

ARGYLL AND BUTE COUNCIL
Customer Services: Education

Oban High School
Handbook
Academic Year 2021/2022



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This document is available in alternative formats, on request (please contact the Head teacher).

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GENERAL SCHOOL INFORMATION

Contact Details

Mr. Peter Bain
Executive Head Teacher
Oban High School
Soroba Road
Oban
PA34 4JB

Telephone Number: 01631 564231

Website: www.obanhigh.com

Email Address: enquiriesobanhigh@argyll-bute.gov.uk

School Roll and Stages

Present Roll:	924	
Class Stages:	S1	185
	S2	168
	S3	185
	S4	157
	S5	137
	S6	92

Non-denominational
No Gaelic Medium Unit

School Staff

SLT Remits and Responsibilities 2021-22

Lead	Peter Bain	Lauren Morrison	Aileen Jackson	Sam Martin	Kevin Champion	
Responsibility	School	Diarmid	Fingal	Ossian	Somerled	
National Priority/ NIF	Leadership of Change	Learning, teaching and assessment	Curriculum	Increasing creativity and employment	Ensuring wellbeing, equality and inclusion	R
HGIOS QI	1.3	2.3	2.2	2.7	3.1	
Key Aspects/duties	Raising Attainment	Learning, Teaching & Assessment	Raising Attainment & Family Learning	Partnerships	Pastoral	
	Staff Welfare	BGE	Parental Engagement	Senior Phase	Self-Evaluation	Promotin
	Facilities Management	IDL	Tracking and Monitoring	Curricular ICT	Child protection	Supporting
	Finance	Professional Learning	PEF	SQA Coordinator	School Improvement Plan	
	Recruitment	P.S. Transition	Intensive Support	Skills Development	Standards & Quality	
	Parent Council	Probationers & Students	Assertive Mentoring	Prize Giving	Respect, Relationships and Resilience	L &
	School Fund	Scottish Studies	Peer Mentoring	Health and Safety		Pastoral W
	Elected Members Support	Social Media Promotion	School Calendar	Learner Journeys		
	Trade Union Liaison	2021 Timetable	SPLT			
		School Handbook	Clan Council & Clan Promotion			
			Family Learning			
			Staff Cover			
			2021 Timetable			
Links	Board of Studies	Languages	English	Business & Design Technology	Guidance	
	SLT	RME & Geography	Mathematics	Expressive Arts	Support	
	Clan Captains	History and Modern Studies	Intensive Support		Health and Wellbeing	
	Ballet West	Hostel	HWBFL Officers	Technicians	Science	
		My Time Junior		Argyll College		
	Janitorial/Cleaners	Office		My Time Senior		
	Canteen Committees	PT DYW SDS				

Staff List 2021-22

OBAN HIGH SENIOR MANAGEMENT TEAM			
Mr P Bain	Head Teacher		
Mrs L Morrison	DHT Diarmid	Mr S Martin	DHT Ossian (Acting)
Mrs A Jackson	DHT Fingal	Mr K Champion	DHT Somerled
GUIDANCE DEPARTMENT			
Mr A Craik	Diarmid	Mrs L Dott	Ossian
Miss C Brady	Fingal	Mr D McLaughlin	Somerled
ENGLISH		HEALTH & WELLBEING	
Mr M Green	PT	Mr M Hamilton	PT
Mrs K Stewart		Mr G Fairbairn	
Ms M Seacord		Mrs D Gemmell	
Mrs A Jackson		Mrs J Kelly	
Ms E Brooks-Taylor		Mr N Donald	
		Mr D McLaughlin	
		Miss C Potts	
		Miss T Donald	
		Mr P Gleeson	
		Miss H Douglas	
EXPRESSIVE ARTS		Ms A Luckhoff	
Mr S Martin	PT		
Ms L Currie			
Ms S Forrest		MATHEMATICS	
Ms S Gilvray		Mr I MacLean	PT
Ms S Stewart		Ms E Craig	
Mr S Robertson		Mr A Irvine	
Miss H Clark	Music Instructor	Ms M Reid	
Mr A MacColl	Music Instructor	Ms A Brennan	
Mr A MacColl Jnr	Music Instructor	Mrs L May	
Mr D McLeish	Music Instructor	Ms L Lyon	
Mr M Douglas	Music Instructor	Mrs J Brady	
		Mr F MacKenzie	
		Ms L Kemp	
SOCIAL SUBJECTS		SUPPORT DEPARTMENT	
Mrs F Wilson	PT		
Mrs N Hamilton			
Ms C Brady		Mrs K Binnie	PT
Mr D Duncan		Mrs I Dunne	
Mr C Carswell		Mr M Smyth	
Miss C Morrison		Mrs M Gage	
Miss A McFarlane		Mrs B Hensman-Martin	
Miss J McFarlane		Mrs M Hurst	
		Mrs C Smith	
LANGUAGES		TECHNOLOGIES	
Miss H Hope	PT	Mr D Heaney	PT
Miss K MacKinnon		Mr D Cullen	
Mrs T Robertson		Mr R Tierney	
Ms M Thomas		Ms E MacIver	
Mrs A Smith		Ms C Anderson	
		Mr D Berry	
		Mr R Dott	
		Ms H Macleod	

SCIENCE		ADMIN & FINANCE ASSISTANTS	
Mr I Fulton	PT	Miss K Horne	
Mr D Kearns		Mrs M Kirkham	
Miss I Biddulph		Mrs J Campbell	
Mr I Morrison			
Miss H Stevenson		CHAPLAINCY	
Mr K Champion		Mrs R Smith	
Mrs L Bruce			
Mr G Teaz			
		CLASSROOM ASSISTANTS	
SUPPORT STAFF		Mr A McFadyen	
Miss A Byrne		Mrs D MacIntyre	
Mrs S Cameron		Ms J MacEachen	
Mrs S Hammick			
Mrs C MacArthur		HOSTEL	
Mrs J Dairon		Mrs F Bichard	
Mrs S Fairbairn			
Mrs A Harper		JANITORS	
Mrs C Johnston		Ms L Donald	Head Janitor
Mrs C MacFarlane		Mrs C MacDonald	
Mrs B MacKenzie		Mr P MacCallum	
Mrs F MacFarlane			
Mr D Paterson		OFFICE	
Mr D McLeish		Mrs C Cameron	
Miss C MacDonald		Mrs L MacDonald	
		Miss A MacIntyre	
Youth Worker		Ms A McCaig	
Mrs J Reynolds		Mrs R McInnes	
Health and Wellbeing Family Liaison Officers		Mrs H Hill	
Mrs D Gillies	Ossian	Mrs C McNab	
Miss L McKechnie	Fingal	Mrs A Michel	
Mrs A Hill	Diarmid	Mrs L MacLeod	
Mrs M Hunter	Somerled		

TECHNICIANS	
Mr D Ferguson	Senior Technician
Mr D Burt	
Mrs L Murray	
Mr A Nicol	
Mr J Evetts	

School Day

PERIOD 1	9.05 – 10.10am
PERIOD 2	10.10 – 11.15am
MORNING INTERVAL	11.15 – 11.35am
PERIOD 3	11.35 – 12.40pm
LUNCH BREAK	12.40 – 1.30pm
PERIOD 4	1.30 – 2.35pm
PERIOD 5	2.35 – 3.40pm

Details of school holidays can be found on page 54.

Guidance Structure

The four clans are:

Diarmid



Fingal



Ossian



Somerled



Each clan has two classes from each year group and sixth year pupils are encouraged to take on leadership roles within the clan. There are Clan Leaders, sixth year pupils that have applied and been through a rigorous selection process, for each clan. Each clan has a Guidance teacher and a Clan Chief – a member of staff who is elected by the pupils.

Pupils are supported throughout their school career by the PT Guidance who works with a clan. Pupils have one to one interviews with their Guidance Teacher to discuss curricular or other matters. PT Guidance staff have close links with parents/carers and appropriate agencies, as required. The Pastoral support provided by our PT Guidance staff aims to ensure pupils are safe, happy, healthy and achieving their potential within Oban High.

In Oban High School, PT Guidance staff play a major role in providing overall pastoral care, drawing on their close knowledge of particular pupils' circumstances. They make great efforts to cater for particular pupils' personal needs. In addition to responding to the needs of pupils with particular difficulties, Guidance staff make considerable efforts to get to know all pupils well, for whom they have a guidance responsibility.

Guidance staff develop effective relationships and communicate with parents/carers and carers. They work closely with other school staff and appropriate partners to support pupils at key stages of transition, into the school and from school to the next stage. They have productive relationships with support staff from other agencies and services including health and social work. They are effective in approaches to supporting vulnerable pupils, including children and young people who are looked after or looked after and accommodated by the local authority.

School staff, children, young people and parents/carers should be clear that the majority of concerns can be discussed in confidence with any member of staff. The school will involve children and young people in giving informed consent to share information with other services where this will help them. The school is also clear what staff will do where there are concerns about risk or harm, while communicating a commitment to support and involve the child or young person when information must be shared.

Early Learning and Childcare Provision

All eligible two, three and four year olds are entitled to 1140 hours (pro rata) of funded Early Learning and Childcare (ELC). 1140 hours ELC is intended to support child development, help close the attainment gap through the provision of high quality services, and support parents to work, train or study. ELC can be accessed through local authority settings, partner provider nurseries and childminders. Parents can also choose to have a blended placement using more than one setting and/or childminder. Further ELC Information for parents is available via <https://www.argyll-bute.gov.uk/registering-your-child-nursery> and an ELC Parents Booklet https://www.argyll-bute.gov.uk/sites/default/files/elc_info_for_parents_booklet_rev_december_2019.pdf.

Please see <https://www.argyll-bute.gov.uk/early-years> or call our Early Years Helpline on 01369 708503 for further information and for details of the nearest establishment/s offering early learning and childcare.

Visits of Prospective Parents/Carers

Any parent who wishes to enrol their child at Oban High School should write to the Head Teacher in the first instance. A visit/meeting will be arranged thereafter with the relevant Guidance Teacher who will also help the parent complete the enrolment form.

For parents/carers who are making a placement request for their child to be placed in a school out with the normal catchment area a further Argyll & Bute Council placement request application must also be made. Placing Request forms are available from the Executive Head Teacher or School Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ, Tel: 01369 704000.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Please see www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school for further information.

School Uniform

The Education Committee recommended at its meeting of 21 August 1997 that - 'the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools'. Given that there is substantial parental and public approval of uniform, schools in Argyll and Bute are free to encourage the wearing of school uniform.

Oban High School's uniform policy was created following consultation with pupils, parents and staff, and has been in place since 2009, with minor adaptations made along the way following discussions with pupil representatives. Most recently in June 2021. We promote fairness and equality, which is why we expect pupils attending Oban High School to all wear the same uniform. The uniform is simple and inexpensive, which ensures all pupils who attend are able

adhere to the uniform policy. We understand that some families do struggle financially and we have help available for those who need it.

By following this dress code we are able to promote equity, we can promote the notion of taking pride in one's appearance, we can build on the whole school identity and we can help prepare youngsters for life and work. Many of us have to wear a prescribed uniform or dress code in life; but it is equally important to learn about adhering to the rules of whatever workplace we find ourselves in. This is part of the wider educational experience we provide.

In Oban High School, the suggested uniform which can be followed equally by boys and girls is as follows:

- Standard plain white shirt and school tie (no plunging/low necklines).
- Black trousers
- Black skirt, with black tights
- Black formal shorts (just above the knees) with black socks.
- Plain black shoes.
- A plain black v-neck jumper or cardigan (optional)
- School Blazer (optional)

Hoodies are considered outdoor clothing and must be removed in class.

The following should not be worn to school;

- No coloured shoes
- No coloured trainers
- No coloured jeans
- No denim
- No leggings
- No sports leggings

PE KIT:

T-shirt (ideally in Clan colours) and gym shoes in a bag with pupil's name and pupils should also bring pencils/pens.

Please note that school uniform is not compulsory and it is not policy to insist on pupils wearing uniform or having specialist items of clothing in order to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any educational benefit as a result of not wearing a uniform.

However, there are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings);
- are made from a flammable material, for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

School Clothing Grants

Grants of £100 are available for any child who will attend an Argyll and Bute Council school and whose parent(s) receive:

- Income Support
- Income Based Job Seekers Allowance
- Income related element of employment and Support allowance
- Council Tax Rebate or Housing Benefit (25% reduction for single occupancy is not included)
- Child Tax Credit and Working Tax Credit (income should not exceed £7,330)
- Universal Credit (monthly take home pay for period must be under £610)

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

To complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Please note that the above eligibility criteria is correct at time of publishing (October 2020) and may be subject to change by the start of August 2021. The link above will contain the most up-to-date information.

If you are not eligible for any of the benefits listed above there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

Parental Concerns

If you have a concern about your child please contact your child's Guidance Teacher in the first instance.

Diarmid	Mr Alex Craik	Alex.craik@argyll-bute.gov.uk
Fingal	Miss Claire Brady	claire.brady@argyll-bute.gov.uk
Ossian	Mrs Lee Dott	Lee.dott3@argyll-bute.gov.uk
Somerled	Mr David McLaughlin	David.Mclaughlin2@argyll-bute.gov.uk

Pupil Absence Procedures

Parents are required to contact the school every day for any absence other than holiday. Council policy is that we will contact a parent if a child is absent and no communication has been forthcoming from the parent. We may do this by phone or text message.

School Attendance

Parents/carers are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents/carers are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents/carers, the importance of good communication between home and school cannot be over-emphasised.

Parents/carers are asked to assist school staff in the manner detailed below:

If your child is unwell, please notify the school by calling 01631 564231 as soon as possible, leaving a message on our attendance line.

If a child has not been registered in school, and no parental phone call received, a text/phone call home will be issued. If there is no notification of absence a letter will also be issued after one day. A further letter will be issued after 3 days and a referral to the Attendance Council may be considered.

Planned Absence

- Parents/carers are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents/carers are asked to seek permission from the Head Teacher and provide information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

Parent / Carer Contact Details

Parents/carers are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

The Complaints Procedure

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Executive Head Teacher. If parents/carers have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Executive Head Teacher or member of the management team.

PARENTAL INVOLVEMENT

Communication between Schools and Parents/Carers about Individual Children

Oban High School will be proactive in providing parents/carers with advice about their child's progress. This will be stated in plain language, will cover as many curricular areas as possible, and will be about the child's progress since the parents/carers last received a report. Much of this will be conveyed by formal reporting arrangements but the school will take opportunities to engage with parents/carers whenever possible and ensure adequate arrangements are in place to meet the needs of all parents/carers.

* The legal definition of 'parent' in education legislation refers to anyone who has parental responsibilities or who has care of a child or maintains a child. Within this policy the term 'parent' refers to that widest definition. The term "child" refers only to pupils under 16.

Over 16s are legally described as "young people" and parental rights and responsibilities largely cease (there are certain exceptions).

Arrangements for pastoral care and support will encompass a commitment to highlighting educational progress for individual children themselves and their parents/carers. Parents/carers and pupils will be actively involved in the personal learning planning process and in the preparation of plans for children with additional support needs as defined in the Additional Support for Learning Act 2004. The Principal Teacher of Learning Support can provide further information about personal learning plans and support plans.

Oban High School will ensure that a wide range of communication options are available to meet the needs of all parents/carers, e.g.

- School website www.obanhigh.com
- E-mail
- School bag information
- Text messaging
- Facebook page
- Twitter
- School App for Parents

Where possible, Oban High School will ensure that cognizance is taken of the needs of parents/carers for whom English is not a first language and for those parents/carers who suffer disabilities, e.g. sensory impairment.

Communication between School and Parents/Carers about Whole-school Matters

Oban High School will undertake parental consultation in the development of school policies and procedures. Through the Parent Council volunteers will be sought to serve on working groups where appropriate. Draft policies for consultation will be published on the school website www.obanhigh.com to allow parental input.

The Parent Council has the autonomy to devise its own aims and priorities within legislation and will publish its activities on the school website for the benefit of the whole parental body. The Chairperson of the Parent Council can be contacted at enquiriesobanhigh@argyll-bute.gov.uk or on the school Facebook page.

Communication between the Council and Parents/Carers about School and Whole-Council Matters

This Council is committed to liaising with parents/carers in a range of ways, e.g. Argyll and Bute Council website where a variety of information can be found.

Argyll & Bute's Parental Engagement Strategy may be viewed at:

https://www.argyll-bute.gov.uk/sites/default/files/parental_engagement_strategy_final_feb_19.pdf

Homework

Details of the school's homework policy can be found in Appendix 2 of the School Handbook

Becoming Involved in School

All staff should encourage the involvement of parent volunteers in areas such as:

- Sporting activities
- Fund raising events

Parent volunteers can experience:

- a greater understanding of the work of the school,
- a broader understanding of children's learning,
- an opportunity to share their own skills and expertise and gain experience working with pupils.

Pupils can experience working with Parent volunteers who can:

- help to enrich their learning experience.

Staff benefits can include:

- improved communication with parents/carers,
- opportunities to convey the aims and ethos of the school more effectively and
- the enhancement of the learning environment.

To comply with the Protection of Children (Scotland) Act 2003 the Council has in place a set of procedures for adults (including parents/carers) undertaking certain work in schools.

It is important that parents/carers and schools understand the need for these procedures to be adhered to and that they work together to ensure that the benefit of involving parent volunteers for certain activities can be made available without undue stress or concerns.

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with staff.

Different Methods of Engagement and Information available to Parents/Carers

The following kinds of activities/approaches are used to engage parents/carers as meaningfully as possible in their children's education, e.g.

- Parental surveys
- Leaflets
- Presentations
- School notice board
- Open days
- Parent focus groups
- Workshops
- Parents/carers' evenings
- Social events

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement

Examples of opportunities for parental involvement are as follows:

During the school day:

- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Outwith the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Wider-curricular activities, e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

Parent Councils

Parent Councils are now established in all Argyll & Bute primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents/carers play in supporting their children's learning.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents/carers and the school – such partnerships being essential to ensure that the child gets maximum benefit from their school experiences.
3. Parental Representation: Parent Councils will be parent/carer led and school supported, with all parents/carers being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about your Parent Council by contacting the Executive Head Teacher.

Parentzone Scotland

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>.



**Information and advice on education
and learning for parents in Scotland**

Be at the heart of your child's learning . . .

Sign up to receive our Parents and Carers e-bulletins
for the latest developments in Scottish education.

edscot.org.uk/p/LQE-391/subscribe

Email: enquiries@educationscotland.gsi.gov.uk

education.gov.scot/parentzone



SCHOOL ETHOS

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents/carers and will take account of the individual needs of pupils and the views of parents/carers.

Vision and Values

Vision

"We at Oban High School believe that the school has a responsibility to ensure that all our youngsters achieve the best possible qualifications.

We also believe that we need to nurture and develop their social, emotional and vocational knowledge and skills to enable them to achieve their full potential throughout their lives".

Values

Ambition Respect Compassion Resilience

We are committed to providing the highest quality educational experience for all of our pupils, which is effective, enjoyable and rewarding – through:

1. Creating a learning environment which encourages challenge, high expectations and high achievement for all.
2. Taking account of individual learning styles and believing that there is no limit to learning.
3. Providing opportunities for our young people to develop their personal and social skills.
4. Working in partnership with our parents/carers and community to teach our young people the duties and responsibilities of citizenship in a democratic society.
5. Developing our curriculum to take account of the changing needs of our young people.



Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. Fundamental principles of our school are that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

School and Community Links

Chaplains - Rev James Beaton, Joan Beaton, Rev Mgr James MacNeil

Councillors - Mary-Jean Devon, Kieron Green, Jim Lynch, Roderick McCuish, Jamie McGrigor, Julie McKenzie, Elaine Robertson and Andrew Vennard.

Enterprise, Pathways and Work Experience – A & A Builders, Michael Acey Furniture, Achnalarig Riding Centre, Alba The Art Shop, Anglers Corner, Ardanaiseig Hotel, Ardoran Marine, Argyll Agricultural Engineers, Argyll Arms Hotel, Bunessan, Argyll & Bute Council, Argyll & Bute Volunteer Centre, Argyll Commercials, Argyll Pottery, Ark Hairdressers, Atlantis Leisure, Avalon, Ballet West, Beaton and McMurphy, BID4UOban, Duncan Blainey, Bookers Cash & Carry, Boutique Hairdresser, BT Openreach, Bunessan Primary School, Caley Fisheries Ltd, C J Auto Repairs Ltd, Shauna Cameron Architects, Chalmers of Oban, Columba Hotel, Community Learning and Regeneration Service, CP Architects, Cruachan Power Station, Cuan Mor, D M MacKinnon, Dalmally Primary School, Dolce Vita, Dunbeg Primary School, Dunollie House, Dunstaffnage Marina, DWP, Eadar Glinn Residential Home, Easdale Primary School, Easy Horse, Kilmelford, Expressions by Sharon Pirie, Falls of Lora Hotel, First Steps Nursery, FLIT Self Drive Ltd, Forbes Boat Care, Forteith Food Service, Frank's Autoparts, Gaelforce, Gage Joinery, Glencruitten Golf Club, Grab/Lori, Hope Kitchen, Inverawe Fisheries, Island Bakery, Dervaig, Isle of Eriska Hotel, J C Electrical Services, Jackson Brothers, Jewson Ltd, Jim Lamont, Kerrie's Tyres, Kilbowie Residential Outdoor Centre, Kilchattan Primary School, Kilninver Primary School, The Landscaping Centre, Lettershuna Riding Centre, Little Bay Café, Lochnell Primary School, Lorn & Islands Hospital, Luing Primary School, MacQueen Brothers, Mathesons of Oban, Matrix Computers, Melfort Club, Morham and Brotchie, Munro's of Oban, Neil McGoughan Ltd, Northern Lighthouse Board, Nutshell Music, Oban Airport, Oban Express, Oban FM Radio Station, Oban Phoenix Cinema, Oban Sheriff Court, Oban Times, Oban Music & Books, Oban Soup Co, Oban Veterinary Surgeons, Ocean Explorer Café, Dunstaffnage, Outside Edge, Oxfam Shop, Pass It On, Park Primary School, Petals of Oban, Piazza Restaurant, Police Scotland, Poppies Garden Centre, Puffer Bar & Restaurant, Easdale Island, Rainbow Nursery, Reflections, Renewables Now, Rockfield Primary School, Roddy's Garage, Roxy's Café, Royal Bank of Scotland, Royal Hotel, S D MacDougall, SDS Scotland, Scottish Agricultural College, Scottish and Southern Energy, Scottish Association for Marine Science, Scottish Natural Heritage, Scottish Power, Scottish Sea Farms, Scottish Sea Life Sanctuary, Scottish Water, Skippinish Ceilidh House, Sheriff Court, SLJ Interiors, Soroba Young Family Centre, Specsavers, Spruce Hairdressers, Stevenson Kennedy, Stoddarts, St Columba's Primary School, Stramash, Strath of Appin Primary School, Strathclyde Fire and Rescue, Tesco, The Barn Restaurant, The Sports Shop, The Studio, E Thornton & Co, Trail West, Trinity Hairdressing, The Landscaping Centre, Visit Scotland, Walton's of Oban, Waterfront Fishhouse, West Coast Motors, West Coast Oysters, West Highland Dental Studios.

H20 Youth Workers - Becky Anderson

Voluntary Groups - Oban Youth Café, The Rotary Club, Oban Otters, Oban Speakers Club, Young Carers

Community Facilities	Astroturf Pitch Rugby Pitch Football Pitch Games Hall Fitness Room Two Dance Studios Two Gymnasiums Atrium Conference and Meeting Rooms Subject Specific Classroom Area for evening/weekend lets, e.g. Cooking, Art & Design, ICT
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Letting Procedures	Applications to let the school should be made online through the Argyll & Bute Council 'BookIt' system or by contacting Municipal Buildings, Albany Street, Oban PA34 4AW, Tel 01631 567906 or 01631 567981.
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Promoting Positive Behaviour

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents/carers and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our school rules are as follows:-

- To come to school **ready** to learn
- To be **respectful** to everyone and everything
- To be **safe** in what we do at all times

For more information on Oban High School's Relationships Policy, please contact Mr. Champion, Senior Depute Head Teacher.

Discipline

The definition of discipline is not “punishment” but “the development of self-control and teamwork, which enables men and women to strive for excellence and greatness”.

US Naval Academy, Tulliallan Police College and Oban High School
(A shared vision)

We hope that the many rewards and opportunities we offer in Oban High School ensures that our youngsters naturally engage with all aspects of our school and that they learn and develop knowledge and skills whilst enjoying their experience of school. However, we are aware that for some this may not always be the case as they grow up and learn the realities of life.

Life and work are full of rules and consequences. In preparing youngsters for life, they need to learn that our rules, like those of an employer, need to be followed whether we like or agree with them; and if we do not follow the rules, we are exposed to the consequences of the choices we make.

Peter Bain, Head Teacher

Whilst the school encourages good behaviour through the use of praise, or through providing a wealth of enhancement activities (previously referred to as extra-curricular activities), we recognise the need for sanctions.

Sanctions include activities related to an incident, for example, a pupil found littering will be asked to pick up litter; a pupil found vandalising an item will be instructed to repair or replace it.

Other traditional sanctions are also used eg Punishment exercises, detentions and exclusions.

Encouraging good behaviour is very important to us here at Oban High and we do our best to work with pupils on this by consulting with them and listening to what they say. Recently our Senior Pupil Leadership Team (SPLT) discussed pupil behaviour and made a number of recommendations to the Head Teacher based on their discussions with the Pupil Council Representatives.

Our pupils felt that we should continue to concentrate on helping some pupils improve their timekeeping and homework completion. They agreed that as in previous years it was a good idea to remind pupils that enhancement activities and other such privileges had to be earned. They said that they thought all pupils should be told that they would lose the opportunity to take part in enhancement activities if they failed to meet our behaviour expectations.

The most oft quoted concern was over consistency especially around uniform, with Seniors reporting that most pupils were in favour of our school uniform but noting that they disliked how some pupils “got away with” wearing coloured trainers for example, and others did not.

The weekly pupil bulletin, regularly reminds pupils of the basic criteria that pupils need to meet if they are to remain eligible to take part in enhancement activities. To clarify: these activities include representing the school in sport or music events, taking part in additional trips (eg Skiing, Battlefields, Laurinburg Exchange) or special occasions like Jingles.

Consequences

- If a pupil is excluded, caught truanting or off the school premises at morning interval **once** during a term they will not be eligible for enhancement activities during the remainder of the term (or for a limited period as decided by their PT Guidance OR DHT).

The same consequences will follow for pupils for persistent failure to:

- Attend classes on time.
- Bring all necessary equipment and kit
- Adhere to our dress code

This information is shared regularly at Assemblies and in My Time classes with pupils.

School staff regularly monitor attendance, late coming, disciplinary referrals and the wearing of dress code and we would urge all our parents/carers to do all they can to encourage the very best commitment and effort from their children in these important areas.

Classroom Expectations:

Pupils

- Arrive on time in an orderly manner and in uniform
- Arrive ready for the lesson and prepared to learn
- Show respect to staff and fellow pupils
- Complete all work, including homework, to the best of their abilities
- Listen carefully and follow instructions

Staff

- Be at class promptly if possible
- Have appropriate lessons prepared
- Accord respect to pupils as individuals
- Support pupils to achieve their best
- Be clear and consistent in the instructions given

Classroom Consequences:

- Verbal warning
- Classroom sanction
(eg think sheet/moved seat)
- Referral to PT
(Verbal warning / duty rector / contact home / internal exclusion within department)
- Referral to DHT
- Referral to HT

Summary

Our basic school rules as regularly repeated in their most basic form are:

Pupils are expected to attend school, on time, in uniform, with the correct equipment and behave.

Anti-Bullying

Argyll and Bute's Anti-Bullying Policy may be viewed at:

https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying_policy_july_2019.pdf

Oban High School's Anti-Bullying Policy can be found in Appendix 5 of the School Handbook.

Celebrating Achievement

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

The whole school celebrates achievement by giving certificates to award pupils for good work, effort or kindness shown to others.

Wider-Curricular Activities

Parents/carers are required to complete parental permission slips either at the start of term for regular activities, or on an individual event basis.

Pupils are only permitted to take part in enhancement opportunities if they follow all our school rules and show a willingness to participate in such activities to the full.

All enhancement opportunities provided are deemed both a privilege as well as an extension to broader educational development.

Monday			
Chess Club	Lunch	Mr MacLean	3.18
Mindfulness Group S1 – S3	1.40pm	Miss Pyne	1.19
Homework Club S1 – S6	3.40-4.40	Mr Craik	The Hub
Maths Revision Class – N5	3.45-4.45	Ms Johnstone	Maths Dept
Badminton S1 – S6	3.40	Ms Gemmell	PE
Tuesday			
Homework Club	1.35-2.05	Mr Craik	The Hub
Wednesday			
Junior Drama Club	Lunch	Miss Gilvray	G63
School Nurse Drop-In Session	1.20pm	School Nurses	1.06
Art Club	1.30-2.00	Miss Cadden	2.20
Homework Club S1 – S6	3.40-4.40	Mr Craik	The Hub
Senior Maths Revision Classes	3.45-4.45	Ms Johnstone	Maths Department
Modern Studies Revision	3.45-4.45	Mr Carswell	1.26
Gymnastics	4.00-5.00	Miss Potts	PE Department
Thursday			
Kids Lit Quiz	1.20pm	Miss Brooks-Taylor	2.25
Mindfulness Group S4 – S6	1.40pm	Miss Pyne	1.19
Netball	4.00-5.00	Miss Potts	Games Hall
Friday			
LGBT Group	1.20pm	Miss Brooks-Taylor	2.25

Oban High School Example Wider-Curricular Activities Timetable (PE)

		Pitch 1	Pitch 2	Pitch 3	Games Hall	BBall Hall	Gymnastics	Fitness	Studio 1	Studio 2
Mon	4-5pm	Football	Football	Football	Badminton		Dance	S & C Club	Dance	Dance
	5-6pm	Football	Football	Football	Badminton			Staff		Dance
Tues	4-5pm	Shinty	Hockey	Athletics		Healthy Me	Dance	S & C Club	Dance	Dance
	5-6pm	Shinty	Shinty (Park)	Shinty (St C)	Volleyball		Athletics	Staff		Dance
Wed	4-5pm	S1/S2 Rugby	S3 Rugby	Girls Rugby	Basketball	Basketball	Gymnastics	S & C Club	Dance	Dance
	5-6pm	S1/S2 Rugby	S3 Rugby	Shinty (Rfid)	Basketball	Basketball	Gymnastics	Staff	Dance	Dance
Thur	4-5pm	U16/U18 Rugby	U16/U18 Rugby	Athletics	Netball		Dance	S & C Club	Dance	Dance
	5-6pm	Rugby	Rugby	Hockey (Primary)				Staff		Dance
Fri	4-5pm		05 Saints 4.30pm	Staff Football	Staff Football			Staff	Dance	Dance
	5-6pm	Football (Primary) K Miller	05 Saints	Staff Football	Staff Football			Staff		

Pupil Council

The Clan Councils are led by our Clan Leaders. There are representatives from each year group and they make a valuable contribution to the improvement planning process at Oban High School.

Clan Councils meet at least once per term and get time during My Time and PSEd to feedback to the other pupils in their clan.

Agenda items are taken from the School Improvement Plan to support dialogue and to ensure Pupil Voice is at the centre of everything we do at Oban High School.

CURRICULUM FOR EXCELLENCE (CFE)

Curriculum for Excellence (CfE) is the Scottish National Curriculum which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- **Expressive Arts** – including art and design, dance, drama and music
- **Health and Wellbeing** – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
- **Languages** – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- **Mathematics** – including analysing information, solving problems and assessing risk
- **Religious and Moral Education** (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- **Sciences** – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- **Social Studies** – understanding people, place and society in the past and present including history, geography, modern studies and business education
- **Technologies** – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

Learning Opportunities

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – early learning and childcare to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

The Senior Phase

The Broad General Education in secondary schools continues from S1 to S3. All children will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications.

Each school will design a senior phase that best meets learners' needs, whether that is continuing in school, learning full or part time in college, community learning or work-based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them.

Each young person will, in practice, have discussions with teachers and parents/carers to discuss and decide the subject choices that best suit them for the Senior Phase.

Skills for Learning, Life and Work

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

16+ Learning Choices

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government's model for helping young people to stay in learning after the age of 16.

16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

The Pupils' and Parents' Voice

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents/carers through the homework diary and parents/carers will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk.

Parents/carers will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at any time through their child's homework diary.

The Curriculum at School, Local and National Level

For more information on National Qualifications see www.sqa.org.uk

Factfiles – you can get more detailed information in a series of user-friendly information sheets that can be found on the Parentzone website at <https://education.gov.scot/parentzone>.

Partners – CfE is not just about schools and nurseries. Different people can be involved and are often described as partners, e.g. local businesses, national and community organisations, employers, colleges, universities, training providers, parents/carers, Parent Councils etc.

Education Scotland – the national organisation responsible for leading and supporting implementation of Curriculum for Excellence and providing guidance and support to teachers, other learning practitioners, schools and local authorities.

Careers Information Advice and Guidance

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom.

Skills Development Scotland are a national organisation who support Careers Education in schools. Pupils have access to 1:2:1 careers advisor appointments, as well as group work activities which help them to plan for the future.

In addition, Oban High School have a Principal Teacher DYW (Developing the Young Workforce) who has responsibility for overseeing the Careers Education Standard in our school.

For more information on careers guidance and education, please access the My World of Work website: <https://www.myworldofwork.co.uk/>

Financial Guidance

Financial Education is delivered at Oban High School through a combination of the S5 PSEd course and visiting workshops. Pupils follow a scheme of work through the RBS Moneysense Programme - a nationally recognised leading provider of financial education in Scottish Schools. Pupils cover a variety of topics including:

- Introduction to Banking Functions
- Managing Debt
- Student Budgeting
- Savings
- Tax
- Investments

Industry experts also visit once a year to speak to all senior pupils about finance in preparation for their transition to the wider world of work and education. By engaging in the PSEd course and workshops, pupils will leave OHS with a sound understanding of how finance impacts on their daily lives, as well as an ability to plan, manage and control their money.

Sexual Health and Relationships Education

Sexual Health and Relationships Education is part of Health and Wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions
- Ways of keeping safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Sexual Health and Relationships is best built on parents/carers and schools working in partnership and assuming shared responsibilities. We aim to keep parents/carers informed about the nature and purpose of the learning programme their children will follow, and to seek parents'/carers' views at appropriate times. Any parents/carers who do have any questions or concerns should contact the Head Teacher directly.

If you would like further information on this programme, do not hesitate to contact your child's Guidance Teacher.

SHARE (Sexual Health and Relationships Education) (as recommended by NHS Scotland).

An evidence-based sex and relationships programme for young people aged 13-16 years. Delivered by trained educators, it helps young people develop skills and knowledge to make positive choices about relationships and sexual wellbeing. Key messages include respect for self, for others and for diversity, delaying sexual activity until ready; and if sexually active, using protection against poor sexual health.

Each of the 22 sessions has key learning objectives, core and optional interactive discussion activities and worksheets. Diversity and equality issues are addressed in terms of faith, disability, orientation and culture. These sessions are taught by trained staff, Principal Teachers of Guidance.

Drugs Education

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Substance misuse Education is delivered by Guidance Teachers through the Personal and Social Education programme from S1-S6. This topic covers a variety of themes including; smoking, alcohol, legal highs, prescription drugs and illegal drugs. Within these themes risks (short term and long term), reactions, legislation, misconceptions and the basic facts are explored in depth allowing pupils to make informed decisions.

Substance Misuse Education is delivered using a variety of interactive and engaging teaching methods and resources including "Buzzin", developed by Re-solv and Spiral Drug Education programmes in order to stimulate discussion, give pupils the opportunity to share their views and to consolidate their learning. Substance Misuse Education is also supported in its development and delivery by local specialist agency OASIS (Oban Addiction Support and Information Service) who have direct input into lessons and also from S4 onwards involve their service users in the sharing of information and experiences also.

Further information can be obtained by contacting the Head Teacher or via www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat.

Religious and Moral Education

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Please note that parents/carers have the right to withdraw from religious observance / education. If a parent /carer wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

The school has close links with local churches and we have a Chaplaincy Team led by Joan Beaton, one of our H2O Youth Workers. A number of ecumenical assemblies are organised along with the school chaplains throughout the session. There is also a special Christmas service held in Glencruitten Church and Easter Assemblies.

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

ASSESSMENT

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents/carers will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

The Scottish National Standardised Assessments (SNSA)

From August 2017 the Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. These assessments are expected to replace the variety of existing standardised assessments that local authorities and schools use at the moment.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

SNSA focus on aspects of reading, writing and numeracy and children in P1, P4, P7 and S3 will be assessed. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy. Please note that some pupils will not access SNSA due to their specific additional support needs.

The online assessment system will produce feedback information about where your child did well and where further support is required. Your child's teacher will use this feedback to help plan next steps and provide further support as appropriate. Providing the right support at the right time will help to ensure your child can reach his or her potential.

REPORTING

Reporting informs parents/carers of progress in learning and achievement. This will be through a range of approaches including meetings at parents' evenings or in written form.

Parents/guardians of pupils from S1 to S6 will receive a tracking report at key points throughout the year. Dates of the completion of all tracking reports can be found on the school website.

Tracking reports will give you information on the behaviour, effort and homework that your son / daughter is showing in all classes. Class teachers will assign each pupil a rating based on set criteria explained in the report. Information will also be included on the Target Grade, Working Grade and Level studied by each pupil which allows for the pace of progress to be measured throughout the academic year.

Tracking reports allow for praise to be given to pupils that are performing well and will also give the chance for issues to be identified, shared and resolved as early as possible. If you have any questions or concerns regarding specific class information included in a report then please do not hesitate to get in touch with the class teacher directly by calling the school's main office. Alternatively you may wish to direct any questions or concerns to your son / daughters Guidance Teacher.

As part of our continuing commitment to improving our communication on pupil progress you may also receive from time to time progress intervention letters, phone calls or text messages from teachers detailing for example assessment progress in unit assessments or informing you of level changes.

Parents will get regular information about their children's strengths, progress and achievements. This will take account of their achievements in key areas of learning such as literacy and numeracy and in different contexts and settings including across curriculum areas, the life and ethos of the school, and learning outwith the school, including the wider community. At key points this will include information on the curriculum level children are working within and progress towards qualifications in the senior phase. Parents will be informed of what their children need to do to continue making progress and ways that they can help.

Parental consultation evenings are arranged for each year group so that parents/ carers and pupils can discuss progress and next steps in learning with teachers. A pack will come home to you via your child with an appointment sheet and your child will arrange appointments with teachers for you. (Please keep a check on this process and if you have concerns that your child is not arranging appointments, please contact his/her Guidance Teacher.) Please note that the timing of these meetings is 4.30 pm – 7.30 pm. Discussions on progress are most effective when parents/carers, teachers and pupils are together.

Details of parental consultation and information evenings can also be found on the school website.

At P7 and S3, teachers will work with children and young people to prepare profiles which will highlight their achievements over a period of time and summarise their learning journey at key points of transition.

TRANSITIONS

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to secondary, from secondary to further education and beyond.

Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year. Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

Moving from Stage to Stage

Your child will be involved in an induction programme every year in school. Prior to the summer holiday your child will meet their teacher/s for the following session and visit their new classroom/s. Teachers work closely and share information about your child's learning and achievements. Staff will also share other information which will help the teacher support your child's learning, e.g. friendship groups, preferred ways of working, etc.

Moving Between Schools

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents/carers are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

Liaison with Local Schools

Our school maintains close links with local primary schools. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is important for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

Leaving School

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

Opportunities for All is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20th birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

SUPPORT FOR PUPILS

Support Arrangements for All Pupils

Providing personal support for learners 3-18 is the responsibility of all staff. In the early learning and childcare and primary setting the early years practitioner or class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

Identifying and Addressing Additional Support Needs

The Argyll & Bute Staged Intervention Framework is used to identify and meet pupils' needs and to manage and review provision. This follows the Getting it right for every child (GIRFEC) practice model. GIRFEC is a national framework to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Every child in school will have a Named Person. In primary school this will usually be the head teacher and usually a principal teacher of pupil support or depute head teacher in a secondary school. The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Where support is being provided by a single agency then a Planning meeting may be held and a Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a Child's Plan will definitely be opened. The Plan will include an assessment of the child's needs using the My World Triangle assessment tool and a note of the agreed outcomes based on that assessment recorded on the Well Being App within SEEMIS. Parents are an integral part of this meeting and the Plan includes an opportunity to have their views recorded within it. Plans will be reviewed at appropriate intervals, again with parents as full partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at <http://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>.

Staged Intervention

The key principles underpinning Staged Intervention, as outlined in the Education Scotland website (<https://education.gov.scot/scottish-education-system/Support%20for%20all>) are as follows:

What is staged intervention?

- *Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- *It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.*
- *Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

Argyll and Bute Staged Intervention: The Stages at a Glance

Universal Support Entitlements: All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

Stage 1 – In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs.

A Child's Plan may be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.

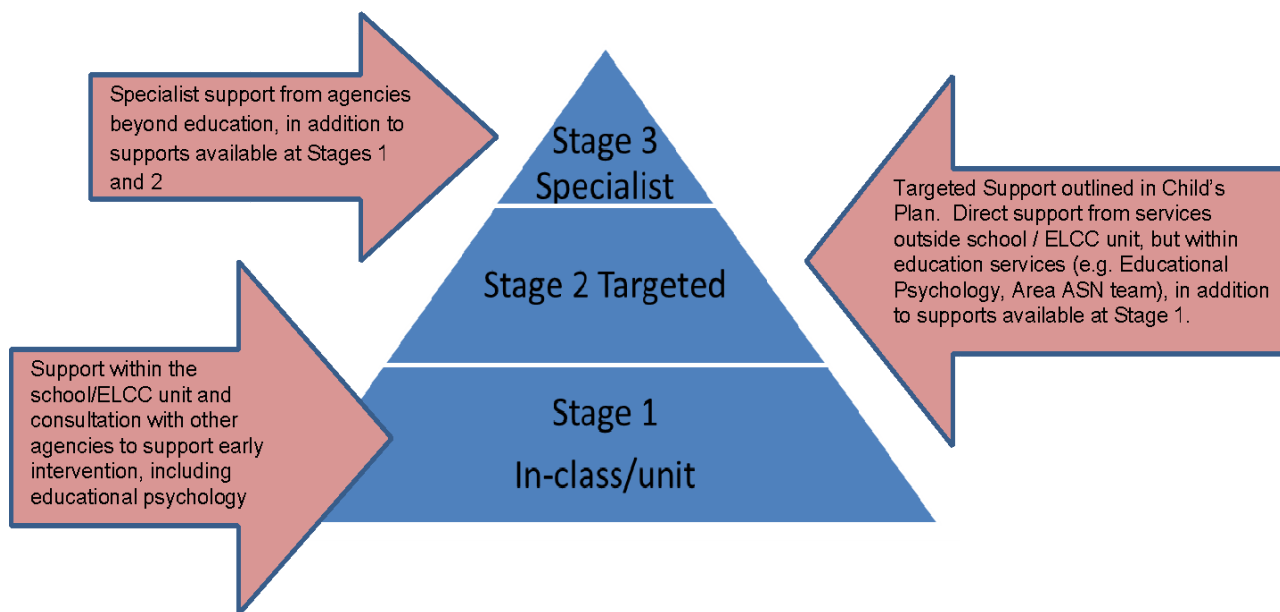
Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

Stage 3 – Specialist input.

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or
- substantial adaptation to the learning environment.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.



Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents/carers have any questions about their child's progress or well-being at school, they should discuss these first with your child's Guidance teacher. Please contact the school office to arrange an appointment.

This school values partnership working with parents/carers and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ

describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers and young people have the right to:

- ◆ Independent Mediation Services

This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.

- ◆ Independent Advocacy

Take Note is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to enquiries@sclc.org.uk.

- ◆ Free Dispute Resolution

Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Louise Connor, Head of Learning and Teaching/Chief Education Officer, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or Louise.Connor@argyll-bute.gov.uk

- ◆ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)

Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) www.barnardos.org.uk.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <https://govanlawcentre.org/education-law-unit/>

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

SCHOOL IMPROVEMENT

Main Achievements

All OHS main achievements can be found in the Standards and Quality Report on the Oban High School website or a paper copy can be requested.

Improving Standards

This information can be found in the Standards and Quality Report on the Oban High School website or a paper copy can be requested.

School Improvement Plan

This can be found on the school website or a paper copy can be requested.

www.obanhigh.com

School Performance

This can be found in Appendix 3 of the school handbook.

Attendance and Exclusion

Attendance figures for the previous academic year can be found in Appendix 4 of the School Handbook.

SCHOOL POLICIES AND PRACTICAL INFORMATION

School Meals

Argyll and Bute Council is committed to providing healthy, nutritious, good value meal options to pupils in our primary and secondary schools and a school meal is available in almost all of our schools, with the exception of Iona and Ulva primaries. We encourage healthy eating and school lunches are planned so that children can choose a well-balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily. All of our menus comply with the Scottish Government's [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#) and with [Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#).

As part of Scottish Government legislation that came into force in January 2015, free school meals are available to all pupils in P1-P3. Please see the section on free school meals for information for pupils from P4 and beyond.

Allergy information for our school menus is available online and in each school kitchen. You can find out the allergens contained in every dish, and by clicking on the links for each meal you can also find out the recipe used, full ingredients and nutritional information. These are available via <https://www.argyll-bute.gov.uk/primary-school-meals-menu>. If your child has a food allergy, please contact the school office in the first instance so that any necessary arrangements can be put in place.

A vegetarian meal option is available every day, and many dishes can be altered to accommodate other special diets where this is required. Where possible, other non-medical special diets may be accommodated; please contact the Food and Nutrition Officer for more information.

Secondary Schools:

Across our secondary schools, pupils can opt for a two course set meal, which costs £2.40. In addition, secondary schools offer a range of hot and cold snacks and meal deals at lunch time. A selection of hot and cold items are also available at mid-morning interval. Secondary meals can be pre-ordered, to minimise queuing at lunchtime.

Menus are designed specifically for each individual secondary school. A copy of the menu can be obtained from the school and may also be available on the school's website.

Packed Lunches

Some pupils prefer a packed lunch and it is the Authority's policy to provide facilities for the consumption of packed lunches in all schools where these are required. We believe a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected, e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Free School Meals

All pupils in P1-P3 are entitled to a free school meal. Parents do not have to register for this; all pupils will receive this meal automatically.

Free school meals are also available, via an application process, to pupils from P4 and beyond whose parents or carers receive any of the following:

- Income Support
- Income based Job Seekers Allowance
- Income related element of employment and Support allowance
- Child Tax credit but not Working Tax Credit (income should not exceed £16,105)
- Child Tax Credit and Working Tax Credit (income should not exceed £7,330)
- Support under Part V1 of the Immigration and Asylum Act 1999
- Universal Credit (monthly take home pay for period must be under £610)

A free school lunch will also be available to children who attend nursery and receive their free early learning and childcare over lunchtime if parents receive one of the benefits listed above. In addition, pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

To complete an online application form please visit

<https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>.

Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Please note that the above eligibility criteria is correct at time of publishing (October 2020) and may be subject to change by the start of August 2021. The link above will contain the most up-to-date information.

If you are not eligible for any of the benefits listed above there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

Cashless Catering

It is almost 6 years since we introduced a cashless catering system in Oban High School. In the main the system has worked well, we even coped with one or two power cuts by taking a note of pupil's names and then charging the card later on when the power was restored.

Cashless catering was not introduced as one senior student said recently 'because we wanted to stop pupils bringing money to school' so why did we introduce it and what are the benefits of the system?

- *Pupils entitled to free meals use the cards in the same way as everyone else. Any stigma, which youngsters may feel about free meals, is completely removed.*
- *The cards will speed up service in the canteen, so pupils will get their meals faster and have more time to eat them.*
- *Pupils are responsible for their own "canteen debit card" and balance, encouraging self-discipline. Restrictions can be set to prevent your child from buying particular food – very important in cases of allergies or other dietary conditions or even just to encourage healthier eating.*
- *Pupils may be able to earn rewards by accumulating points allocated to healthy food options.*
- *If pupils carry cash less often, theft and bullying can be eliminated.*
- *Cards carry a photograph of the pupil, thus providing an effective safeguard against misuse or fraud.*
- *A maximum daily spend limit can also be set up for each card ensuring that, in the unlikely event a card is used fraudulently, the loss will be limited to the daily maximum.*
- *kitchen staff have more time to work on creating good, healthy meals as*
- *they have a much more efficient stock ordering and money handling system*

For the system to work well and for us to gain the most benefit from cashless catering users need to cooperate with the following advice:

Payments - when and how you add money to your card is a key part of the system. The internet card payment system for Cashless Catering Accounts is well used and can be accessed at: <http://www.argyll-bute.gov.uk> and Select PAY IT from Online Services. Please contact Donna MacNiven in the High School canteen on 01631 565016 if you require any assistance with this. Alternatively a cheque can be brought to school made payable to Argyll and Bute Council that can cover a month or a term and the revalue machines can be used to top up with cash. It is always better to revalue before pupils run out of money and also not when the dining room staff are trying to serve meals.

Users need an awareness of what's on their card, sometimes users are holding up the queue because they have forgotten to do this.

Lost Cards

Users who regularly lose their card and need replacements will in future be charged for this to help cover admin costs and remember if you lose your card the money is still there - just inform the staff in the kitchen - this is better than sharing cards. A number of users have been doing this and it is much better to seek a replacement card. Young Scot cards are needed for bus

transport and they offer pupils good deals and transport savings as well - contact www.youngscot.org for replacements and to check latest deals.

At school we will go over these key points at registration and continue to do our best to promote the benefits of cashless catering.

We are aware that many pupils will choose to eat out at lunchtime and they will carry money for this purpose, money is also needed for the two vending machines in the dining room and we have no problem at all with users who wish to use the cashless system, to share it with other outlets or to exclusively dine in the canteen.

Special Dietary Requirements

If a pupil has special dietary requirements these will be discussed with their Guidance Teacher and canteen staff.

Health Care

You can contact your school health staff at Lorn & Islands District Hospital on 01631 567500 or 01631 789160.

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents/carers are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents/carers (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

Skin Protection

Your child's skin may be affected by exposure to the sun, especially over the lunchtime period and other outdoor activities. It is a good idea for your child to wear a sun hat. If they have one, please put it in their school bag.

You should ensure your child has sunblock applied prior to arriving at school in periods of hot weather and if you wish them to have further applications at lunchtime then you should send in sun-cream/block and we can help your child apply it.

Face painting is occasionally carried out within schools. Parents will be informed when this activity is being planned.

Transport

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment primary School
- 3 miles away from their catchment secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written authorisation from a parent or carer.

Please see www.argyll-bute.gov.uk/education-and-learning/school-transport for further information on school transport.

Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents/carers believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.
- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at www.argyll-bute.gov.uk/education-and-learning/school-transport.

Education Maintenance Allowance (EMA)

EMA is a weekly payment of £30, paid fortnightly in arrears, for eligible students aged 16 to 19 who are continuing in post-compulsory education. The allowance is means-tested based on household income and is payable fortnightly in arrears during term time. Payments will be made direct to the student's own bank account.

Further information and full eligibility criteria can be found at <https://www.argyll-bute.gov.uk/education-and-learning/education-maintenance-allowance> or by emailing ema@argyll-bute.gov.uk or telephoning 01369 708548.

Insurance

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents/carers may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

Music Services

Pupils at Oban High School have access to instrumental lessons on a range of instruments including: Woodwind, Brass, Strings, Pipe Band Drumming, Piping and Traditional Music. All pupils who are receiving instrumental tuition in S1/2 should be practising their instrument for a minimum of 15 minutes 5 nights a week. Pupils in S3-S6 should be practising for a minimum of 20 minutes 5 nights a week.

Any pupil wishing to enquire about instrumental lessons should contact the Principal Teacher of Expressive Arts.

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly. See management circular 3.11

<https://www.argyll-bute.gov.uk/education-circulars>

Child Protection

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see www.argyll-bute.gov.uk/abcpc for more information on child protection.

Weapons Incidents in Educational Establishments

A joint protocol has been agreed between Police Scotland, Argyll and Bute Council and West Dunbartonshire Council for dealing with any weapons incidents in schools. It is therefore important to make parents aware of rules and expectations in relation to weapons and the response to allegations of weapons possession. Weapons must in no circumstances be brought to school and pupils will be encouraged to share any knowledge of weapons with teaching staff.

The purpose of the protocol is to maximise the safety of children and young people and to safeguard the welfare of all persons involved in any weapons-related incident, including any alleged perpetrator, through an effective multi-agency response. All incidents involving weapons at any educational establishment where a person under the age of 18 is educated, and any incident involving a child less than 18 years being in possession of a weapon, will trigger the operational response summarised below. Every incident will be thoroughly investigated and recorded.

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a proportionate response. Police Scotland will be contacted immediately and will coordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated First Aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to

do so. The emotional needs of those involved in, or witnessing, the incident will also be considered.

- If any person who is a pupil or a student in an educational establishment in Argyll and Bute is found in possession of a weapon out-with an educational establishment, Police Scotland will alert the authority of the incident.
- No release to the media regarding a weapons-related incident will be made without consultation with the Communications departments of both Police Scotland and Argyll and Bute Council.

Please contact the school if you require a copy of the full weapons protocol document, which includes a summary of police powers and duties of search in relation to weapons. Please note that unless parents/guardians contact the school to indicate a concern, they are giving their implied consent to the policy.

Acceptable Use of Personal Internet Enabled Devices / Using the Internet, Email and Glow

All children and young people will have access to various forms of technology and will use the internet, email (secondary pupils) and Glow. When accessing the Internet in school pupils must abide by the following rules:

All users should:

- access Internet pages which are directly related to the current task as identified by the member of staff in charge;
- save/download information related to the current task as identified by the member of staff in charge;
- report instances of misuse to the member of staff in charge;
- report suspicious sites or emails to the member of staff in charge;
- choose a strong password – preferably a phrase that you can easily remember;
- 'logout' at the end of each Internet or Glow session;
- treat all equipment and other users with respect.

Users should not:

- tell anyone their login ID or password;
- use portable storage devices brought from out with the school;
- attempt to circumvent the IT security systems and antivirus;
- send illegal or defamatory material; receive illegal material or material which is offensive or defamatory without informing the member of staff in charge;
- read emails intended for others;
- create rude or abusive emails about other people.

Personal safety

- Never tell anyone you meet on the Internet your home address or your telephone number.
- Never tell anyone you meet on the Internet your school's name or phone number, unless your teacher specifically gives you permission.
- Never send anyone your picture, credit card or bank details.
- Never give your password to anyone – even a best friend.

- Never arrange by email to meet anyone you don't know in person.
- Never respond to nasty, suggestive or rude emails.
- Always tell a member of staff in charge if you see bad language or distasteful pictures while you are online.
- Always be yourself and do not pretend to be anyone or anything you are not.
- Always remember if someone makes you an offer that seems too good to be true, it probably is.
- Always delete attachments from strangers without opening them; they may contain viruses that can damage your machine.
- Never open an email if you are suspicious of its source or content – and report these to a member of staff.
- Never click on links in emails unless you are certain they are safe (hover over the link to see what it really connects to)

Please note:

Email access only applies to secondary students. Privacy of electronic mail (email) is guaranteed. However, those who administer the system on behalf of the education service have access to all mail messages and have the right under legislation to investigate any user activities where suspicious use of the system is identified.

Glow

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, G Suite, Glow RM Unify Launch Pad and Glow Meet.

General Data Protection Regulations (GDPR)

Updated legislation introduced in May 2018 and requires all businesses to protect and properly manage all customers' privacy data – this includes Local Authorities. The main changes under GDPR are:

- GDPR give people more rights to know how their personal data is being used.
- It gives them the right to be 'forgotten' and their personal data deleted if they wish.
- It enables people to see what personal data is being held about them and to make sure their personal data is correct.
- It gives increased importance for the protection of children
- It creates increased importance for not allowing people without permission to see or use others' personal data
- If someone's personal data has been used by people without permission, they have to be told what happened.

The full detail of the new legislation can be found at www.ico.org.uk

A link to the general privacy notice for education can be found at www.argyll-bute.gov.uk/privacy/education-general. This privacy notice outlines the information

that we require to provide Education for Children and Young People, who we will share that information with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

Pupil's work on display

Children's work is often displayed in the classroom and school corridors. In addition, work is often displayed in other Council buildings as part of exhibitions. This may include their name.

Short Visits

During the pupil's school life, teachers may organise some activities which will take pupils out of school for up to an hour at short notice. These visits will be very local to the school (in general no greater than half a mile). Pupils will be supervised by their class teacher during these visits.

For any longer, pre-arranged school trips and all trips that require transport, official permission will be sought and Management Circular 3.25 will be adhered to - <https://www.argyll-bute.gov.uk/education-circulars>.

If you have any concerns regarding any of the above you should contact your school directly to discuss individual circumstances.

Emergency Closures

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on www.argyll-bute.gov.uk/service-disruptions. You can also keep up to date with the latest information by calling 01546 604060.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents/carers regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible, a text messaging system alerting parents/carers to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or www.argyll-bute.gov.uk/service-disruptions website or the use of text messaging may be utilised.

SCHOOL TERMS AND HOLIDAYS – ACADEMIC YEAR 2021/2022

School holidays for all areas of Argyll and Bute – August 2021 to July 2022:

Break	Dates of attendance	
Start of term		<i>Thursday 12 & Friday 13 August 2021- Teacher in-service days</i>
	Open	Monday 16 August 2021 <i>Pupils return</i>
October	Close	Friday 8 October 2021
	Open	Monday 25 October 2021
November	Close	Friday 26 November 2021 <i>Monday 29 November 2021 – Teacher in-service day</i>
	Open	Tuesday 30 November 2021
Christmas	Close	Thursday 23 December 2021
	Open	Thursday 6 January 2022
February week	Close	Friday 4 February 2022 <i>Monday 14 February 2022 - Teacher in-service day</i>
	Open	Tuesday 15 February 2022
April	Close	Friday 1 April 2022
	Open	Tuesday 19 April 2022
May	Close	Thursday 26 May 2022 <i>Friday 27 May 2022 – Teacher in-service day</i>
	Open	Tuesday 31 May 2022
Summer	Close	Friday 1 July 2022

Holiday dates for subsequent years, where already set, may be found via <https://www.argyll-bute.gov.uk/education-and-learning/school-holidays>

USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at October 2020:

General

Contact details for all Argyll and Bute Schools –

<https://www.argyll-bute.gov.uk/education-and-learning/schools>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school

–<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

–<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils –

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

Education Scotland's toolkit for parental engagement and family learning –

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Developing a positive whole school ethos and culture–

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1/>

Health and wellbeing guidance on healthy living for local authorities and schools

–<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –

<http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about Curriculum for Excellence –

[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)

and

<http://www.gov.scot/Topics/Education/Schools/curriculum>

Information on assessment -

<http://www.gov.scot/Topics/Education/Schools/curriculum/assessment>

Broad General Education (general) -

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

and

<https://education.gov.scot/parentzone/learning-in-scotland/Broad%20general%20education>

Broad General Education in the Secondary School -

<https://www.education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

Information on the Senior Phase –

<https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/What%20is%20the%20senior%20phase>

Information on Skills for learning, life and work –

<http://www.sqa.org.uk/sqa/63101.html>

Information around the Scottish Government's 'Opportunities for All' programme –

<https://www.gov.scot/publications/opportunities-supporting-young-people-participate-post-16-learning-training-work/#:~:text=To%20make%20access%20to%20Opportunities%20for%20All%20as,Opportunities%20for%20All%20by%20phoning%200800%20917%208000>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

<http://www.skillsdevelopmentscotland.co.uk/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –

<http://www.myworldofwork.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – <https://www.education.gov.scot/Documents/btc5-framework.pdf>

Information about how progress is assessed –
<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place>

Curriculum for Excellence factfile - Assessment and qualifications –
<https://www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

Information on assessment and achievement –
<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –
<http://www.gov.scot/Topics/Education/Schools/curriculum/ACE/cfeinaction/transitionsfactfile>

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and Changes provides information about choices made at various stages of learning –
<https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/Planning%20for%20choices%20and%20changes>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs
–<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Enquire is the Scottish advice service for additional support for learning
–<http://enquire.org.uk/>

Parenting across Scotland offers support to children and families in Scotland
–<http://www.parentingacrossscotland.org/>

Equality and Inclusion -
<https://education.gov.scot/education-scotland/scottish-education-system/support-for-all/#>

[:~:text=Equalities%20legislation%20has%20been%20put%20in%20place%20relating,or%20young%20person%20needs%20support%20for%20whatever%20reason.](http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright)

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Education Scotland's Inspection and review page provides information on the inspection process –

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

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy

–<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland

–<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000

–<http://www.legislation.gov.uk/asp/2000/6/contents>

APPENDICES

Appendix 1 – Associated Primary Schools

SCHOOL:	HEADTEACHER:	ADDRESS:	TELEPHONE:
Achaleven	Mrs Sharon Burt	CONNEL, Argyll PA37 1PA	01631 710529
Arinagour	Mrs Aileen Cook	ARINAGOUR, Isle of Coll, Argyll PA78 6TA	01879 230376
Barcaldine	Ms Julie Watson	BARCALDINE, Argyll PA37 1SG	01631 720391
Bunessan	Ms Kate Petrie	BUNESSAN, Isle of Mull, Argyll PA67 6DL	01681 700283
Dalmally	Ms Lynn Sinclair	Glenview, DALMALLY, Argyll PA33 1BE	01838 200359
Dunbeg	Ms Marny McCulloch	DUNBEG, Argyll PA37 1QF	01631 564781
Easdale	Ms Judith Frost	EASDALE, Argyll PA34 4RF	01852 300243
Iona	Mr Stephen Glen Lee	ISLE OF IONA, Argyll PA76 6SJ	01681 700348
Kilchattan	Ms Kim Bentley	ISLE OF COLONSAY, Argyll PA61 7YR	01951 200340
Kilchrenan	Mr Graham Dickie	KILCHRENAN, Argyll PA35 1HD	01866 833312
Kilninver	Ms Denise McMahon	KILNINVER, Argyll PA34 4UT	01852 316236
Lismore	Ms Debbie Harris	ISLE OF LISMORE, Argyll PA34 5UG	01631 760258
Lochnell	Mrs Louise Chisholm	BENDERLOCH, Argyll PA37 1QS	01631 720300
Luing	Ms Judith Frost (Joint)	Achafolla, ISLE OF LUING, Argyll PA34 4TY	01852 314245
Park	Miss Ruth Verner (Acting)	Kerrera Terrace, OBAN, Argyll PA34 5AU	01631 563941
Rockfield	Ms Caroline Fothergill	Oban Primary Campus, Lower Soroba, OBAN, Argyll PA34 4SB	01631 568090
St Columba's	Ms Michaelina MacLellan	Oban Primary Campus, Lower Soroba, OBAN, Argyll PA34 4SB	01631 568090
Strath of Appin	Ms Marissa Melville	APPIN, Argyll PA38 4BG	01631 730345
Taynuilt	Ms Bernadette McMillan	TAYNUILT, Argyll PA35 1JE	01866 822343

Appendix 2 – Homework Policy

<p>Homework Statement</p>	<p>We want to encourage pupils to develop positive homework habits which will allow them to attain to the best of their ability.</p> <p>We give homework:</p> <ul style="list-style-type: none"> ● To add support to learning in school ● To consolidate classwork ● To involve parents in pupils’ current study as well as providing information and opportunities for parental cooperation and support. ● To encourage ownership and responsibility for learning as well as developing good habits and self-discipline. ● Homework undoubtedly contributes to increasing pupil attainment and achievement. <p>We understand that some pupil’s circumstances may make it more difficult for them to complete their homework tasks and we will work with these pupils and their parents to support them and find additional ways of helping them in this important area of their school work.</p>
<p>Homework Everyday</p>	<p>There is an expectation across the school that pupils will be responsible for their own learning and they should be working more independently; reading over class jotters, textbooks, reviewing planners with targets, researching on the internet, sketching, watching programmes and reading that help to contextualise learning.</p>
<p>Homework Frequency</p>	<p>In S1, S2 and S3 pupils will receive homework on a fortnightly basis.</p> <p>In S4 onwards homework becomes an integral part of all certificated classes. Pupils would be expected to complete some homework every week.</p>
<p>Homework Context and</p>	

<p>Advice on Time Spent and Time to Complete</p>	<p>The majority of homework will be linked to the particular unit or project being taught. However, regular independent revision and preparation for assessment is very important and is encouraged.</p> <p>Our advice on the time pupils are expected to spend per week are as follows:</p> <ul style="list-style-type: none"> ● In years 1-3 in the broad general education pupils should be spending about 3-4 hours in S1, building up to 5-6 hours in S3. ● For NATIONAL courses 2, 3 and 4 pupils are advised to maintain their level of homework as in S3. ● NATIONAL 5 courses - 2 hours per subject. ● HIGHER courses - 3 hours per subject ● Advanced HIGHER – 4 hours or more per subject. <p>Teachers will give adequate time for pupils to complete homework ranging from 2 or 3 days to a week or longer. In some circumstance a little homework for the following day may be given. Teachers will also indicate how long a piece of set homework should take.</p>
<p>Marking Homework</p>	<p>Homework often takes various forms therefore the marking of such homework may involve various forms of assessment. i.e. self-assessment, peer assessment, comment only marking or a graded piece of work.</p>
<p>Recording Homework</p>	<p>All homework will be recorded in the pupil's planners. Progress will be communicated to parents formally through parents meetings and tracking reports. The faculty head will monitor homework progress on a monthly basis as part of the departmental monitoring and tracking process.</p>
<p>Failure to submit Homework</p>	<p>For set homework each member of staff records whether homework was submitted on time. Homework which has not been submitted will be re-issued and additional support measures may be considered.</p> <p>An early intervention letter will be issued to parents by the class teacher for pupils who still fail to submit their homework. If the situation continues then a further intervention letter is issued to parents by the head of faculty who may also set up a meeting to discuss the way forward.</p>

<p>Parents and Homework</p>	<p>The school recognises the key role that parents have in the successful completion of homework and asks for their continued support to ensure that it is completed to the best of the child's ability. Practical help can be provided by:</p> <ul style="list-style-type: none"> ● Ensuring that homework planners are looked at and signed on a weekly basis ● Establishing a homework routine in the house ● Discussing homework with the pupil regularly ● Providing a quiet space for completion of homework tasks
<p>Tracking Homework</p>	<p>Pupils are tracked on their progress on a monthly basis, below is an explanation of the standards.</p> <ol style="list-style-type: none"> 1. <u>Excellent</u> - Always completes Homework to the best of ability. Homework is always handed in on time. Instructions for Homework always well followed. Additional work beyond what was required is done. 2. <u>Good</u> - Completes Homework to the best of ability. Homework is handed in on time. Instructions are followed well. 3. <u>Inconsistent</u> - Homework sometimes not handed in to the best of ability. Homework sometimes handed in on time. Instructions sometimes not well followed. 4. <u>Needs Improvement</u> – Rarely or never hands in homework.

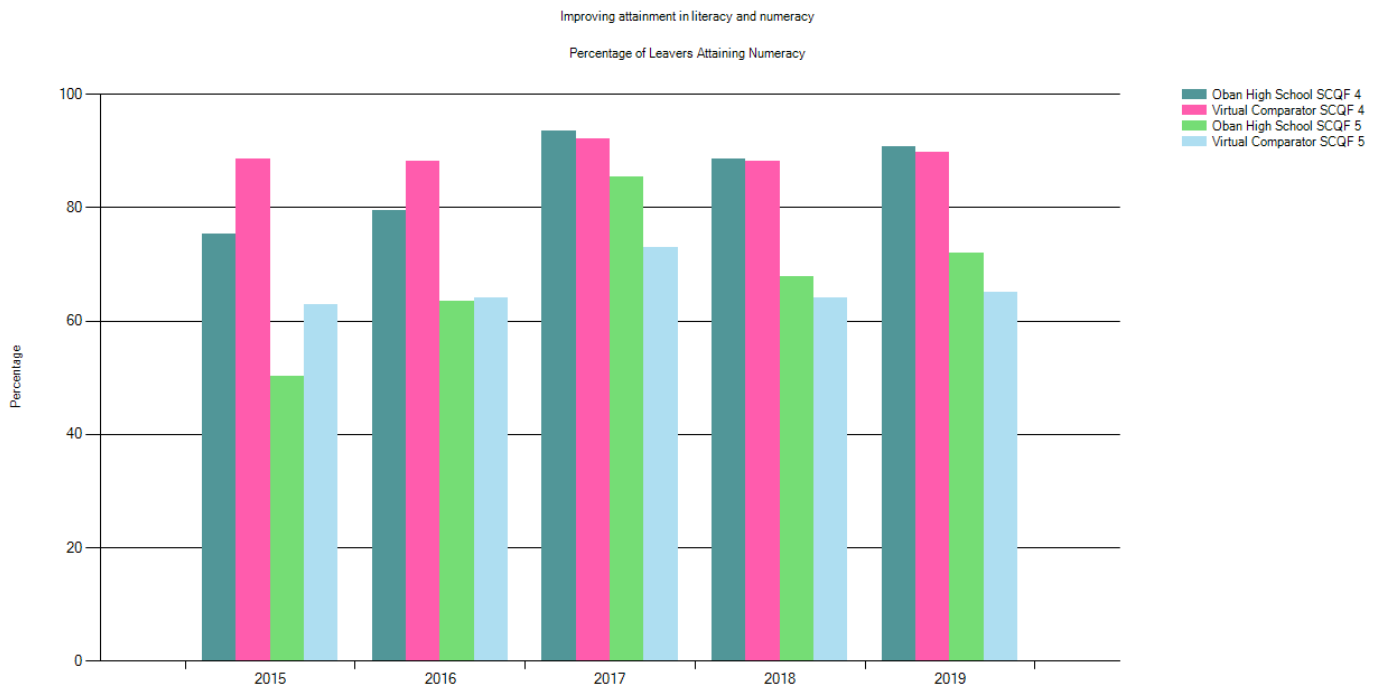
Appendix 3 – Attainment Information

Literacy & Numeracy

S4 Literacy



S4 Numeracy



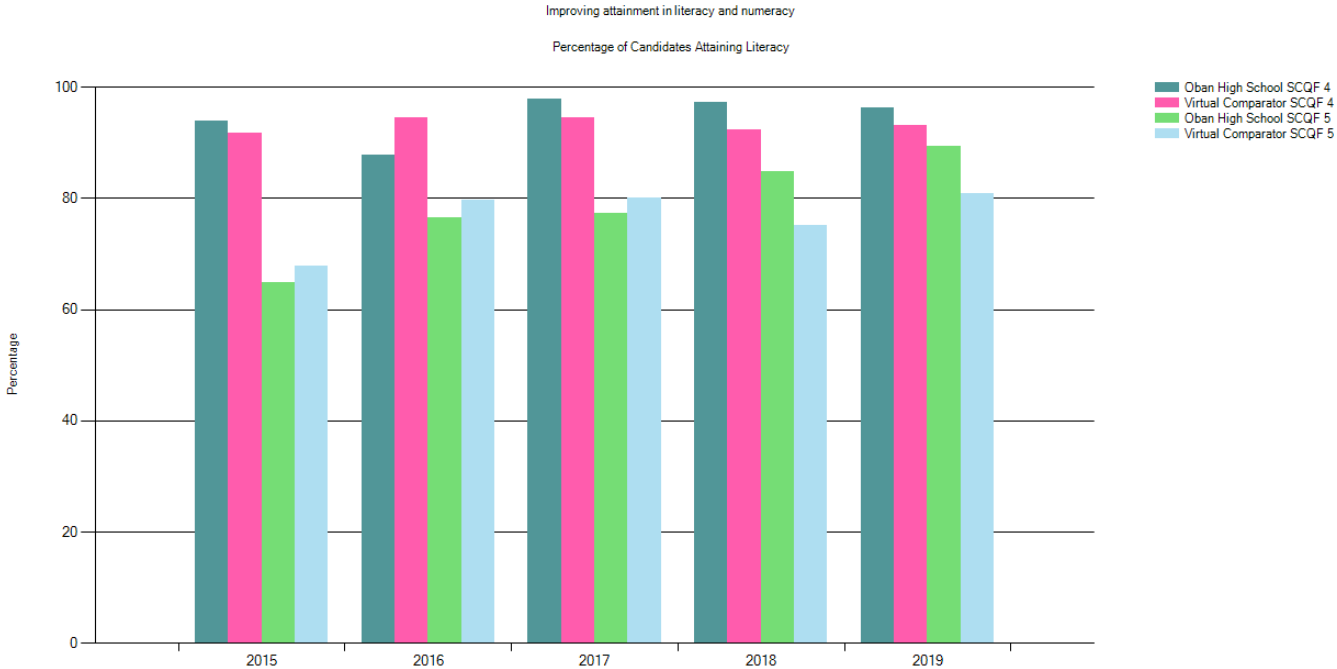
S5 (based on S4 Cohort) Literacy



S5 (based on S4 Cohort) Numeracy



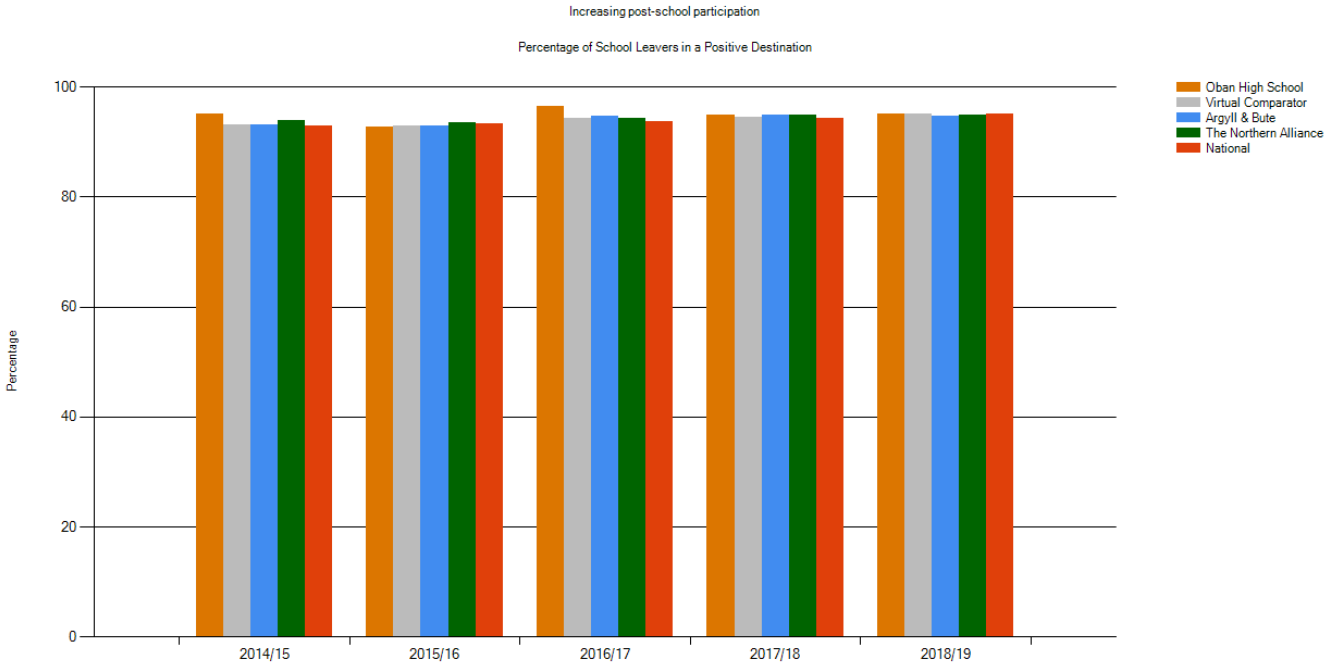
S6 (Based on S4 Cohort) Literacy



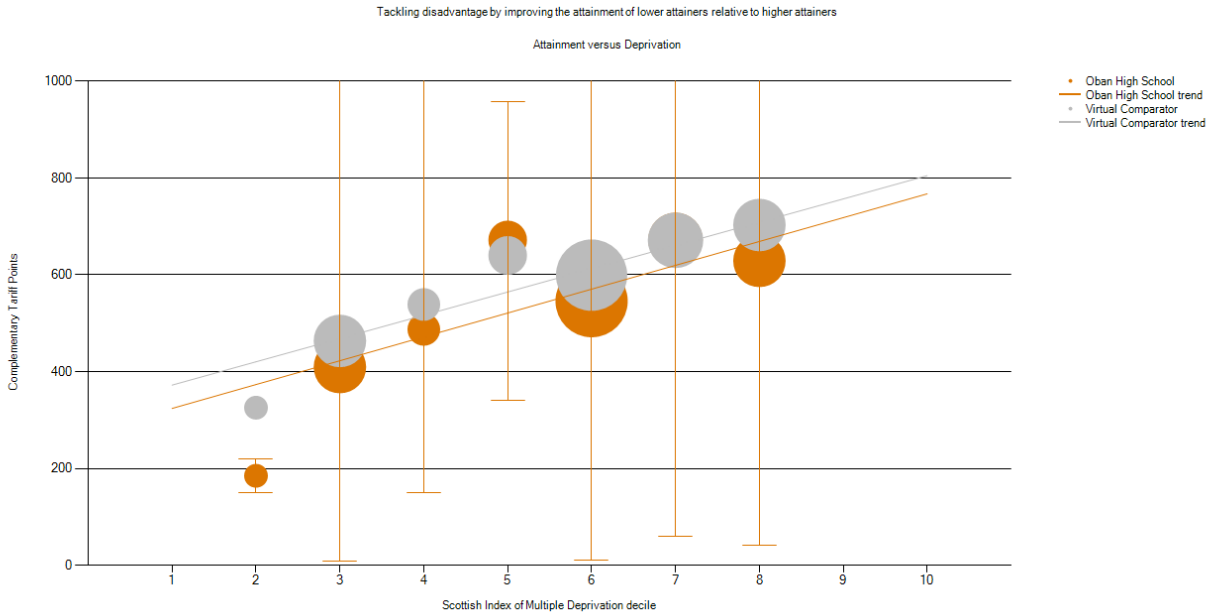
S6 (Based on S4 Cohort) Numeracy



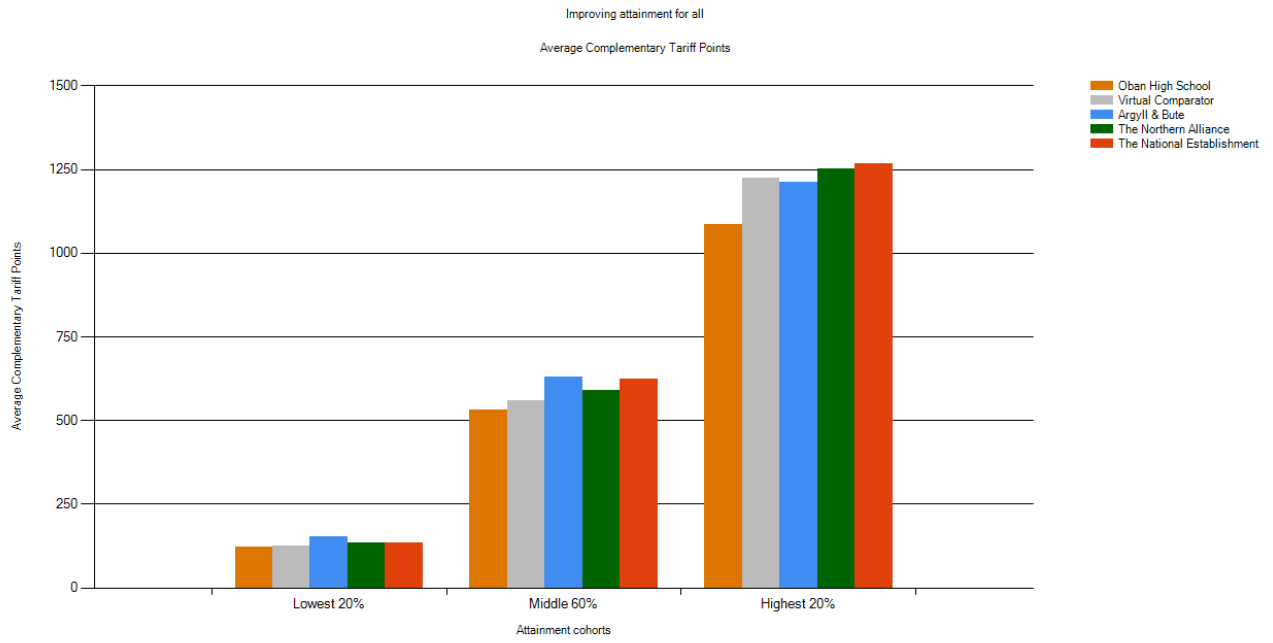
Positive Destinations



SIMD (Scottish Index of Multiple Deprivation)



Average Total Tariff Points (S4-6)



Appendix 4 – Attendance Information

Academic year 2019-20

Year Group	Attendance Rate	Authorised Absence Rate	Unauthorised Absence Rate
S1	91.48%	6.75%	1.74%
S2	90.01%	7.85%	2.11%
S3	87.23%	10.18%	2.57%
S4	85.56%	9.26%	5.15%
S5	87.44%	8.54%	4.02%
S6	90.15%	7.10%	2.75%
Total (Average Attendance Rate)	88.62%	8.33%	2.45%

*Academic Year 2019-20 included a school closure period due to COVID-19

Appendix 5 – Anti-Bullying Policy

Children and young people who feel cared for and valued are much more likely to be successful learners, confident individuals, responsible citizens and effective contributors. In Oban High School we want our children and young people to feel safe and secure and able to build positive relationships with their peers and with adults. To do this we must provide supportive environments that promote mutual respect. Bullying behaviour can seriously affect this. Bullying does not build character – trust, acceptance and mutual respect build character. We must all be positive role models in the truest sense and all of our educational establishments should seek to prevent bullying behaviour

1. Policy Statement

Oban High School is committed to providing a safe and supportive environment for all people in its educational establishments and promoting a culture where bullying is recognised as being unacceptable.

Bullying behaviour is not and should never be an inevitable part of school life or a necessary part of growing up.

"Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."

(The United Nations Convention on the Rights of the Child, Article 19)

"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents and carers, will have the resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards."

(A National Approach to Anti-Bullying for Scotland's Children and Young People, 2010)

This policy aims to support educational establishments to:

- promote respectful relationships between staff, between staff and parents, staff and children and amongst children;
- stop any bullying as quickly as possible;
- raise awareness and prevent bullying behaviour;
- provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

This policy fits alongside the following national policies and legislation:

Curriculum for Excellence (2004) is the framework used to meet the needs of all learners aged 3-18 years, to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. Under Curriculum for Excellence, Health and Wellbeing is the responsibility of all staff within a learning community.

The Education (Additional Support for Learning) (Scotland) Act (2004, amended 2009) requires local authorities to reduce barriers to learning which can include bullying behaviour.

The Equality Act (2010) strengthened the law to promote equality, and provides a framework to tackle disadvantage and discrimination, including bullying of protected characteristics - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Getting it Right for Every Child (2008) highlights a number of wellbeing indicators to ensure that all children and young people are Safe, Happy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Argyll and Bute Council: Equality and Diversity Policy 2013-15 highlights the Council's framework to tackle disadvantage and discrimination as per the Equality Act above.

2. Definition of Bullying

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

It is important to recognise and acknowledge bullying behaviours so that it can be identified when it happens.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by racist,
- homophobic or sexist remarks
- hitting, tripping, pushing, kicking
- stealing and damaging belongings
- ignoring, excluding, spreading rumours
- sending abusive messages electronically, e.g. via text, emails or social networking sites
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or who they are perceived to be.

This list is not an exhaustive list; there may be other behaviours that can be classed as bullying. These behaviours can take place anywhere (schools, home, community, etc.) but bullying also occurs in the virtual world which children and young people access through mobile phones and the internet, via social networking, e.g. Facebook, Twitter.

As communication can happen anywhere and at any time, often unsupervised, cyber bullying can be very pervasive and difficult to handle. However in essence the behaviour is the same and requires similar prevention methods.

For advice and guidance on cyberbullying, refer to the 'respect me' pamphlet, 'Cyberbullying...Are you switched on?'. This is available free of charge from respect me in pamphlet format and can also be downloaded via <http://www.respectme.org.uk/publications.html> (see Publications for Adults).

It is crucial to take into account the impact that bullying behaviour has on a child or young person. The impact an incident has on a child or young person is more important than whether it is classified as bullying. Bullying is a behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration.

3. Prejudice- based Bullying

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These include:

3.1 Homophobic Bullying

Homophobic bullying behaviour is mainly directed towards young people who are identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms. Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

3.2 Racist Bullying

Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

3.3 Disablist bullying

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Nearly all children and young people with a learning disability are bullied.

People who display bullying behaviour may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour.

Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.

Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them, and who, in reality, aren't really 'friends' at all.

This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other children. In turn, there is a risk that the outward signs of bullying – a change in behaviour, low mood, dishevelled clothing or bruises - may not be picked up by adults as an indicator of bullying behaviour.

3.4 Bullying and Body Image

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-based bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem.

Body image is hugely important to children and young people and bullying because of body image can have a real negative impact. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

3.5 Bullying: Sectarianism Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance. As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christian. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

3.6 Sexism and Gender

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

3.7 Bullying and Looked after & Accommodated Children and Young People

Children and young people who are looked after and accommodated (LAAC) by the local authority are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements which can make forming friendships difficult, poor relationships skills stemming from attachment difficulties, inappropriate reactions to situations as a result of learned behaviours, a reluctance to make friends, low self-esteem, lack of role models and a heightened sense of the need to preserve privacy. Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other young people, but often the bullying behaviour will focus directly on the fact that they are looked after. This can take a more serious turn if the child or young person lives in the same house or unit as the person responsible for the bullying behaviour. The experience of being with the person who is bullying you 24 hours a day would be an extremely stressful one and very difficult to manage.

3.8 Bullying and Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

4. Expectations

4.1 Oban High School

Oban High has an anti-bullying statement which outlines our attitude to bullying and procedures for tackling bullying (see above). Further help is available on:

<http://respectme.org.uk/wp-content/uploads/2017/12/Policy-through-to-Practice-2017-Version.pdf>

Oban High School will implement, monitor and review our anti-bullying statement in line with the authority's policy (2013). They will consult with staff, parents and other users in the preparation, further development, monitoring and review of their statement.

Copies of the statement should be made available to parents/carers and all users of the statement and the content should be communicated via:

- the establishment's handbook;
- public and parent meetings;
- special anti-bullying initiatives, e.g. annual national anti-bullying week;
- Oban High School's website;

Oban High School will ensure that our anti-bullying statement makes it clear to whom any incidents of bullying should be reported by children and young people and parents/carers.

Oban High School will ensure that staff, children and young people and parents/ carers are conversant with the requirements of their anti-bullying statement and that its terms and implications are discussed on a regular basis by various means and in relation to each establishment's own ethos in terms of vision and values. This can be delivered via:

- Oban High School's relationships policy
- code of conduct re: use of mobile devices in establishments (and what will happen if they are misused)
- the wider curriculum (not restricted to Health and Wellbeing curriculum)
- assemblies
- class practice, e.g. circle time
- leaflets/posters – various sources
- induction and transition programmes
- family workshops/education sessions
- staff in-service/training programmes
- internet safety training for children, young people, parents/carers, staff

4.2 Staff

It is expected as an overarching principle that all staff members will be aware of the school's anti-bullying statement and that they will actively work to implement, monitor and review the school's statement.

It is essential that all staff model behaviour which promotes health and wellbeing and understand anti-discriminatory, anti-bullying and child protection policies.

All staff should establish respectful and supportive relationships with children and young people, parents and each other based on the ethos of that establishment and which models the expectations of the establishment's anti-bullying statement.

Where staff feel there are any aspects of the anti-bullying statement that do not fully address issues arising from the behaviours of any member of the educational establishment's community, or that the statement needs updating or any other modification of process, they should bring it to the attention of the senior leadership.

Any staff member who feels bullied by any other member of the establishment's community should be encouraged and supported to report the matter to appropriate senior staff for action in line with the establishment's anti-bullying statement.

Members of staff should follow Argyll and Bute Council's Code of Practice and Procedure for dealing with harassment or victimisation by other Council employees:

<http://intranet.argyll-bute.gov.uk/my-hr/equality-and-diversity>

All staff members with leadership roles within the establishment are expected to adhere to the anti-bullying statement and carefully record, follow up and communicate on all issues pertaining to bullying incidents and lead on anti-bullying prevention measures.

4.3 Children and young people

It is expected as an overarching principle that all children and young people will be aware of the school's anti-bullying statement and that they will actively support work to implement, monitor and review the school's statement. In addition they should know who they can talk to and what they can expect if bullying occurs.

Children and young people should take the opportunity arising from any consultation process to ensure that their voice is reflected in their establishment's anti-bullying statement.

It is important that children and young people understand it is the responsibility of all to support each other. They should be actively encouraged to report any bullying incidents, whether directly involved or as a bystander, to an appropriate staff member/senior student/ other responsible adult/parent.

Children and young people are expected to work constructively as part of any restorative practice both when directly or indirectly involved as members of the establishment's community.

4.4 Parents / Carers

It is expected as an overarching principle that all parents/carers will be aware of Oban High School's anti-bullying statement and that they will actively support work to implement, monitor and review the establishment's statement. In addition they should know who they can talk to and what they can expect if bullying occurs.

Parents/Carers should take the opportunity arising from any consultation process to ensure that their voice is reflected in the establishment's anti-bullying statement.

Parents/Carers should encourage and support their child to report any incidents of bullying involving themselves or others to the appropriate member of the establishment's community.

Parents/Carers should work constructively with the establishment where their child is involved in any incident, supporting the anti-bullying practices, including restorative practices and reinforcing the principles and ethos behind the establishment's statement.

Parents/Carers should model respectful relationships with members of the establishment's community. They should not encourage their child to take matters into their own hand or become directly involved in any way that causes the issues to escalate or cause conflict between members of the wider school community.

Parents/Carers should report any incidents where they feel bullied by any other member of the establishment's community directly to the senior leadership of the establishment or Quality Improvement Officer so the issue may be addressed.

4.5 Partners

It is the expectation of Oban High School that all partners who work with each establishment e.g. NHS, Social Services, Police, Voluntary Sector, etc. will embrace the spirit of this policy and work to prevent and reduce bullying and prejudice among children and young people from the early years and beyond school age.

5. Prevention of Bullying

Within this policy all members of staff require to be clear of their role in preventing bullying and in dealing with instances of bullying. The knowledge and skills required will be delivered through in-service training, either within Oban High School or by outside agencies or CPD opportunities. Pro-active strategies to help decrease the incidence of bullying include the following:

- anti-bullying days/weeks taking on board issues that are raised in school, locally or nationally
- assemblies
- use of buddies, with mixed age groups, peer support
- Curriculum for Excellence – delivery of Health and Wellbeing experiences and outcomes
- playground buddies, playground supervision
- lunchtime clubs
- use of leaflets and posters either ‘school made’ or commercially produced from, for example, respectme, Childline, CEOP, Parentline, etc.
- workshops for the school community
- partnership working with parents, outside agencies and the local community.
- Internet Safety Education Programme for all ages

6. Action

Oban High School will ensure that those who have experienced bullying behaviour will receive appropriate support and protection.

Examples of good practice include:

- being listened to
- mediation/restorative practice
- peer support
- involvement of specialist partner agencies
- counselling

When a child or young person has been involved in bullying behaviour Oban High School will ensure that parents or carers are informed in consultation with their child or young person and will actively seek their support in implementing a resolution to the bullying incident.

Oban High School will help those who engage in bullying behaviour to understand the impact of their behaviour and support them to change it.

7. Recording and monitoring

Accurately recording incidents of bullying allows Oban High School to ensure that appropriate response and follow up has been issued. It helps Oban High School to monitor the effectiveness of its statement and practice and can also help identify a need for training. Monitoring bullying incidents can provide information on recurring patterns, including:

- involvement of particular children and young people, staff or other adults
- where and when bullying takes place
- aspects of prejudice or discrimination underlying bullying
- action taken or resolution at an individual or organisational level
- consideration of personal or additional support needs

All reported incidents will be taken seriously, investigated and appropriate action taken. It should be noted that this can have an adverse effect if young people will not tell an adult because they think it will get blown out of proportion and make matters worse. It is important to stress that members of staff are approachable and pupils can trust them. The message conveyed should be, "Anyone with a concern about bullying will be listened to and taken seriously."

Incidents of bullying must be recorded systematically within education establishments and procedures must be followed. Each bullying incident must be recorded in the Pupil Personal Record and also entered on SEEMiS pastoral notes as a significant event.

A standard proforma is also used in Oban High School. Records must be kept up to date within educational establishments using this proforma and this information will be collated centrally at the end of each session as per national requirements. As SEEMiS develops it is envisaged that this information will be recorded electronically which will facilitate collation.

The above guidance is provided in the knowledge that Oban High School have in place an effective statement on anti-bullying and appropriate strategies for implementing their statement.

8. Management and coordination

All establishments will identify a senior member of staff whose responsibility it will be to oversee the statement and its implementation, responses to and recording of incidents, and the development of a positive ethos.

Establishments will involve staff, children and young people and parents/carers when developing and evaluating the effectiveness of their establishment's anti-bullying statement.

9. Equality Impact Assessment

This policy is in accordance with Argyll and Bute Council's Equalities and Diversity Policy. It supports the Council in its duty to eliminate discrimination, treat people fairly and with respect and promote good relations between diverse groups.

Support and Resources

Child Exploitation and Online Protection Centre (CEOP)

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

The CEOP website provides information and advice on keeping children and young people safe online. It hosts 'Thinkuknow' which has interactive programmes for children and young people, parents/carers and those working with children and young people on this topic.

ChildLine

<http://www.childline.org.uk/Pages/default.aspx>

CHILDREN 1ST runs ChildLine Scotland on behalf of the NSPCC. There is also a ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people.

The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

Enable Scotland

<http://www.enable.org.uk>

Enable Scotland is a charity run by its members campaigning for a better life for children and adults with learning disabilities and to support them and their families to live, work and take part in their communities. A report published in 2007 found that

93% of children and young people with learning disabilities are bullied. Enable Scotland, in partnership with *respectme*, have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities

(<http://www.enable.org.uk/campaigns/current-campaigns/Pages/Speak-Up-Anti-Bullying-campaign.aspx>). Enable Scotland also provides training on disability awareness.

Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Scotland

<http://www.lgbtyouth.org.uk>

LGBT Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: *Dealing with homophobia and homophobic bullying in Scottish schools*, funded by the

Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying; priorities which were identified in research with schools.

ParentLine

<http://www.children1st.org.uk/parentline>

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents whose children are being bullied, either at school or within the community.

Respectme

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

Respectme is the Scottish Government funded anti-bullying service. Their highly interactive website provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. *Respectme* develop resources both for training and awareness raising that are widely distributed across the country free of charge. These include

Cyberbullying...Are you switched on?,

Bullying...What can I do? - a leaflet for children and young people jointly developed with ChildLine, and *Bullying...You can make a difference*, for parents and carers.

The Scottish Association for Mental Health (SAMH)

<http://www.samh.org.uk>

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities. SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults. SAMH also Chair the management partnership for *See Me*, Scotland's antistigma campaign.

Scottish Traveller Education Programme (STEP)

<http://www.step.education.ed.ac.uk>

STEP is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland's travelling families to access education and web links for children and young people to a range of different websites, providing information and contacts with travellers and people working with them to support their cultures and life-styles.

STEP's remit includes supporting developments in inclusive educational approaches for Scotland's Travelling Communities and to address racism, harassment and bullying.

Show Racism the Red Card

<http://theredcardscotland.org>

Show Racism the Red Card is an anti-racist educational charity. They aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. They achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through

challenging racism in the game of football and other sports. Show Racism the Red Card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people, examining how race equality can be promoted through *Curriculum for Excellence*.

Stonewall Scotland

<http://www.stonewallscotland.org.uk/scotland>

Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources. These include research reports on teachers' and children and young people's experiences and guides for staff such as 'Challenging Homophobic Language', 'Supporting LGB Young people' and 'Including Different Families'.

[Cool2Talk](#) Offers a confidential one-to-one online service for children and young people.

[LGBT Youth Scotland](#) This organisation provides a comprehensive range of resources, policies and guidelines which can be downloaded for free as well as the *LGBT Youth Charter* (which is not free). Their aim is to make Scotland 'the best place to grow up for LGBTI young people'.

[Parents Enquiry Scotland](#) This is an organisation that provides support and information for parents of LGBTI children and young people.

[Bullying...a guide for parents and carers](#) (*respectme*, 2016)

[CHILDREN 1st](#) This organisation runs ChildLine Scotland and works with Scotland's vulnerable children and young people to improve outcomes in their lives.

[Bullying UK](#) (0808 800 8222). This organisation provides helpful information on online bullying.

[Enquire](#) This organisation offers support and advice for parents, children and young people, raising awareness of their rights to support for their learning needs. They also offer an advocacy service for children 12 to 15. They can be contacted through their website or by telephone:0845 123 2303.