

Arran High School/

HANDBOOK

2022/23



Ambition

Belonging

Compassion

Trust

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Dear Parent/Carer

I am delighted to be able to present to you the Arran High School Handbook 2022

The relationship between school, parents/carers and our community is central to the successful learning and development of every young person. That strength is what took us to the finals of the National Education Awards for 'impact through partnership'. Effective partnerships are fostered in many ways and I hope that this handbook supports that process by giving you a flavour of 'who we are' as a school. I hope we are also able to answer any questions you may have about learning at Arran High School, particularly if your first child attending our school.

Our school values of **Ambition, Belonging, Compassion and Trust**, which we share with Lamlash Primary School and Early Years Class on our joint campus, are central to the life and work of the school. We continue to explore ways of developing shared understanding of what they mean to us and we celebrate these values in many ways. This session, we completed a consultation exercise with our young people, which confirmed that they feel that these are still the right values for our school.

Our **Ethos and Relationships policy**, which is how we promote positive behaviour and a nurturing ethos in the school, reflects our school values as well as the UN Convention on the Rights of the Child. We continue to implement changes to the curriculum in light of national guidance and our own local priorities and circumstances.

The **transition** from primary to secondary school can seem daunting and we make every effort to ensure that the move is made as easy as possible for young people and parents alike. A comprehensive programme of transition activities, an enhanced transition programme for those who most need it and sharing information about learning and pastoral needs with associated primaries, means you can feel confident that when your child starts high school, they will already be well known to our staff. We normally hold a weekend transition residential experience in June through the Arran Outdoor Education Centre, involving primary 7 children from all of the island primary schools. Sadly, this was not possible last year but we undertook an extensive 'virtual' programme of activities; I am hopeful that we will be able offer face-to-face experiences again this year.

We also hope to be able to host a Parents' Evening for parents of our incoming S1 in June 2022 to discuss arrangements for the new session and learn about the school. Details will follow from your primary school about this.

If your child is transferring from a mainland school in Scotland or from further afield, we will be delighted to offer you the opportunity to spend some time with one of the members of our Senior Leadership Team to discuss their needs and tell you about our school. Appointments are made by contacting the school office.

You are always welcome to discuss any matter with us, should you wish to do so. It would be helpful if you could phone 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 before the start or during the course of the school year in question; of course we will endeavour to let you know if that happens.

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

Yours sincerely

Susan Foster
Head Teacher

Section 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														
Twitter:	@arranhigh														
Acting Head Teacher:	Mrs Susan Foster														
Status:	Non-Denominational, Co-educational														
Stages Covered:	S1 to S6														
Current Roll (December 2021):	<table><tr><td>S1</td><td>S2</td><td>S3</td><td>S4</td><td>S5</td><td>S6</td><td>TOTAL</td></tr><tr><td>36</td><td>51</td><td>28</td><td>41</td><td>36</td><td>40</td><td>232</td></tr></table>	S1	S2	S3	S4	S5	S6	TOTAL	36	51	28	41	36	40	232
S1	S2	S3	S4	S5	S6	TOTAL									
36	51	28	41	36	40	232									
Capacity of the School:	350														
Projected Intake:	<table><tr><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>34</td><td>49</td><td>29</td></tr></table>	2022	2023	2024	34	49	29								
2022	2023	2024													
34	49	29													

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
School Closes	15:45

Communities Directorate (Education Services)

What we want to achieve

Our Overall Aim

Ensuring our children and young people experience the best start in life.

Our Priorities

- We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18
- We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
- We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.
- We will work with all *young people to build their resilience, supporting their mental health and physical well-being.*

School Values and Vision

After a consultation process which took account of the views of all learners, staff, parents and our wider community during session 2014-15 (and reviewed this session), we identified the following as the core values of our school campus.

Ambition **Belonging** **Compassion** **Trust**

Our school exists to provide a safe, happy, aspirational learning environment for every young person. In doing so, we provide the opportunity for each individual to express their unique skills, attributes and capabilities and to achieve at the highest level in all of their endeavours.

Arran High School, along with Lamlash Primary School and Early Years Class promotes Nurturing approaches to support positive behaviour across our school. All approaches are in line with the United Nations Convention on the Rights of the Child. Our Ethos and Relationships policy can be found on the school website.



Senior Leadership Team

School Staff

SENIOR LEADERSHIP TEAM

Mrs Foster	Head Teacher
Mrs Wilks	Depute Head Teacher
Mrs Bunting	Depute Head Teacher

FACULTY OF ART & DESIGN AND PHYSICAL EDUCATION

Mr Wedge	Faculty Head (Art & Design)
Mr Scott	PE
Miss McGhee	PE

FACULTY OF SOCIAL SUBJECTS & RME

Mrs Gosman	Faculty Head (Geography & Modern Studies)
Mr Barr	Geography
Mrs Campbell Thomson	History
VACANCY	Religious & Moral Education

FACULTY OF LANGUAGES & LITERACY

Mr Reid	Faculty Head (English)
Mrs Early	English
Mrs Brown	English
Mrs Fletcher	Modern Languages/Psychology

FACULTY OF MUSIC & COMPUTING

Mr Dickie	Faculty Head (Music & Computing)
Mr Beith	Computing
Ms Muir	Instructor – Brass
Miss Tait	Instructor – Fiddle
Mrs McFadzean	Instructor – Woodwind
Mr Miller	Instructor – Pipes
Mr Barnes	Instructor – Drums
Miss Durkan	Instructor – Clarsach

FACULTY OF SCIENCE

Mrs Logan	Faculty Head (Biology)
Mr McCartney	Chemistry
Mr Wilks	Physics

FACULTY OF TECHNICAL EDUCATION & HOME ECONOMICS

Mrs Urquhart-Dixon	Faculty Head (Hospitality)
Mrs K McDonald	Hospitality
Mr McNeice	Technical
Mr Wilson	Technical

FACULTY OF MATHEMATICS & NUMERACY

Mrs Hogge	Faculty Head (Mathematics)
Mr McInnes	Mathematics
Mr Early	Mathematics

FACULTY OF SUPPORT

Ms K Officer	PT (ASN)
Mrs Macbeth	PT (Pastoral)
Miss Smith	Nurture Teacher
Miss Rodeck	Nurture Assistant

ACTIVE SCHOOLS CO-ORDINATOR	Mr Rae
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EDUCATION BUSINESS OFFICER	Mrs Murdoch
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EDUCATION ASSISTANTS	Mrs Cannon Mrs Duff Mrs Dale
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CLASSROOM ASSISTANTS	Mrs Girbow Ms Manson Mrs Taylor
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AREA INCLUSION WORKER	Mr McDermott
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LIBRARIAN	Ms Talbot
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TECHNICIAN (ICT)	Mr Gallacher
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TECHNICIAN (SCIENCE)	Miss Toogood
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TECHNICIAN (TECHNICAL)	Mr Garraway
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NORTH AYRSHIRE COUNCIL – EDUCATION SERVICE

Arran School Holiday and In-Service Dates 2022/2023

Term	Dates of Attendance	Day	Date	Cumulative Holiday / Closure Total	Cumulative Working Days
Term 1	Teacher (In-Service)	Wednesday	17-Aug-22		
	Pupils Return	Thursday	18-Aug-22		
	Teacher (In-Service)	Monday	19-Sep-22		
	Close	Friday	07-Oct-22		38
Term 2	Pupils Return	Monday	24-Oct-22	10	
	Teacher (In-Service)	Monday	14-Nov-22		
	Close	Friday	23-Dec-22		83
Term 3	Re-open	Monday	09-Jan-23	20	
	Teacher (In-Service)	Monday	13-Feb-23		
	Pupils Return	Tuesday	14-Feb-23		
	Close	Friday	31-Mar-23		143
Term 4	Re-open	Monday	17-Apr-23	30	
	May Day	Monday	01-May-23	31	
	Teacher (In-Service)	Friday	26-May-23		
	Close	Wednesday	28-Jun-23	66	195

Pupils attendance will be 190 days after deducting 5 in-service days

Associated Primary Schools

Mrs S MacLachlan (Head Teacher)

Brodict Primary School, Brodict, Isle of Arran KA27 8DW	01770 302367
Corrie Primary School, Corrie, Isle of Arran KA27 8JB	01770 810244
Kilmory Primary School, Kilmory, Isle of Arran KA27 8PQ	01770 870262
Pirnmill Primary School, Pirnmill, Isle of Arran KA27 8HP	01770 580226
Shiskine Primary School, Shiskine, Isle of Arran KA27 8EP	01770 860207
Whiting Bay Primary School, Whiting Bay, Isle of Arran KA27 8PX	01770 700260

Mrs S Foster (Head Teacher)

Lamlash Primary School, Lamlash, Isle of Arran KA27 8NP	01770 600527
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Annual Golf Competition June 2021



Royal College of Surgeons – Edinburgh – August 2021

Section 2: School Procedures

School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Any parent/carer or visitor at a 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.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

Positive Relationships

The school is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

Break Time Supervision

The Council meets the terms of legal requirement that pupils be supervised around the school and grounds by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school. Our policy reflects that of North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in provided at break times and lunchtimes. Students who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.

Absence from school premises at breaks

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

It is the policy of North Ayrshire Council that students should not leave the school grounds for any reason at intervals.

Students may leave and return through the pupil access doors at lunchtimes.

We ask you to encourage our young people to follow these rules in the interests of safety.

School Dress Code

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

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

The Council will support schools in encouraging and helping students 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 wellbeing.

Types of clothing which will not be allowed include:

- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other students
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and students are distressed over the occasional loss of students' 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.

Our school policy is as follows:

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

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

Physical Education

All students require suitable footwear and clothing for Physical Education.

Personal Belongings

It is appreciated that parents and students may be distressed over the occasional loss of clothing and/or personal belongings. Parents are asked to assist 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.

School Meals

Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the young people. Please inform us if your child has any specific allergies.

Cashless Catering System

School lunches are prepared and served in the dining hall.

Cashless Catering Accounts are accessed by students using their young Scot National Entitlement Card. Should your child lose his/her card, please telephone 0845 603 0596 to arrange a replacement. Students 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 student's account via iPay.

A note of a child's purchases can be requested from catering staff and the balance of monies can be viewed via iPay.

Mobile Devices

While the benefits of mobile phones are recognised, they can be a serious distraction to learning. Students 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/recordings (video and audio) whilst in school will be treated as a breach of the school's Ethos and Relationships Policy or a serious incident, which could be referred to the police.

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, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, texts, emails (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM. Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

Listening and Learning

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and students. 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:

The Council has a Two Stage Policy when dealing with complaints from parents and members of the public. More details on the two stages can be found in the Council's complaint page here:

<https://www.north-ayrshire.gov.uk/contact-us/complaints-and-feedback/make-a-complaint.aspx>

- It is helpful if complaints are made initially to the school's Head Teacher. This ensures the school is made aware of what is going on and has the opportunity to investigate and try to resolve the issue at Stage One first.
- We try to resolve all complaints as quickly as possible but if a complaint is complex more time may be needed to investigate. It is therefore helpful if you can provide full details of the issue at the outset and ask for an early appointment to discuss.
- If you are not satisfied with a response you receive at Stage One, you can ask that your complaint is escalated to Stage Two. Should you wish to do this you should contact Education Services at Cunninghame House, Irvine, KA12 8EE
Telephone 01294 324400
- If after receiving the Stage Two final response letter you remain dissatisfied you can ask the Scottish Public Services Ombudsman to consider your complaint and we'll tell you how to do this in the Stage Two response letter.

- 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. However, parents are advised that individual more personal complaints are not appropriate for raising via parent councils due to the need for appropriate confidentiality.
- Please note you can also raise concerns you may have with your local Councillor, MSP or MP but these will be handled under a different process to the Two Stage complaint process.



Senior Football Team 2021



Dumfries House Textiles – September 2021

Section 3: Educational Grants: Footwear, Clothing, Free School Meals and Transport

Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimant's monthly income must not exceed £625.00, however, some parents earning more than this may still be eligible. Parents who still receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £16,105), both Working Tax Credit and Child Tax Credit (with an income of up to £7,500) may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council's Contact Centre on 01294 310000 or the Council's Welfare Reform Team on 0300 99 4606 for further advice.

Information and application forms may be obtained from schools.

Free School Meals

Children of parents receiving Universal Credit (claimant's monthly income must not exceed £625.00), Income Support, Income based Job Seekers Allowance, any income related element of Employment and Support Allowance, Support under part VI of the Immigration and Asylum Act 1999, both Working Tax Credit and Child Tax Credit (with an income of up to £7,500) are entitled to a free midday meal. Parents and Carers should contact 01294 310000 for further information.

Students qualifying for free school meals will have their account credited with £2.05 prior to lunch time each day. Any amount not used cannot be carried forward.

Further information can be found here:

<https://www.north-ayrshire.gov.uk/education-and-learning/grants-and-allowances/footwear-clothing-and-free-school-meals.aspx>

School Transport Policy

North Ayrshire Council has a policy of providing free transport to all secondary students who live more than three miles from their local school by the recognised shortest safe walking route. An application form can be obtained from the following link:

<https://www.north-ayrshire.gov.uk/forms/educationalservices/free-school-transport.docx>

These forms should be completed and returned before the end of February for those students 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 students 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 students 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. Poor or dangerous behaviour can result in children losing the right to free transport.

Please see attached link to the Council's School Transport Policy:

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf>

Bus passes are issued to those students entitled to free transport. Students 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 students 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 student's home after extra-curricular activities on Monday – Thursday.

These buses are routed round the Southend (16:55), North End (17:00) and via the String (16:55).



Ocean Trust Sailing – August 2021



Exploring Gymnastics in PE – Autumn 2021



Mountain Bike Club Maintenance



S1 Brodick Castle History Trip – November 2021



Anti-Bullying Week Activities



Fort William Mountain Biking



Halloween Cakes – Home Economics – October 2021

Section 4: School Registration, Enrolment and Registration and Enrolment

Parents of students 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.

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

The school works in partnership with all associated primaries to ensure a smooth transition. This includes the sharing of information and teachers visiting the primaries to work with the students prior to their arrival. In addition, the students experience a comprehensive transition programme which includes a timetabled High School experience in June.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

Attendance at School/Lateness

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

Attendance is formally recorded period by period. In addition, class teachers carry out period by period attendance register. All of this information is recorded electronically.

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

Parents are asked to inform the school by letter or telephone if their child is, or is likely to be, absent and to give the young person a note on his or her return to school, confirming the reason for absence. Each morning and afternoon office staff will endeavour to contact parents of absent students for whom no telephone call/letter has been received, after internal checks have been made. If there is no explanation from parents, the absence will be regarded as being unauthorised.

If contact has been unable to be made to the parent/carer by the office or no response is made by lunchtime to the school as a result of chasing up the absence, the names of the students will be passed to the Pastoral Support Teacher who will then follow up the absence.

Students will only be excused from Physical Education lessons through injury or illness: a parental note must be provided in these circumstances and other than in exceptional circumstances the young person will get changed into PE kit and take on some other role during the lesson.

Every effort should be made to avoid family holidays during term time as this both disrupts the young person'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 close 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, in partnership with the Area Inclusion Worker and other relevant partners where appropriate, investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer students to the Reporter to the Children's Panel, if necessary.

Structure of Classes

The 2021-22 curriculum was as follows in S1/2 (number of periods in brackets):

Art and Design (2)
English (4)
Wider Achievement (2)
French (3)
Hospitality (2)
Mathematics (4)
Music (2)
Physical Education (3)
PSE (1)
RME (2)
Science (3)
Social Subjects (4)
Technologies (3)

During S3 Students have the opportunity for Personalisation and Choice in their learning as they transition towards study in the senior phase.

In S4, students normally study 5 optional subjects plus Maths and English and in S5 and S6 students normally study 5 subjects. Most of our young people remain at school for a sixth year. In S6 particularly, there is a greater degree of flexibility in terms of how and what young people learn, although the focus of the senior phase (S4-S6) is ensuring that our young people are well-prepared and have the appropriate skills and qualifications to move on to work, further or higher education or training, regardless of when they choose to leave school.

Our curricular structure remains under review, given the ongoing changes to arrangements.



Fitness Suite Lunchtime Club



School Captains with Mrs Foster – August 2021

Section 5: Curriculum for Excellence

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. 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, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers and families in this.

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 – the language and number skills that unlock other subjects and are vital to everyday life. There is 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, making learning relevant and helps young people apply lessons to their life beyond 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

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims 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



Senior A Grade Achievers – August 2020

Curriculum for Excellence aims to enable young people to meet the four capacities listed below:

Curriculum for Excellence: The 4 Capacities



Further Information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

The Curriculum S1 – S6 in Arran High School

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 2021-22. We are unable 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 provide a broad, general education for all learners.

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 student progress is passed from primary to secondary so that Arran High School staff know the profile of progress in learning for each individual student who comes in to first year.

The S1 curriculum delivers all experiences and outcomes in all curricular areas and includes literacy, numeracy and health and wellbeing across the curriculum. Aspects of health and wellbeing will be mainly taught by teachers of Personal & Social Education, Hospitality, Science and Physical Education, but all members of staff have responsibility to develop this aspect of learning.

Throughout a young person's experience in S1 there are opportunities built-in to develop the four capacities and skills for learning, life and work. Opportunities will also be created for outdoor learning through a range of activities, starting with teachers taking advantage of our unique surroundings through everyday teaching and learning. Interdisciplinary learning is planned to provide opportunities to see connections within and across learning experiences.

The Principal Teacher Support (Pastoral) 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.

In general, new S1 students are placed in classes on a mixed ability basis. Teaching materials and methods are designed so that realistic but challenging targets are set for each student in each subject and students know what they need to do to be successful and what their next steps in learning are. Wherever possible, students 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 students who require additional support to receive assistance through co-operative teaching and from teachers with special training in Support for Learning.

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.

The third year offers the opportunity for a much greater degree of personalisation and course choice than the previous two years.

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

The Senior Phase – S4 - S6

The Senior Phase is where specialisation is further 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 is full of useful information to help you understand the ongoing changes to qualifications and awards.

Religious and Moral Education

The school is committed to supporting the development of its students 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 students
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values upon 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 and value the cultures and heritage of others.

The approach to Religious and Moral Education is broad based and non-denominational. For students in S1, S2 and S3 there is time allocated for Religious and Moral Education as part of their broad general education. In S4, students currently follow 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 can be considered. Appropriate requests will be granted on not more than three occasions in any one session and the student 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 understand our 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 students or their families.

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

Personal and Social Education

A formal programme of personal and social development (PSE) is taught from S1-S6. The course is taught by the Principal Teacher Support (Pastoral) and is enhanced by representatives from a wide range of external providers.

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

Extra-Curricular Activities

An extensive range of extra-curricular activities takes place after 15:45 or during the lunch break. Extra-curricular buses are provided for these activities. The activities can change, depending on staff availability, but the following are generally available on a regular basis or block basis depending on the time of year:

Football, Art, Netball, Mountain Biking Club, Fitness Suite, Instrumental Groups, Basketball etc.

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 students have the opportunity to spend a week of leadership development activities led by the Arran Outdoor Education Centre. Various international experiences.

There are after school activities run by the Arran Youth Foundation and these activities are held in the porta cabin at the rear of the school.

We also offer an extensive Support Study programme after school in all subjects for our senior phase students throughout the year.

We are a Sport Scotland Gold School Sport Award holder 2018-2021, following on from first gaining the award in 2016.

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. There is also tuition in Pipes, Drums and Clarsach.

Assessment and Reporting

Reports to Parents

Parents' meetings with teachers are held in school (Covid mitigations permitting) once per year for each year group (Targetted telephone calls may replace a face-to face experience to meet the requirements of Covid restrictions).

Written reports are made to parents in the form of three tracking and monitoring reports and one full year report for each year group.

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 Support (Pastoral). In turn, it may also be desirable to check on the progress of a young person out with the reporting period if concerns are identified. We will inform you if this is the case.

Dates of Parents' Evenings are published to parents via our school newsletter at the beginning of the school year.

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 an atmosphere in the school which is nurturing, supportive and learning-focussed.

Assessment

Regular assessment enables teachers to evaluate students' progress and to gauge if particular areas of learning 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 learning.

The main aim of assessment is not to rank students from 'top' to 'bottom' but rather to support students in their learning by highlighting how much has been learned as well as what their next steps in learning are. Target setting takes place for every learner and, by setting challenging yet realistic targets, students gain a real sense of achievement when they see these targets being overtaken.

Every teacher should employ a wide range of assessment strategies. In addition to small tests at the end of units of learning, teacher observation of students, talking and listening, projects and learning at home, students are encouraged and supported to engage in self-assessment and peer assessment so that they may judge their own progress.

The progress of students in S1, S2 and S3 is measured against the Curriculum for Excellence Benchmarks in each subject. There are four levels in CforE. The expectation is that almost all P7 students will have overtaken levels 1 and 2 before embarking on their secondary education and the majority of students will overtake levels 3 and 4 by the end of S3.

Home Learning

Parents have a very important role in helping their children to get the best out of the school and it is important that they take an active interest in their child's progress at school. This can be done by:

- Encouraging hard work and high standards at all times.
- Stressing the importance and relevance of what is learned at school
- Supporting the school's policy on homework and discipline

From time to time pupils are given assignments and Personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

The nature and frequency of learning at home has changed in recent years because of new teaching and learning methodologies, because of changes in the curriculum and because, ultimately, the completion of learning at home cannot be compulsory. Notwithstanding these changes, learning at home is still viewed as an essential element in every young person's education. Learning at home will be appropriate and relevant to the student's needs, and used as an aid to setting targets and enabling every learner to progress in line with, or beyond, expectations.

Oversight of learning at home by parents and teachers will establish and nurture good habits at the earliest stages of the secondary school. Learning at home, especially in certificate classes S4 – S6, should be seen as training in the discipline of private study and as a valuable extension to coursework. Independent study in S4-S6 should therefore follow on from good practice in S1-S3.

Students and parents will find that the amount and nature of learning at home 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 S1 – S6.

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

S1 – S3:	Between about 5 and 8 hours per week.
S4 – S6:	At least 1 hour per subject per week. Students following Higher and Advanced Higher courses should expect at least 2 hours per week for each subject.

These can only be very approximate times since the actual time will depend on the nature of the subject being studied. If it is found that in your opinion too long is being spent on any one piece of home learning, you should feel free to curtail the time spent and let the school know.

The school has adopted a digital solution for homework setting and planning. This is via 'Satchel 1'. Further details can be obtained from the school office or from the class teacher.

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 focus on learning, then learning activities can be sent home.

Parents are asked to contact the school office to arrange the provision of learning activities from the relevant class teachers. Home learning activities will not be set for students whose parents take them out of school during term time to go on holiday.

Careers

A regular visitor to the school is the Careers Advisor from Skills Development Scotland, who works very closely with the school to help students make well-informed choices about their future. Usually, the Careers Advisor's first contact will be with S2 students 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 student may need the Careers Advisor'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 students have open access to the Careers Advisor when they decide they need advice: it is up to the students to ask through the Principal Teacher Support (Pastoral), or independently, for an appointment to speak to the Careers Advisor.

Parents too are welcome to contact the Careers Advisor for help if they feel their child needs advice. This can be done through the Principal Teacher Support (Pastoral) 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. Students 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 students are encouraged to use including university and college websites and a new site called 'My World of Work'.

The Careers Advisor and Principal Teacher Support (Pastoral) also give assistance to students 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.



Hula Hooping Fun – August 2021



Halloween – October 2021

Section 6: School Improvement

S&Q Report/Improvement Plan

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school's self-evaluation process with heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews undertaken from time to time e.g. to look and report on quality of the Broad General Education (3-18) and Senior Phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

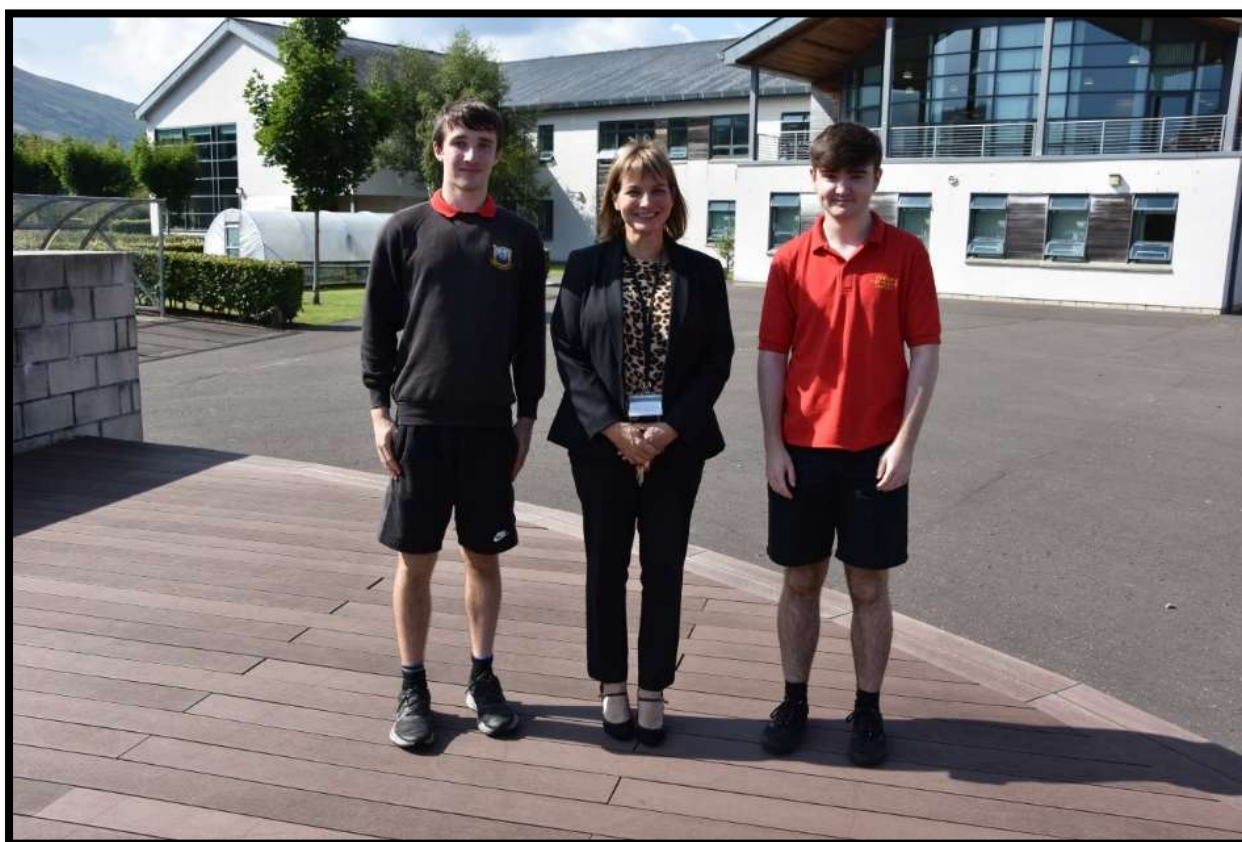
- National Improvement Framework
- How Good is our School?
- How Good is our Early Learning and Childcare?

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/Carers, Young People and School Partners will play an active role in the development of these key school documents.

Our current standards and quality report in on the school website.



Annual Award Ceremony – August 2021



Section 7: Support for your Child

Equalities

In line with North Ayrshire Council policy, educational provision is open to all young people, 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.

Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect young people at the school and in the case of admissions, those applying or wishing to apply for admission. Former students are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government Website:

<https://education.gov.scot/improvement/research/equality-act-2010>

Child Protection

The Education Service 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 the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The 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. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

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. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies, safeguarding and procedures.

In Arran High School the Child Protection Coordinator is currently Mrs Wilks (DHT), however the Head Teacher, Mrs Foster, is also able to discuss any concerns you may have, as is Mrs Bunting (DHT) and Mrs Macbeth PT Support (Pastoral).

Inclusion

North Ayrshire Council is committed to the well-being and educational development of all learners including those with Additional support needs. Including learners requires all staff to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Our inclusion strategy states that:

- An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning
- An inclusive approach to education promotes tolerance and a positive understanding of diversity
- An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

The presumption of mainstream as outlined in the Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire therefore has a duty to ensure that clear assessment outlines the additional support needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team around the child to make recommendation for consideration or alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents/carers to ensure that all supports have been put in place to support a child or young person in their mainstream context before submitting clear evidence of what has been implemented and going on to request alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence and a review of the needs of the young person and the current peer group in each setting.

The Education (Disability Strategies and Students' 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 Education (Additional Support for Learning) (Scotland) (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.

Additional Support for Learning

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. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

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.

Duties under the 'Additional Support for Learning' legislation

North Ayrshire must assess any student with additional support needs and provide with 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 student gets 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 to student 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 students for example on the best way to support a student 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 consultation, collaborative assessment and planning interventions for your child after you agree 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.

The authority approach to staged intervention has been updated to take ensure it is line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

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.

Detailed advice on transition planning is provided in the Supporting Children's Learning Code of Practice, which can be accessed at the following link:

<https://www.dsscotland.org.uk/wordpress/wp-content/uploads/2015/05/Consultation-Doc-June-2017-1.pdf>

Dispute Resolution Procedures

If you feel that things are not being done properly to support your child, 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.

Further Support

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

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

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

Helpline: **0345 123 2303**

Email: info@enquire.org.uk

Scottish Independent Advocacy Alliance

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

Telephone: **0131 260 5380**

Email: enquiry@siaa.org.uk

Scottish Child Law Centre

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

Telephone: **0131 667 6333**

Email: enquiries@sclc.org.uk

Getting It Right for Every Child – Ensuring their Wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

The act ensures that all children and young people from birth to 18 years old have access to a Named Person.

The act puts in place a single planning process to support those children who require it.

The act places a definition of wellbeing in legislation.

The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Taking a 'Getting it Right for Every Child' 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. The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

The eight indicators of wellbeing (SHANARRI)

<i>Safe</i>	<i>Healthy</i>	<i>Achieving</i>	<i>Nurtured</i>
<i>Active</i>	<i>Respected</i>	<i>Responsible</i>	<i>Included</i>

Why we have to get it right for every child

Education Service must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education Services and in partnership with Education have a responsibility to ensure the wellbeing of North Ayrshire's children and young people.

For more information on Getting it Right for Every Child in North Ayrshire go to www.qirfecna.co.uk

Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education Services 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, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues. They are also involved in supporting research to evaluate how effective approaches to support children and young people are.

Your child's school already has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system of support, each school and authority early years' centre has a link educational psychologist.

When concerns arise about a particular student the school takes action to address these concerns. If the concerns continue, the school may have an informal discussion with the educational psychologist, and ask about general advice.

If needed, a consultation meeting involving the educational psychologist can then be arranged. This will be discussed with you beforehand. This may be a one off, or may lead to longer term involvement. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will be involved while there is a specific role for them within the collaborative assessment process.

Find out more at:

<http://www.northayr-edpsychs.co.uk>

Data Protection

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016.

The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals' data.

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/eye-privacy-policy.pdf>

We may also share or receive an individual's personal data with the following:

- Scottish Government & Education Scotland
- Private Nurseries'
- Strathclyde Passenger Transport
- Scottish Children's Reporter Administration
- Social Work Services
- Scottish Public Services Ombudsman

Where we are required we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public funds.

Individuals' have legal rights under the data protection legislation including the right of access. Further details can be found in the Council's Privacy Policy at:

<https://www.north-ayrshire.gov.uk/privacy-policy.aspx>

Medical and Health Care

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

If a student takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately. (In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parent/carers will be notified immediately).

For this reason, it is important that the school has contact details for parents/ carers and an additional contact person in case parents/ carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.

It is the parent's responsibility to notify the school and keep medical information updated as required.

Children will not be sent home unaccompanied.



Prefects – August 2021

Section 8: Parental Involvement

Parental Engagement and Involvement

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook etc. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are invited, informally or by letter, at least once per year to visit the school (Covid mitigations permitting) in order to discuss the learning, progress and wellbeing of their son/daughter with teaching staff and/or members of the Senior Leadership Team.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, PT Pastoral or one of the Senior Leadership Team. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

Frequent invitations are issued to parents (Covid mitigations permitting) to participate in school activities such as open day, class assemblies, and curricular workshops and to assist with outings and visits, sports and concerts. We have early meetings for the parents of S1 students and keep parents informed of events with a range of Newsletters, Twitter, Facebook, Website updates, Texts, Emails and Invitations.

Parent helpers and community members are also actively encouraged to volunteer to help us with events such as school trips, as this is something that in such a small school can prove difficult when trying to release school staff for events off the island. Any volunteer would need to complete a Disclosure (Scotland) check which would be processed through the school.



Prefect Social and Charity Group – August 2021

Parent Council

Every parent/carer of children at Arran High School is automatically a member of the Parent Forum and a smaller, voluntary group of parents, the Parent Council, 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 young people 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.

Any parent can put themselves forward to be a member of the Parent Council. Meetings are held in the school and are attended by the Head Teacher, who acts as a professional advisor.

Any parent who wishes to attend 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. www.arranhigh.co.uk

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



Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

As at August 2021 the chairperson of Arran High School Parent Council is Greg Hamill. Members of the Parent Council can be contacted by our school website or via the school office.

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 following:

Website: www.arran.n-ayrshire.sch.uk

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

Twitter: @arranhigh

School Committees

The school has an active **Student Council** who meet on a regular basis to discuss a range of topics related to general student issues, Rights Respecting Schools and learning and teaching.

Each year group elects two representatives to serve on the Student Council.

The council is chaired by an S6 student and minutes are taken and shared with the rest of the school. The Council meets termly and a member of the Senior Leadership Team is normally present to advise on procedures and other matters.

School Captains and Senior Prefects normally meet on a weekly basis with a member of the Senior Leadership Team to discuss issues specifically related to Senior School students. We also have a Peer Mentor group consisting of senior prefects that meet regularly.

We have an active and successful **Sports Committee**, led by our Young Sports Ambassadors who have developed sporting opportunities for young people in Arran High School as well as in our cluster primary schools.



Clarsach Tuition



Youth & Philanthropy Initiative Final 2021

Section 9: Student Data Collection and Protection Policies

The Scottish Government and its partners collect and use information about students through the *Student 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 students. We are keen to help all our students 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
- plan, and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better

- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by:
- <https://www.gov.scot/publications/pupil-census-supplementary-statistics>

Data policy

Information about students' 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 students 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 students can or would be made publicly available by Scottish Government.

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



Road Safety Slogan Competition supported by Arran Riding Club

Your data protection rights

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the National Data [Linkage](#) Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on:

<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed>

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, 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.

Alternatively, complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.



Important Contacts

Interim Executive Director (Communities)

Caroline Amos
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 310000

Head of Service

Andrew McClelland
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 310000

Head of Service (interim)

Lindsay Morris
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 310000