college or university application forms. Visits to Open Days/Careers Convention and guest speakers including money management advisors to school are also part of the careers programme preparing our young people for life after school.



Section 5

5.1 ASSESSMENT

Assessment is a vital part of the educational process. Regular assessment enables teachers to evaluate pupils' progress and to gauge if particular areas of work or skills have been mastered. Assessment tells teachers if their teaching has been effective and, depending on the results, indicates whether a class or an individual is ready to move on to the next area of work.

The main aim of assessment is not to rank pupils from 'top' to 'bottom' but rather to support pupils in their learning by highlighting how much has been learned as well as what they have still to learn. Target setting is widespread and, by setting appropriate and realistic targets, pupils gain a real sense of achievement when they are overtaken.

Throughout the school a wide range of assessment strategies are employed. In addition to small tests at the end of units of work, teacher observation of pupils as they work, talking and listening, projects and homework, pupils are encouraged to engage in self-assessment and peer assessment so that they, as well as their teachers, may judge their progress.

With the implementation of Curriculum for Excellence the progress of pupils in S1 and S2 will be measured against a menu of Experiences and Outcomes in each subject and across subjects. There are four levels in CfE. The expectation is that most P7 pupils will have overtaken levels 1 and 2 before embarking on their secondary education and the majority of pupils will overtake levels 3 and 4 by the end of S3.

5.2 REPORTS TO PARENTS/PARENTS EVENINGS

The school's 'Policy on Reporting' is currently under review. It takes account of national and authority guidelines. In addition to Tracking Reports, Full Reports are also sent home for each year group at various points in the school year. Details of reporting dates can be found on the school website.

Parents can request a progress report at any time by contacting the Principal Teacher of Guidance. In turn, it may also be desirable to check on the progress of a young person outwith the reporting period if concerns are identified. We will inform you if this is the case.

Parents' Evenings, when all the teaching staff are in school and full details of these dates can be found on our school website in the school calendar.

It is fundamental to our work in Arran High School to ensure that our young people leave school as self-assured, confident and socially skilled young people, aware of the individual strengths which they each have. To this end, all members of the teaching and non-teaching staff understand the importance of their pastoral role and of establishing a prevailing atmosphere in the school which is friendly, supportive and student-centred.

A great deal of time is invested, outwith normal class times, in helping pupils individually, in participating in extra-curricular activities, trips and residential visits because we believe that the relationships which develop through such involvement genuinely support and improve the learning process.

5.3 SQA RESULTS

S4 SQA Results

In the 2013/2014 session, for the first time, S4 pupils studied for the new National Qualifications awards as part of new Curriculum for Excellence framework.

These are very different qualifications from the Standard Grade, with the new National 3 courses and new National 4 courses being internally assessed by schools. The old attainment measures based on the number of awards gained at certain levels by S4 pupils were replaced in 2014 with a new online tool – called INSIGHT - designed to analyse, compare and improve performance of young people in the senior phase. INSIGHT promotes a collaborative approach to analysing the data and working together to improve attainment and achievement.

The main analysis of 2014 attainment and achievement for secondary schools will be published at the end of February 2015 and will focus on end-result performance of school leavers.

S5 and S6 SQA Results

Arran High School																
National Priority Performance Indicators by Year Group																
		5+ SCQF Level 3 or Better		5+ SCQF Level 4 or Better		5+ SCQF Level 5 or Better		1+ SCQF Level 6 or Better		3+ SCQF Level 6 or Better		5+ SCQF Level 6 or Better		1+ SCQF Level 7 or Better		S4 Cohort Roll
Diet 2014	Stage S5	51	96.2%	51	96.2%	38	71.7%	33	62.3%	16	30.2%	6	11.3%	0	0.0%	53
	Stage S6	52	106.1%	51	104.1%	28	57.1%	26	53.1%	19	38.8%	9	18.4%	7	14.3%	49

We are continually striving to improve achievement for every young person in our school and we know that we can do even better.

Many of our individual successes are detailed on the school website and we continue to use this as our main vehicle for communicating with parents and the wider community. We would encourage you to visit the school website to find out more about our school.

P7 VISIT ~ JUNE 2014



Section 6

6.1 GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

Getting It Right For Every Child (GIRFEC) is an approach from the Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that you are the expert on your child and what you think matters. Getting it right for every child means that the school will always seek to involve you, to listen to your opinions and take them seriously.

Taking a ‘GIRFEC’ approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential in each of the areas listed below:

- Healthy – experiencing the highest standards of physical and mental health and supported to make healthy, safe choices
- Achieving – receiving support and guidance in their learning
- Nurtured – having a nurturing and stimulating place to learn
- Active – offering opportunities to take part in a wide range of activities
- Respected – to be given a voice and become involved in the decisions which affect their well-being
- Responsible – taking an active role within the school
- Included – receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn
- And above all, to be safe ... protected from abuse, neglect or harm

For more information on GIRFEC in North Ayrshire go to www.girfecna.co.uk.

6.2 GUIDANCE

The aim of the Guidance Department is to provide support for pupils and to promote good working relationships between pupils, parents and school ensuring that pupils achieve their full academic potential and derive as much benefit as possible from the range of opportunities offered.

The Principal Teacher of Guidance is concerned with each and every pupil’s personal, curricular and vocational welfare and by keeping in close touch with the pupil and his or her parents will be able to offer support and guidance at different stages in the child’s school career.

It is also the responsibility of the Principal Teacher of Guidance to provide a course of Personal and Social Education. Every class receives one lesson per week on a wide range of topics relating to personal development. This includes topics on health, self-awareness and relationships, bullying, subject choices, careers education and issues of current social concern.



6.3 PUPIL SUPPORT

Every child has individual learning needs, and many have difficulties with learning at some stage in their development. Teachers use differentiated materials and flexible teaching strategies where appropriate to take account of this, and the school fosters a supportive climate, where the contribution of all pupils is equally valued.

In a relatively small school such as Arran High, some class sizes are small, and teachers can get to know their pupils well and provide sympathetic teaching for pupils who are experiencing difficulties. Pupil Support teachers within the school provide additional support for all pupils, and particularly those with special needs, who may require extra individual help or reinforcement. This usually takes place by means of co-operative teaching, with the Learning Support teacher working together with the subject teacher within the classroom, so that all pupils are integrated into the work of the class.

In addition, every pupil will have allocated to them a teacher who will be responsible for meeting with them on a weekly basis. This teacher will know the learner well and be able to access information about the pupil from all areas of the curriculum, including out of class learning and achievements.

6.4 SUPPORT FOR LEARNING

Support for Learning (SfL) staff work closely with associated primary schools to gather information on all pupils and, in particular, to identify those who may need additional support on transition to secondary school. This information, along with important medical advice, is summarised and circulated to all staff.

A process of staged intervention is used to meet the learning needs of all pupils. Class teachers and then Principal Teachers and Faculty Leaders, try to meet the needs of any pupil in their care by adopting the usual strategies of support including additional or alternative presentation of materials or direct or targeted tuition. If additional support is required, then input from SfL is requested by Faculty Leaders. After consultation, SfL staff work with class teachers in one of several ways: SfL assistants may accompany pupils to classes to ensure that any particular difficulty faced by the pupil is overcome; SfL teachers may work co-operatively in classes to support the learning of individuals or small groups, or may assist with the differentiation of subject materials. SfL teachers also offer direct tuition to a small number of pupils who follow a reduced curriculum because of identified support needs. All forms of support offered are reviewed regularly and may be adjusted depending on the needs of the pupils and/or the wishes of parents. SfL teachers may also be asked to investigate difficulties being faced by pupils in their learning. This usually involves some assessment of basic literacy skills and will only be undertaken at the request of parents and in consultation with the pupil's teachers. It may also be necessary to seek a consultation meeting with the school's Educational Psychologist to ensure a comprehensive investigation of the situation. Permission from parents for such a meeting is always sought in advance.

Alternative assessment arrangements can be made for pupils who have Finclu. SfL teachers advise and work alongside Faculty Leaders to ensure that robust evidence is gathered and arrangements made so that pupils are given appropriate support.

6.5 ADDITIONAL SUPPORT NEEDS

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act

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

Summary of the main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

What North Ayrshire Council does to meet its duties under the ‘Additional Support for Learning’ legislation

North Ayrshire Council must assess any pupil with additional support needs (ASN) and provide any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example, by making sure reading is very well taught and that all pupils get encouragement and support at home, we can hopefully reduce later difficulties. Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help the pupil achieve.

Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils, for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in seeing your child after seeking your agreement to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education. Where this is needed, the child or young person will have a plan to co-ordinate the various actions of these professionals: for this reason it is called a Co-ordinated Support Plan.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Dispute Resolution Procedures

You may feel that things are not being done properly to support your child. If you feel like this then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called ‘Resolving Disagreements’. This booklet will give you ways to make sure your concerns are listened to and addressed.

Data Protection

The school and the educational psychology service are required to keep records which are, of course, available to you. These records are strictly confidential however both schools and educational psychology are subject to inspection by Her Majesties Inspectors of Education who may look at confidential files in order to make sure children and families are getting the best possible service.

Further Support

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

1. Enquire: Scottish Advice and Information Service for Additional Support for Learning

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

Helpline: **0845 123 2303**

Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance

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

Telephone: 0131 260 5380

Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre

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

Telephone: **0131 667 6333**

Email: enquiries@sclc.org.uk <mailto:enquiry@siaa.org.uk>



6.6 PSYCHOLOGICAL SERVICE

The Educational Psychological Service in North Ayrshire contributes to the aims of the Educational Service by improving outcomes for children and young people. Educational psychologists work together with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

When does an educational psychologist become involved?

Your child's school already has a system in place for identifying, monitoring and reviewing the progress of all children and young people. As part of this wider system of support, each school has a link educational psychologist who visits on a regular basis.

When concerns arise about a particular pupil, the school takes action to address these concerns. If the concerns continue, school staff may have an informal discussion with the educational psychologist. If, however, the educational psychologist is to **become more involved** this will be discussed with you beforehand by school staff and a joint meeting arranged.

Through this process the educational psychologist can contribute to the ongoing assessment and support for your child.

6.7 CHILD PROTECTION

Educational Services has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the Service must engage in close partnership with parents/carers and relevant agencies, primarily Social Services and Health and where appropriate, the Scottish Children's Reporter's Administration Service will work in partnership with a number of levels within the establishment or school, within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled 'Protecting North Ayrshire Children' provides guidance for policy and practice within all educational establishments.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. The Child Protection Co-ordinator in Arran High School is the head Teacher. There is an extensive training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies and procedures.



Section 7

7.1 RAISING ATTAINMENT

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within North Ayrshire Council's Education Services.



7.2 STANDARDS & QUALITY REPORT

Every year we prepare a Standards and Quality report which highlights the school's major achievements. Arran High School's most recent report is available to view on our website: www.arran.n-ayrshire.sch.uk.

7.3 SCHOOL IMPROVEMENT PLAN

The targets for the annual School Improvement plan are shared with all parents through the newsletter in September. The full Plan is available to view on the website as above.

The 2013-14 targets are:

- To continue with the development and implementation of a Curriculum for Excellence in line with national advice. This will take the form of three sub-targets, the first being an evaluation of the Broad General Education of the last three sessions. The second involves further development and implementation of the Senior Phase (S4-6) and thirdly, creating a new curriculum architecture.
- Staff sharing good practice to improve teaching and learning
- The evaluation of the current Homework Policy
- The promotion of 'Sound Sleep'
- The improvement of transitions at all levels e.g. S3 to Senior Phase



Photo courtesy of the Arran Banner

7.4 DATA PROTECTION ACT 1998

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.

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.

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 (www.scotxed.net).

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, Mick Wilson, at mick.wilson@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.



Section 8

8.1 SCHOOL DRESS

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in each school in its area. The Council encourages each school to adopt its own code, after discussion with parents, pupils and the Parent Council.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, discipline and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances for reasons of safety, decency or discipline.

Types of clothing, which will not be allowed, include:

- Clothes which are a health or safety risk
- Clothes which may damage the school building or school property
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which promote alcohol or tobacco

The Council will support schools taking disciplinary procedures against pupils in serious or persistent cases.

In case of loss, all items of clothing should be clearly labelled with the child's name. It is appreciated that parents and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school. Parents should note that the Authority does not carry insurance to cover the loss of such items.

Footwear and clothing grants

Parents receiving Job Seeker's Allowance, Income Support, Family Tax Credit, Housing Benefit or Council Tax Rebate will normally be entitled to grants for footwear and clothing for their children. Information and application forms may be obtained by telephoning 01294 310000.

Our school policy is as follows:

After consultation with pupils and parents, the school has adopted the following dress code to which all pupils are expected to conform:

Everyday Wear	School sweatshirt/v-neck jumper/cardigan School polo shirt (black or white) Black school trousers/skirt/shorts White shirt and school tie
Prefects	School sweatshirt/v-neck jumper/cardigan School polo shirt (red) Black school trousers/skirt/shorts White shirt and school tie
Formal Occasions	White shirt or white school polo shirt and tie

Physical Education

All pupils require suitable footwear and clothing for Physical Education. PE kit is available to buy from the PE department.

8.2 SCHOOL MEALS – CASHLESS CATERING SYSTEM

School lunches are prepared and served in the dining hall.

Cashless Catering Accounts are accessed by pupils using their young Scot National Entitlement Card. Should your child loses his/her card, please telephone 0845 603 0596 to arrange a replacement. Pupils who forget their card will be given a temporary PIN by catering staff.

Please note that if your child transfers to Arran High from a school outside Scotland, or has not previously been registered for a National Entitlement Card, applications should be made at the local North Ayrshire Council office in Lamlash.

Money can be added to a pupil's account by sending a cheque to the Catering Manager, paying cash into one of the two 'Reval' machines located in the dining hall area or paying online. A PIN for use online will be issued by NAC in August/September.

Cheques should be made payable to NAC. Parents with more than one child at Arran High School need only use one cheque. The Cashless Catering Accounts of each child will be credited as requested. Parents may elect to pay cheques weekly, fortnightly or monthly. Cash top ups can be done on a daily basis.

Following on from an internal audit of catering, staff have been advised that pupils will not be allowed to purchase a meal unless they have sufficient funds on their account. To ensure no child goes without a lunch, office staff will issue a voucher to a child to enable them to buy lunch in the school canteen. This should be repaid in cash **directly to the school office**.

Please try to ensure that your child's account has sufficient funds deposited to enable them to pay for their meals and snacks. Our instructions from NAC are: *"If the pupil reaches the stage of owing the school the equivalent of five school meals (£9.50) the school will write to the parent to inform them that no further meals will be provided until the outstanding amount is paid in full"*.

Please also note that pupils should not allow anyone else to use their card as this can run their account down very quickly without parents' knowledge. A print-out of a child's purchases can be requested from catering staff.

Children of parents receiving Job Seeker's allowance or Income Support are entitled to a free midday meal. Information and application forms for free school meals may be obtained from the school office and from the Educational Services Department, Cunninghame House, Irvine, KA12 8EE, tel: 01294 310000.

Pupils qualifying for free school meals will have their account credited with £1.90 prior to lunch time each day. Any amount not used cannot be carried forward.



Iain Clarke, Young Musician of the Year & Asha Simpson, Young Singer of the Year

8.3 SCHOOL TRANSPORT

North Ayrshire Council has a policy of providing free transport to all secondary pupils who live more than three miles from their local school by the recognised shortest safe walking route. Parents who consider they are eligible should obtain an application form from the school office or Educational Services Department, Cunninghame House, Irvine, KA12 8EE. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made.

Applications may be submitted at other times throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the Authority where spare places are available and no additional costs are incurred.

Pick-up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the council's limits (see above section). It is the parent's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehaviour can result in children losing the right to free transport.

Placing Request

North Ayrshire Council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

Bus passes are issued to those pupils entitled to free transport. Pupils will be asked to show their bus passes at the beginning of each journey. There are seven buses serving Arran High School:

- 1 from Blackwaterfoot via Corriecravie and the South End
- 2 from Whiting Bay
- 3 from Pirnmill via the North End
- 4 from Machrie via Blackwaterfoot and The String
- 5 from Brodick (x 2)
- 6 from Margnaheglish, Lamlash

The times of pick-up in the morning and dropping off of pupils after school can be ascertained from local knowledge. All buses leave the school at 15:50.

Extra-Curricular Transport

Three buses are provided to transport pupils home after extra curricular activities on Monday – Thursday. These buses are routed round the Southend (16:55), Northend (17:00) and via the String (16:55).



8.4 CHILDREN LEAVING SCHOOL PREMISES AT BREAKS

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils who are younger than the school leaving age should not leave the school grounds at intervals or lunchtime. Facilities such as the playground, the all-weather pitch, the library and locker areas are available at these times.

Parents should encourage their children to follow these rules in the interest of safety.

8.5 MEDICAL AND HEALTH CARE

Regular medical examinations are carried out by Ayrshire and Arran Health Board personnel. Parents will be informed of such routine examinations. Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided out with the school day but, in cases where it is necessary during the child's time in school, parents should contact the school to make appropriate arrangements for this. Staff are not obliged to administer medicine.

Minor accidents will be dealt with by the school's qualified First Aider.

If a pupil takes ill or has an accident at school which requires that the child is sent home or for treatment, First Aid will be provided and parents or carers contacted.

For this reason, it is important that the school has daytime contact details for parents/carers and an additional contact person in case parent/carers cannot be reached. This information should be updated as required.

In the event of a serious illness or accident, medical help will be obtained and parent/carers notified immediately.

At 14 years old, some children are given a full medical examination, including height, weight, vision and hearing. At the same time pupils will probably be given a diphtheria, tetanus and polio booster vaccination.

If a child is known to have any medical condition that might affect his/her education (e.g. loss of hearing or poor eyesight), or which might have to be dealt with in an emergency at school, it is important that parents provide the school with the relevant information.

Spare inhalers for asthma may be kept in the school office.

In the case of a child being taken ill at school, he/she will usually be cared for in the social area allowing for supervision by the clerical staff. When it is considered that it would be better for the pupil to be at home, parents are contacted by telephone and asked to collect their child.

8.6 INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties with fuel supply. In such cases, we will do all we can to let you know about the details of closure or reopening. We shall endeavour to keep you in touch by SEEMIS text messaging service, the school website, letters and announcements in the press and on West FM/Westsound.

Arran High School Policy

Every effort will be made to provide education for as long as possible and for as many pupils as possible. This may lead to partial rather than full closure.

Should emergency closure prove necessary a note will be sent home detailing the reason for closure and when pupils should return to school. Where a decision is made early in the morning every effort will be made to contact parents through the SEEMIS text messaging service. Information will also be available on the school website.

I remind you that you should use your discretion about how long your child waits for transport. North Ayrshire recommends that when the weather is bad, 20 minutes might be a sensible limit.

8.7 INFORMATION & COMMUNICATION TECHNOLOGIES

The school library and each classroom have filtered access to the Internet and e-mail. Each pupil has his/her own password. Relevant, safe and effective use of the Internet is promoted across the curriculum. As a monitoring tool, a detailed log of sites visited by users may be obtained. Monitoring is necessary because of the potential availability, despite filtering, of inappropriate sites. E-mail monitoring is necessary because of the potential for harassment of young people, libel, deception etc.

All teachers have access to interactive whiteboards for day to day teaching and learning.

By positive example and application of the use of the World Wide Web, the school seeks to develop an understanding that users will act responsibly, accessing the Internet for course related purposes. We appreciate parents' support in reinforcing this aim with respect to young people's use of the Internet at home and in discussions about the use of the Internet at school.

8.8 MOBILE TELEPHONES

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

Inappropriate use of text messages and/or photographs whilst in school may be treated as a breach of school discipline or a serious incident, which could be referred to the police.



Section 9

9.1 SCHOOL STAFF

SENIOR MANAGEMENT

Mr Smith	<i>Head Teacher</i>
Mrs Gregg	<i>Depute Head Teacher</i>
Mr Lambert	<i>Acting Depute Head Teacher</i>
Mrs Walker	<i>Acting Depute Head Teacher</i>

FACULTY OF ART & DESIGN AND PHYSICAL EDUCATION

Mr Wedge	<i>Faculty Head</i>		<i>(Art & Design)</i>
Mr Evans	<i>Principal Teacher</i>	Miss McGhee	<i>(PE)</i>

FACULTY OF SOCIAL SUBJECTS AND BUSINESS EDUCATION

Mrs Gosman	<i>Faculty Head</i>		<i>(Geography/ Modern Studies)</i>
		Miss Sloan	<i>(Business Education)</i>
		Mr Donlin	<i>(Geography)</i>
		Mrs Campbell-Thomson	<i>(History)</i>
		Mrs S MacLeod	<i>(Religious Education)</i>

FACULTY OF LANGUAGES & LITERACY

Mr Reid	<i>Faculty Head</i>		<i>(English)</i>
		Vacancy	<i>(English)</i>
		Miss Nicol	<i>(English)</i>
		Mrs Fletcher	<i>(Modern Languages)</i>

FACULTY OF MUSIC AND COMPUTING STUDIES & ICT

Mr Lambert	<i>Faculty Head</i>		<i>(Music)</i>
		Mrs McFadzean	<i>(Woodwind)</i>
		Mr Payn	<i>(Brass)</i>
		Miss Tait	<i>(Fiddle)</i>
		Mrs Clarke	<i>(Computing)</i>

FACULTY OF SCIENCE

Mrs Logan	<i>Faculty Head</i>		<i>(Biology)</i>
		Mr McAllister	<i>(Physics)</i>
		Mr McCartney	<i>(Chemistry)</i>

FACULTY OF TECHNICAL EDUCATION AND HOME ECONOMICS

Mrs Urquhart-Dixon	<i>Faculty Head</i>		<i>(Home Economics)</i>
		Mrs S MacLeod	<i>(Home Economics)</i>
		Mr McNeice	<i>(Technical)</i>
		Mr Wilson	<i>(Technical)</i>

GUIDANCE DEPARTMENT

Mrs Macbeth	<i>Principal Teacher</i>
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MATHEMATICS DEPARTMENT

Mr Stewart	<i>Principal Teacher</i>	Mrs Hogge
		Mrs Pennycott

SUPPORT FOR LEARNING DEPARTMENT

Mrs Walker	<i>Principal Teacher</i>	Mrs Mullen
		Mrs Rennie

9.1 SCHOOL STAFF

ACTIVE SCHOOLS CO-ORDINATOR	Mrs Hunter/Mr McNicol	
ADMIN & FINANCE OFFICER	Miss Graham	
CLASSROOM ASSISTANTS	Mrs Brown Mrs C MacLeod Ms Manson Ms Paul	
CLERICAL ASSISTANTS	Mrs Cannon Mrs McAdam Mrs Robertson	<i>(Term Time)</i> <i>(Term Time)</i> <i>(Full Time)</i>
FACILITIES MANAGERS	Mr MacAlister Mr Girbow Mr Patterson	
HOME/SCHOOL LINK CO-ORDINATOR	Mrs Fleming	
ICT TECHNICIAN	Mr Ferris	
LIBRARIAN	Mrs Johnston	
SCIENCE TECHNICIAN	Ms Toogood	
TECHNICAL TECHNICIAN	Mr Garraway	

9.2 SCHOOL YEAR/CALENDAR 2015/2016

2015

August

14	Friday	Staff return	<i>Inservice Day 1</i>
17	Monday	Pupils return	

September

21	Monday		<i>Inservice Day 2</i>
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October

2	Friday	School closes	October
19	Monday	School re-opens	

November

16	Monday		<i>Inservice Day 3</i>
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December

23	Wednesday	School closes	Christmas
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2016

January

7	Thursday	School re-opens	
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February

15	Monday		Mid Term
16	Tuesday		<i>Inservice Day 4</i>

March

25	Friday		Good Friday
28	Monday		Easter Monday

April

1	Friday	School closes	Easter
18	Monday	School re-opens	

May

2	Monday		May Day
27	Friday		<i>Inservice Day 5</i>

June

29	Wednesday	School closes	Summer
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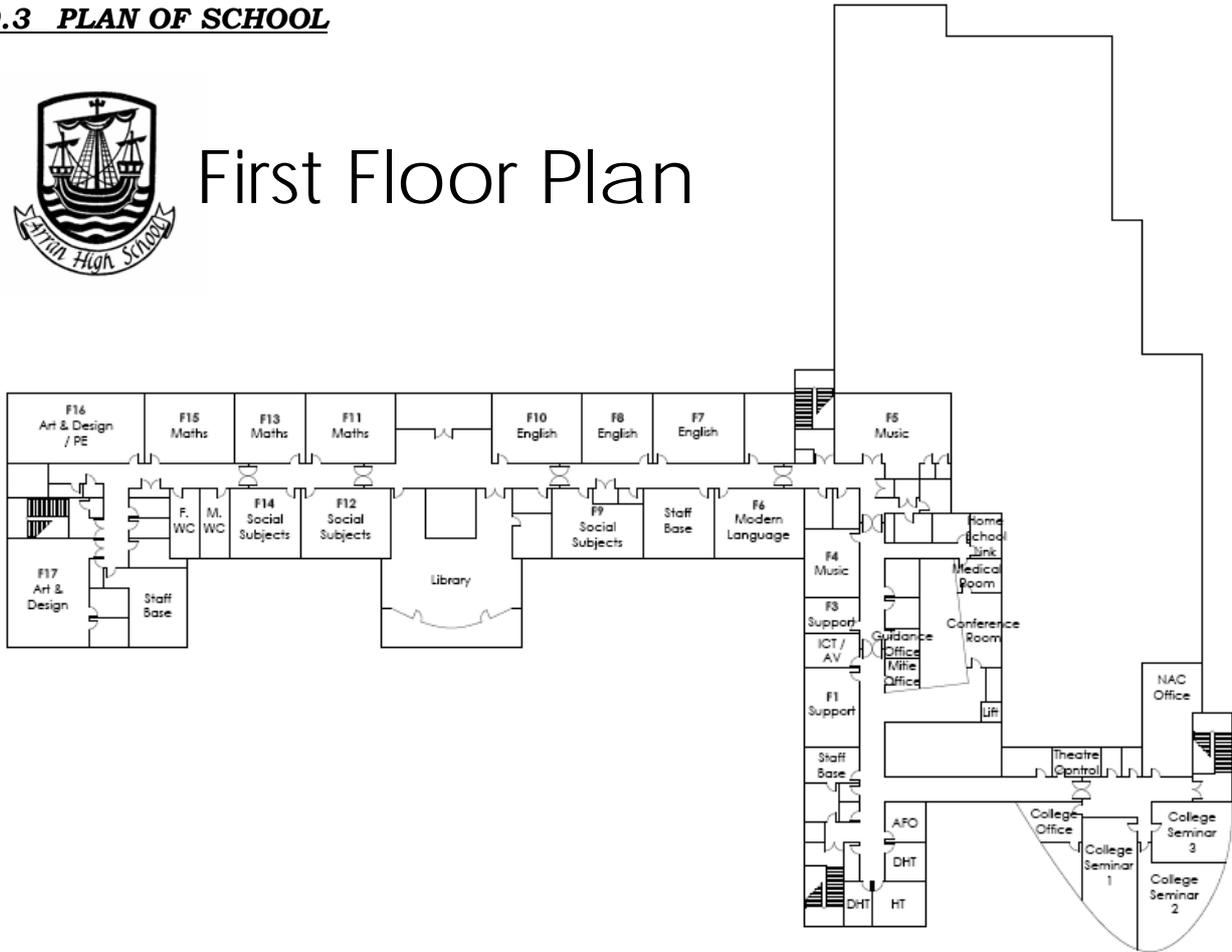
August

15	Monday	Staff return	
16	Tuesday	Pupils return	

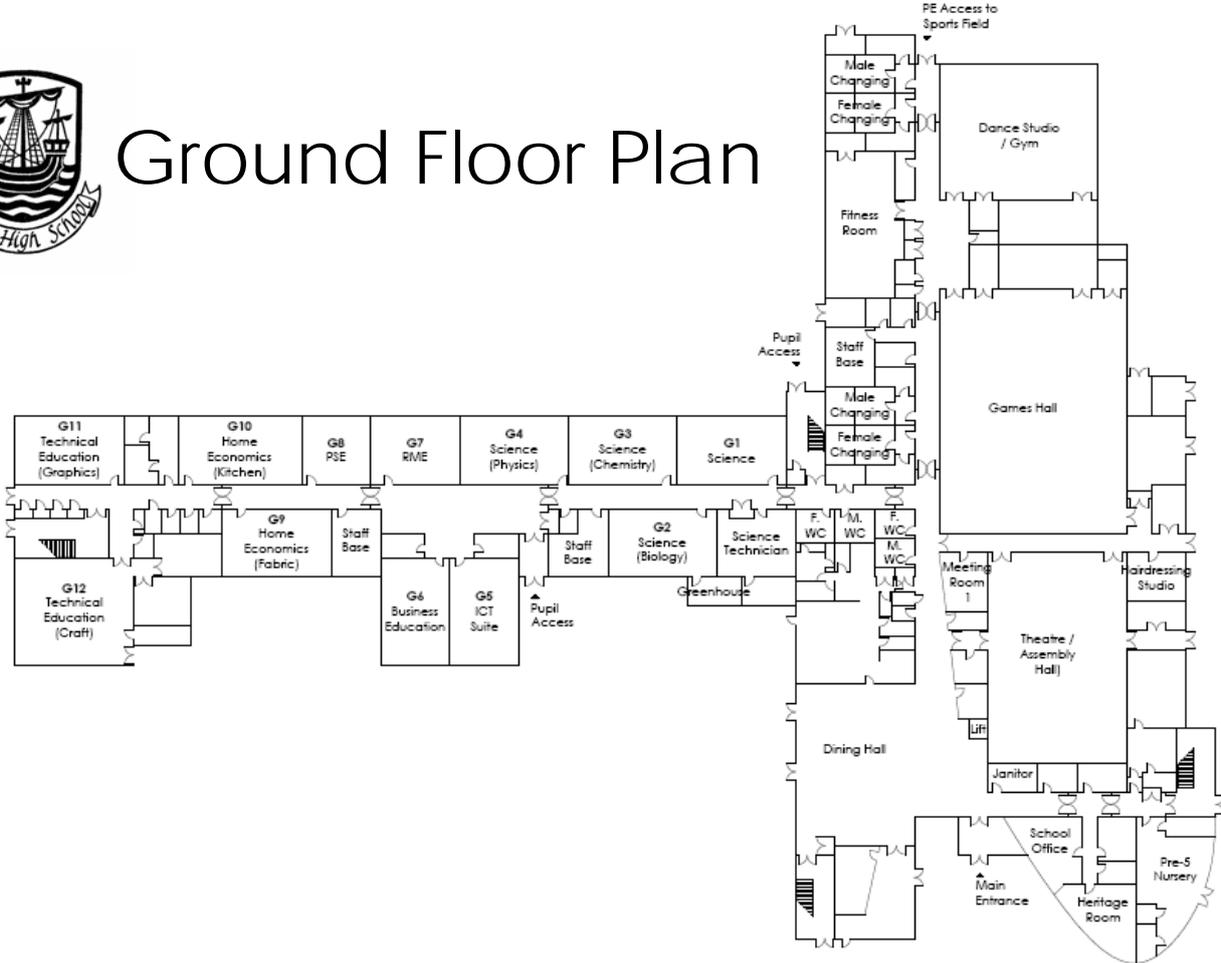
9.3 PLAN OF SCHOOL



First Floor Plan



Ground Floor Plan



9.4 USEFUL CONTACTS

Area Office 45 Ardrossan Road
Saltcoats
KA21 5BS Tel: 01294 463312

Argyll College Arran High School Tel: 01770 600152

Careers Office Skills Development Scotland
Irvine Centre
Unit 12, Rivergate
KA12 IEH Tel: 01294 272421

(This is the base for Scott Brackenridge – Careers Officer assigned to Arran High School)

Community Education Service Arran High School Tel: 01770 600247

North Ayrshire Council Office Mr John Butcher
Executive Director
Education & Youth Employment
Cunninghame House
Irvine KA12 8EE Tel: 01294 324400
Website - www.north-ayrshire.gov.uk

North Ayrshire Councillors (Ward 5, Ardrossan & Arran)

- John Bruce johnbruce@north-ayrshire.gov.uk Tel: 01294 324112
- Anthony Gurney agurney@north-ayrshire.gov.uk Tel: 01294 324170
- John Hunter jhunter@north-ayrshire.gov.uk Tel: 01294 324171
- Peter McNamara pmcnamara@north-ayrshire.gov.uk Tel: 01294 468904

SCHOOL LETS

The school's community facilities are fully available to the community during evenings, weekends and school holidays.

North Ayrshire Leisure will be acting as the gateway to the community facilities at these times and will also staff the sports facilities outwith school hours.

Contact with NAL can be made as follows

Telephone: 01294 316459 (John McMillan)

E-mail: info@kaleisure.com

Website: www.kaleisure.com

There may also be potential access for community groups to both Lamlash Primary School and Arran High School during the school day. This needs to be agreed with the Head Teacher and availability will depend upon the school timetable.

