

# BUCKIE COMMUNITY HIGH SCHOOL



## Handbook 2025

Information for  
parents & pupils



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# Buckie High School

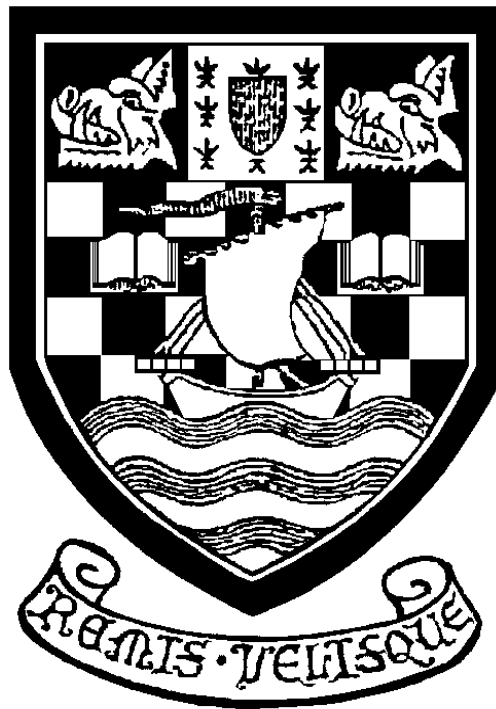
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- by oar and by sail -



*Proud to serve the communities and the associated rural areas of*

*Portessie*

*Buckie*

*Findochty*

*Portgordon*

*Cullen*

*Portknockie*



Moray Council has produced a “Note for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child’s experience at school. This booklet is available from the school, from Educational Services, or Moray Council Internet Site **[http://www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://www.moray.gov.uk/moray_standard/page_47236.html)**

This booklet is also available in other languages.

#### **Information for Parents & Carers Leaflets**

A series of leaflets has been produced by Educational Services for parents and carers. These leaflets are available from the school or Moray Council Internet site [http://moray.gov.uk/moray\\_standard/page\\_42708.html](http://moray.gov.uk/moray_standard/page_42708.html)

#### **Date of issue: 6<sup>th</sup> December 2024**

This handbook has been prepared by the Head Teacher, and follows guidelines set out by Moray Council. The information contained within is correct at the time of publication, and is updated annually.



# WELCOME TO BUCKIE COMMUNITY HIGH SCHOOL

Buckie High is the only secondary school in Moray with the word 'community' in its name – and the sense of being part of a community is a key strength of the school and its people. It serves the area of the North East coast extending from Portgordon in the West, to Cullen in the East and takes in pupils from increasingly diverse social and cultural backgrounds.

The community operates at several levels; the school itself consists of around 850 pupils and more than 100 Moray Council staff – but also takes in large numbers of people who work with young people from our partners such as Children First, Action for Children, Career Ready, Skills Development Scotland and Developing the Young Workforce. At a wider level the community consists of friends and volunteers from across the Buckie area who support the work of the school in many ways – local employers offering work placements, Buckie Rotary conducting prefect interviews, the PTFA raising funds for school activities – the list is far too long to include in any introduction. At its widest level the Buckie High community extends beyond Scotland through our longstanding links with Mawenzi Secondary School in Moshi, Tanzania.

Education is changing rapidly at the moment, but one thing we expect to remain is our commitment to value each pupil as an individual - and to do our best to provide a stimulating, challenging and enjoyable curriculum that suits the needs of each pupil. Our ability to do this depends heavily on the dialogue between staff, pupils and parents & carers. Young people are far more likely to achieve in their education and be happy in doing so, if school and families work together.

We expect that every member of our community contributes to us meeting our aims for young people to be successful and that they become successful learners, confident individuals, effective contributors and responsible citizens.

We are proud of our school and the achievements of its community; we hope that your child will be happy here and that the experiences they take away from Buckie High will help them to live positive and rewarding lives. This handbook has been produced to give you some information about the school. If after reading it you have any further questions, please feel free to contact the school and we will do our best to answer them.



## WELCOME FROM THE PUPILS

Welcome to Buckie Community High School.

Here at Buckie High we appreciate that the transition from Primary 7 can be a daunting thought for many, and just like you, many of us throughout the school experienced some mixed emotions at that time. However, we are here to ensure that the transition from Primary to Secondary is as smooth as possible for all. The school itself has a welcoming environment and the staff are all very friendly, kind and considerate. They work particularly hard to guarantee that every individual receives a high quality education and dedicate time to assist anyone in need. During your first week you will be mentored by a senior prefect to help buddy you around the school and answer any questions you may have. It is important to everyone across the school and wider community that you feel comfortable here at Buckie High and become part of our successful student body.

The school is academically driven with pupils continuously excelling and producing fantastic results across the senior phase exams and in the BGE. We also offer a wide range of extracurricular activities with something for everyone to try, including Fencing, Football, Science Club, Chess Club, Music Clubs and Pride Club. Our clubs provide you with greater access to likeminded individuals and expand your horizons. They offer a chance to relieve stress and have fun whilst building on your skills.

The student body and the staff here at Buckie High are a united front, meaning there will always be a friendly face to help anyone. Buckie itself is a welcoming town and the school reflects this. The Community Larder is a school run food bank open to the local community. There are wellbeing hubs around the school which offer essentials to anyone in need, including stationery, sanitary products and toiletries. We also have a Breakfast Club that offers any pupils a free breakfast; this runs from 8.00-8.45 every morning.

Along with our many groups and extracurricular opportunities, we have MVP mentors and SCQF Ambassadors. These relatively new programmes have been showcased across the school to raise pupil and staff awareness to benefit our peers. The SCQF Ambassadors work closely with the curriculum to develop and enhance Buckie High's academic framework with a goal to help learners plan a pathway suited to their ability. To reduce gender stereotypes and violence, our peer educator programme allows seniors to develop confidence and encourage good mental health.

Our school's core values are CARE: Care, Ambition, Respect and Effort. As leaders within the school, we see first-hand everyday these values being shown by students. We care about each other and look out for one another in and outwith school. Within our community, we as pupils strive to be role models of our school, encouraging pupils to continue the hard work to achieve academic success while maintaining a healthy life balance enjoying extracurricular activities.

We look forward to welcoming you to Buckie Community High School!



**Joe Sutherland,  
Head of School**

**Robyn Taylor,  
Head of School**





At Buckie Community High School we  
**CARE** about Each Other, Our Learning  
and Ourselves

Vision and Values



Compassion  
Ambition  
Respect  
Effort

## BUCKIE HIGH SCHOOL STAFF

### **LEADERSHIP TEAM**

Sean Duffy (Acting Rector)  
Elizabeth Bain (Depute Rector)  
June Reid (Depute Rector)  
Vacancy

### **GUIDANCE**

Rebecca Cowie (Cluny)  
Alisha Sim (Lennox)  
Isabelle Annand (Rathburn)  
Sharon Grant/Jane Stewart  
(Seafield)

### **ART & DESIGN & HOME**

#### **ECONOMICS**

Sarah Matthews, PT  
Lara Edgar  
Jenny Farmer  
Katie Mustard  
Hannah Smith (Mat leave)  
Faye Lowe (HE)

### **BIOLOGY & CHEMISTRY**

**John Stewart, PT**  
Nicola Cowie (B)  
Jon Goulding (C)  
Agnieszka MacDougall  
Emily Ross (C)  
Charlotte Stewart (C)

### **BUSINESS EDUCATION**

Alice Leitch, PT  
Ann-Marie McCarley  
Scott Sommerville, NQT

### **ENGLISH**

Tracey Sutherland, PT  
Rachel Clark  
Jenny Elder  
Martin Laidlaw  
Zoe Stewart  
Kimberley Young

### **FLEXIBLE CURRICULUM**

Colin Smith, PT

### **GEOGRAPHY**

Rachael Smith, PT  
Alexandra Burrell  
Jamie Main

### **HISTORY/MODERN STUDIES**

Patricia McPherson, PT  
Dorothy Loveland  
Daisy Collins, NQT

### **INCLUSIVE TRANSITION**

Emma Seymour  
Jackie Gerrie  
Nicola Jones

### **MATHS**

Gary Harper, PT  
Marie Anderson  
Claire Bingham  
Karen Connolly  
Fiona Dixon  
Rebecca Edwards  
Wendy Fyfe  
Jean Reid

### **MODERN LANGUAGES**

Chloe Benkemoun, PT  
Roger Seymour  
Laura Wright

### **MUSIC & DRAMA**

Ewen Brindle (Acting PT)  
Kay Copland  
Lauren Harper  
Zoe Mair  
Amanda Craib, (Drama)

### **PHYSICAL EDUCATION**

Laura Davidson, PT  
Vicky Helyer  
Kerr Taylor  
Monica Wilson  
Stefan Wojcik

### **PHYSICS & SCIENCE**

Hannah Penman, PT  
Gary Bailey  
Tom Drysdale

### **RMPS & UPS**

John Cassie, PT  
Alban Drangu

### **ENHANCED PROVISION**

Sharon Aitken, PT  
Emma Cameron-Turner  
Lauren Harper  
Laura McDonald

**SUPPORT FOR LEARNING**

Karin Flett, PT

Holly Allardice

Lorraine Campbell

Simone Evans

**TECHNICAL**

Vickie Glennie, PT 0.8

Thomas Bowes, PT 0.2

Gillian Mackenzie

**TRANSFORM**

Christine McKay

**LIBRARY**

Stephen Leitch

**HOME SCHOOL LINK WORKER**

Mandi Mair

**MUSIC INSTRUCTION**

Jane Alexander, Instructor

Alasdair Grant, Instructor

Frances Campbell, Instructor

**SUPPORT SERVICES**

Yvonne Taylor, Business Manager

Lynn Coull

Audrey Flett

Donna McNeill

**SCHOOL ADMINISTRATION**

Sandra Goldie/Sarah Wisnicki,  
Admin Officer

Emma Marandola

Irene Smith

Lynn Coull

Donna McNeill

**TECHNICIAN SUPPORT**

Annette Burgess (Science/School)

Gemma Geddes (Science)

George Murray (Tech/Science)

**Vacancy** (ICT Technician)

**JANITORS**

Kevin Donald

Scott Christie

**SED/SUPPORT FOR LEARNING**

Kathryn Acton (Pupil Support Assistant)

Shellie Beaubien (Pupil Support Assistant)

Judith Bruce (Pupil Support Assistant)

Stella Burks (Pupil Support Assistant)

Linda Coull (Pupil Support Assistant)

Lynn Curran (Pupil Support Assistant)

Tyler Davies (Pupil Support Worker)

Nicola Donald (Pupil Support Assistant)

Julie-Ann Drake (EAL Assistant)

Ailsa Falconer (Pupil Support Assistant)

Debbie Farquhar (Pupil Support Assistant)

Shona Flett (Pupil Support Assistant)

Lisa Grant (Pupil Support Assistant)

Dee Gresswell-Grant (Pupil Support Assistant)

Jay Hector (Pupils Support Worker)

John Hogarth (Pupil Support Assistant)

Mandy McRae (Pupil Support Assistant)

Ben Moore (Pupil Support Assistant)

Paula Murray (Pupil Support Assistant)

Jayne Pirie (Pupil Support Assistant)

Sarah Redford (Pupil Support Assistant)

Chris Slade (Pupil Support Assistant)

Claire Smith (Pupils Support Assistant)

Kay Smith (Pupils Support Assistant)

Kerry Swanson (Pupil Support Assistant)

Sandra Tuke (Teacher of Visual Impaired)

## SENIOR LEADERSHIP TEAM

### **Acting Rector—Mr Sean Duffy**

Mr Duffy has overall responsibility for the overall leadership and management of the school including generation and monitoring of school policies. He has overall responsibility for curricular policy and for developing the school's vision, values and aims. He links with the Art and Home Economics departments as well as the ASG primaries. He is responsible for the school's approach to continuous improvement planning and approaches to self-evaluation. He represents the staff on the Parent Council and is on a range of local and national bodies representing the views and interests of Buckie High School and Moray Council.



### **Depute Rector – Mrs Elizabeth Bain**

Mrs Bain is responsible for tracking of and reporting on pupil progress. She is the SLT Link for S4 and S5. She has overall responsibility for Learning and Teaching in the school and is responsible for our approaches to Developing the Young Workforce. She is the link for the Technical, Business Ed & ICT, History & Modern Studies, Geography, RMPS and UPS and the Music & Drama Departments.



### **Acting Depute Rector – Mr Brian Donlin**

Mr Donlin is responsible for the curriculum and timetabling. He is the SLT Link for S2 and S3. He is link for the English, Art, Design and HE, Modern Languages, Science and PE departments as well as the school library. He is responsible for our raising attainment strategy – which includes the use of Pupil Equity Funding. He oversees the school's self-evaluation programme – which drives our quality improvement agenda.



### **Depute Rector – Mrs June Reid**

Mrs Reid has responsibility for the pupil support system, which encompasses Guidance and Additional Support Needs. She is the link for S1 and S6 Houses and with outside agencies who work in the school (Social Work, NHS Grampian, Police Scotland, Home-School Link Worker, etc). She is responsible for pastoral transitions in the school and is the link for the PSE department and manages the Prefect system. She has oversight over Health and Wellbeing across Learning and organise the enrolment of new pupils. She is the Child Protection co-ordinator.



### **Business Support Officer—Mrs Yvonne Taylor**

Mrs Taylor has responsibility for managing the support staff in the school. She also oversees the management of school finances, the school MIS system, staff cover and is the school's SQA co-ordinator. She coordinates baseline assessments (NSA and the SSLN). She also oversees Health & Safety in the school.



## THE SCHOOL DAY

The school day for pupils is from 8.45 am to 3.40 pm, with a lunch break from 1.10pm to 2.00pm. Facilities are available in school for pupils wishing to stay on at the end of the day to do homework.

Period Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:45-9:35	1	1	1	1	1
9:35-10:25	2	2	2	2	2
10:25-10:40	Interval	Interval	Interval	Interval	Interval
10:40-11:30	3	3	3	3	3
11:30-12:20	4	4	4	4	4
12:20-13:10	5	5	5	5	5
13:10-14:00	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)	Lunch
14:00-14:50	6	6	6	6	
14.50-15:40	7	7	7	7	

## TERM & HOLIDAY DATES

### SPRING TERM 2025

**Monday 6 January 2025 to Friday 28 March 2025**

**In-Service: Thursday 13 February 2025**

**Mid Term Holiday: Friday 14 & Monday 17 February 2025**

### SUMMER TERM 2025

**Monday 14 April 2025 to Friday 27 June 2025**

**Good Friday Holiday: Friday 18 April 2025**

**May Day Holiday: Monday 5 May 2025**

**Occasional Day: Tuesday 6 May 2025**

### AUTUMN TERM 2025

**Wednesday 20 August 2025 to Friday 10 October 2025**

### WINTER TERM 2025

**Monday 27 October 2025 to Friday 19 December 2025**

**In-Service: Monday 10 November and Tuesday 11 November 2025**



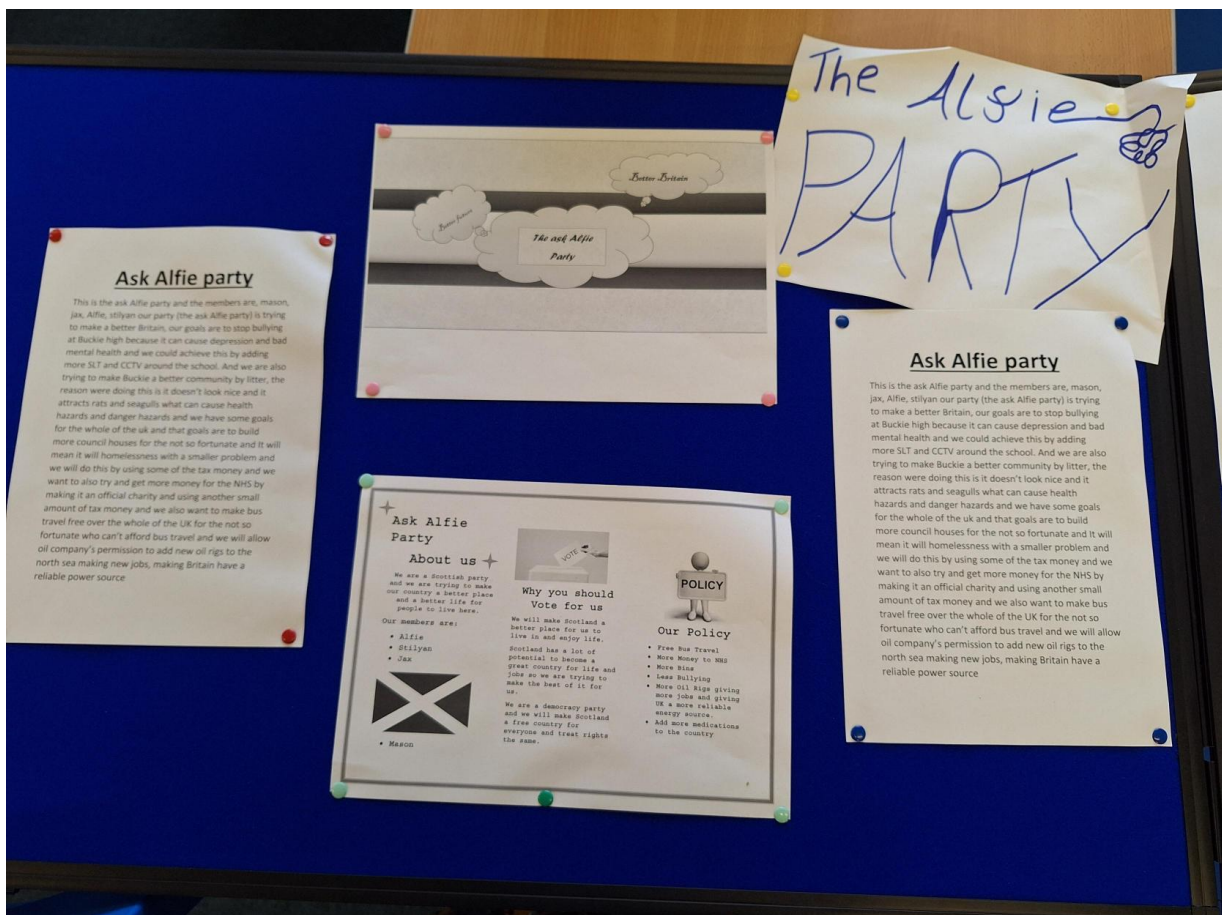
## COMMUNICATION

Information will be sent home to parents/carers via email or Xpressions. We aim to be a paper-friendly school and would be grateful if you could provide the school with an up-to-date email address.

The school also uses a text messaging service, and you will on occasion, receive information via text message.

### Telephone or Email

Please email or telephone the school if you would like to discuss any issue. The first point of contact should be your son/daughter's Guidance teacher. If you need to discuss a matter with the Rector or Depute Rector, please contact the school office.



### S2 Mock Elections



## GUIDANCE

Central to guidance is our belief in the personal value and unique contribution of each pupil. The guidance system exists to make sure that the overall needs of each pupil are recognised and catered for as far as possible. As pupils progress through the school they can expect different things of the guidance system.

Guidance is organised around four "houses", each in the charge of a Principal Teacher of Guidance – **Cluny** (Miss Rebecca Cowie), **Lennox** (Miss Alisha Sim), **Rathburn** (Mrs Isabelle Annand), and **Seafield** (Mrs Sharon Grant and Mrs Jane Stewart). Each house is made up of "PSE groups" which range from first year through to sixth year. On entering Buckie High School, each pupil is assigned to a PSE group. PSE is typically taught by their Guidance teacher and pupils usually remain with their PSE Group throughout their time at the school.

It is the responsibility of the guidance staff, by personal contact with pupils, by liaison with subject teachers, and by meeting parents as frequently as necessary, to have a full knowledge of each pupil in the group. This way the guidance teacher can help each individual gain the greatest advantage from his or her time in school. At any time, should the need arise, pupils and parents alike are welcome to contact the guidance staff on any matter connected with a pupil's well-being — in or out of school.



Miss Cowie

Cluny



Miss Sim

Lennox



Mrs Annand

Rathburn



Mrs Grant

Seafield



Mrs Stewart

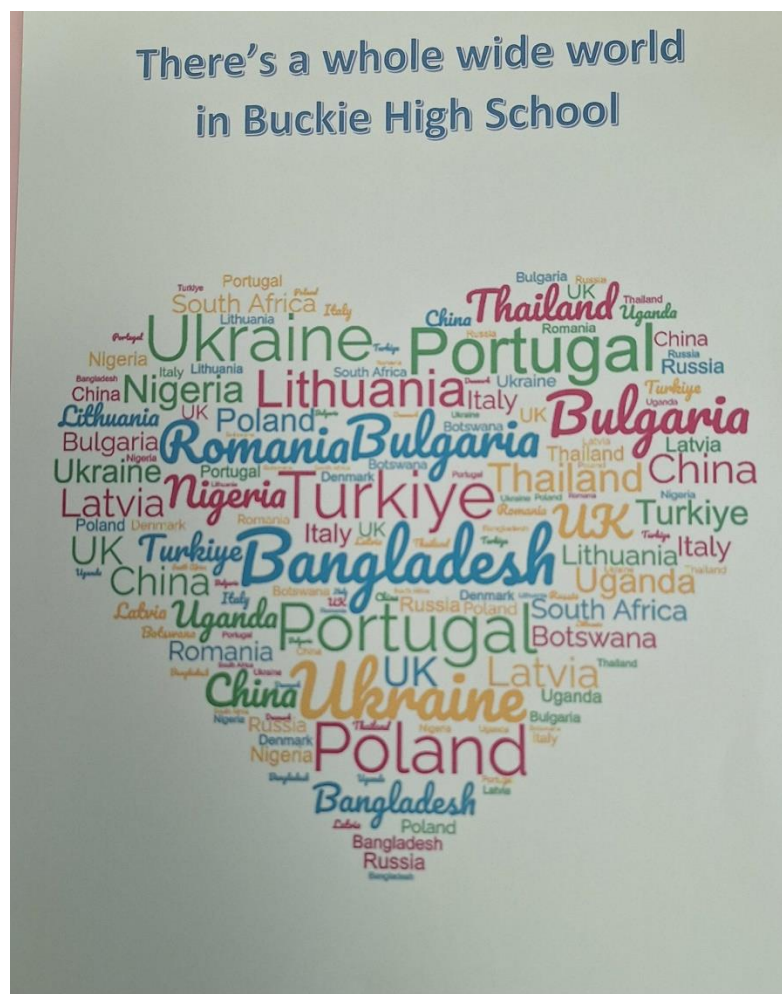
Seafield

## ASSOCIATED SCHOOLS GROUP

Buckie High School is one of nine schools in the Buckie Associated Schools Group (ASG). The others are:

Cluny Primary School  
Cullen Primary School  
Findochty Primary School  
Millbank Primary School  
Portessie Primary School  
Portgordon Primary School  
Portknockie Primary School  
St Peter's Primary School

All nine schools work together as a group on curricular matters, and to ensure that the transition from primary to secondary school is as smooth as possible. Every year, key staff from Buckie High School work with their primary colleagues to ensure that pupils are placed appropriately in S1 classes, and that any particular needs are taken into account. A full transition programme exists to make the experience of moving from primary to secondary reassuring for all P7 pupils.



## CURRICULUM

### Curriculum for Excellence

#### Bringing **learning to life** and **life to learning**

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world

As part of their learner journey, all children and young people are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

- Opportunities for personal achievement
- Interdisciplinary learning
- Ethos and life of the school as a community
- Curriculum areas and subjects

Ultimately, our curriculum aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.





## BROAD GENERAL EDUCATION (S1/2/3)

On the previous page, you can see a statement with regard to Curriculum for Excellence, based on work produced by the national Curriculum for Excellence Management Board. The new curriculum provides a broad-based experience for our pupils from S1 to S3.

A pupil coming into S1 in August 2025 will experience learning across the following curricular areas:

English & Literacy  
Mathematics & Numeracy  
Modern Languages  
Health & Wellbeing  
PSE & UPS  
RME  
Sciences  
Social Subjects  
Expressive Arts  
Technologies

Literacy, Numeracy and Health & Wellbeing are integral to learning across curricular areas.

In S3 all pupils will study English, Maths, Personal and Social Education, Physical Education and Religious and Moral Education. Pupils can also choose 7 additional subjects from within Science Technology Engineering, Expressive Arts and Social and Enterprise subjects. Pupils are then also able to choose an additional 3 choices to tailor their timetable towards their needs.

In S1 to S3, all pupils will have the opportunity to engage in interdisciplinary work to enhance their experience and to allow pupils to make the links between knowledge in one subject area and another, helping children understand the world.

During S2 and S3, in consultation with Principal Teachers of Guidance and subject teachers, pupils will select a range of courses across S4 to S6 which meets their particular needs, allows greater depth and specialisation whilst retaining breadth across the curriculum.



## SENIOR PHASE CURRICULUM (S4/5/6)

Curriculum for Excellence ensures that pupils achieve a broad general education in S1 to S3, on completion of this they move into the Senior Phase. In the Senior Phase pupils make subject choices that will determine which level of National Qualification they gain, ranging from Level 3 through to Level 7. Flexibility is a key strength of the Senior Phase. As pupils move through the school years they are able to progress vertically or horizontally meaning that pupils in S4 to S6 are able to study subjects at a level that best suits their needs. For example, in discussion with their Guidance teacher, a pupil may opt to sit a Higher in S4 or a National 4 in S6. They are also encouraged to consider the skills they will need to go on to further education or employment and are encouraged to include activities such as work experience, peer support, ICT and leadership qualifications in their timetable. Pupils will also have the opportunity to work with Community Learning & Development and Moray College as appropriate. Experience of work is important at this stage - with a blend of traditional work experience and more tailored approaches being available. The aim of the school is to ensure that your daughter or son is well equipped for success when they leave school. Choosing which subjects to study requires careful thought. It is important that pupils see the Senior Phase as a whole and plan out, as far as is possible, their experience across S4, S5 and S6.

Outlined below is a description of what this means for your child.

**S4** — In S4 pupils will study English and Maths; in addition they will choose 4 subjects at Level 3, level 4 or Level 5. On occasion and following discussion of the individual circumstance pupils may take a subject at Level 6. Teachers will ensure that pupils work at the highest level they are capable of. The option of day-release to College or extended work placement is also possible.

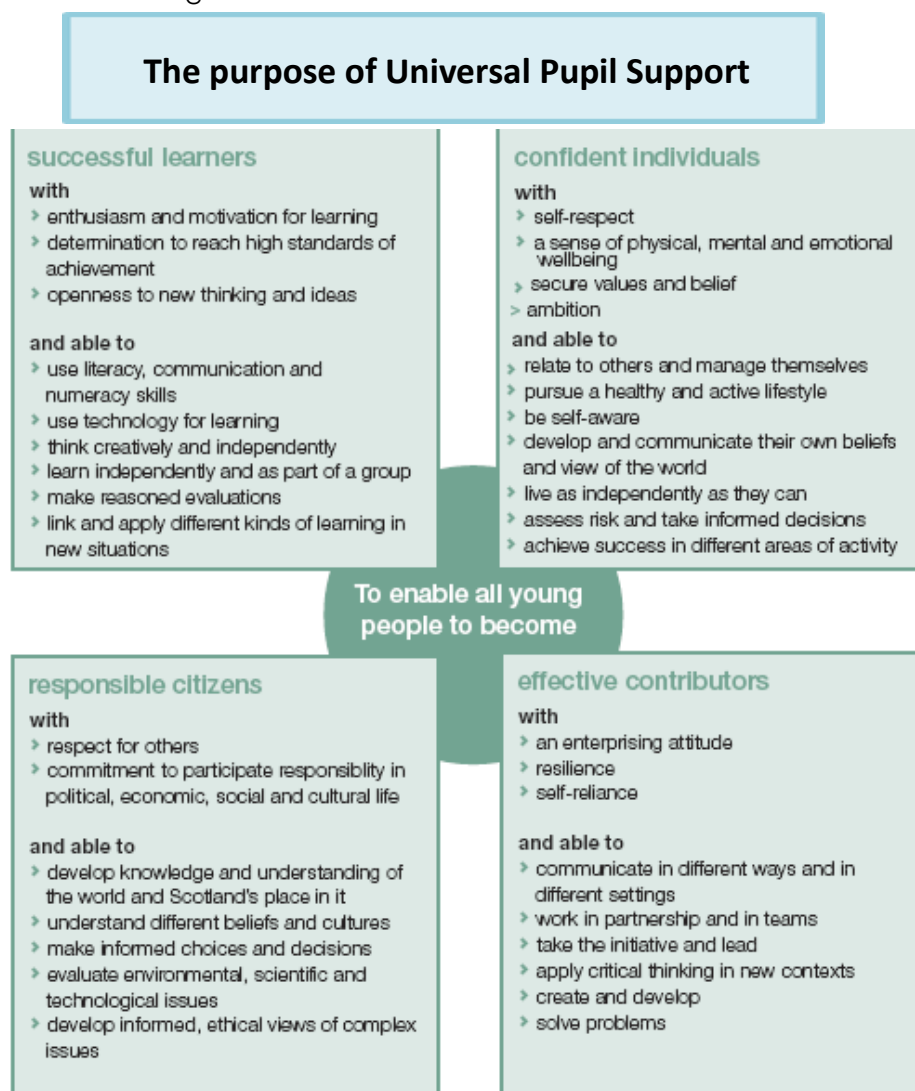
**S5** — In S5 pupils will choose 5 or 6 subjects at Level 4 - 6. Their choices will progress a subject taken in S4 or S3. On occasion and following discussion of the individual circumstance, pupils may take a subject at Level 7, they may also choose a subject that they have not studied before. The option of day-release to College or extended work placement is also possible.

**S6** — In S6 pupils will study between 5 and 6 subjects at Level 4 - 7. Their choices will either progress a subject taken in S4 or S5 or a college course. On occasion and following discussion of the individual circumstance, pupils may take a subject at Level 3, they may also choose a subject that they studied in S3 or a subject that they have not studied before. The option of day-release to College or extended work placement is also possible. Pupils in S6 will also be encouraged to take on wider responsibilities eg being a buddy or a prefect.

## UNIVERSAL PUPIL SUPPORT AT BUCKIE COMMUNITY HIGH SCHOOL

Curriculum for Excellence ensures that throughout their education young people are given the opportunity to become successful learners, confident individuals, responsible citizens and effective contributors. The diagram overleaf gives details of what this looks like in reality for pupils. To best facilitate this, Buckie High has a system of Universal Pupil Support in place. Universal Pupil Support supports learning in its widest sense and all teaching staff contribute to its delivery. Universal support includes supporting learning by promoting an ethos of care, trust and mutual respect. In the classroom the consistent use of formative assessment strategies, reviewing progress, planning next steps, personal learning planning and providing opportunities for personal achievement, all support the learner. Pupils in S1 and S2 work with their class teachers and UPS teacher to identify their strengths and challenges as a learner, they then set targets to help them progress. Pupils are regularly required to identify the pieces of work which best capture their learning and to reflect on the progress they have made across

the curriculum, in skills and in wider achievements. This profiling process involves ongoing dialogue and is useful to pupil, parent and teacher as a tool by which learning can be progressed. At the end of S3 pupils prepare an S3 Profile which includes examples of their learning across the curriculum and a personal statement written by the pupil. This marks the completion of their broad general education.



## EXPECTATIONS OF PUPILS

We are dedicated to meeting the educational needs of our pupils through high quality teaching and learning and a focus on individual attainment. This means that we must have high expectations of our pupils in terms of preparation, work and attitude. Some of these expectations are reflected in the "Learning Code" which has been agreed by all staff and pupils within Buckie High School:



## SUCCESS IN LEARNING

<b>Achieving</b>	<i>* Aim High. Challenge yourself.</i>
<b>Proud</b>	<i>*Always hand in work you are proud of.</i>
<b>Fearless</b>	<i>*Volunteer answers. Don't be scared to be wrong, because you and your classmates can learn from your mistakes.</i>
<b>Listening</b>	<i>*Your teachers are in charge. Listen to what they say and tell them if you don't understand.</i>
<b>Prepared</b>	<i>*Come equipped for success (pens, pencils, homework diary, kit etc).</i>
<b>Confident</b>	<i>*Read and review your classwork between lessons.</i>
<b>Punctual</b>	<i>*Arrive on time and make sure your work is handed in on time.</i>

Naturally, many departments will have very specific expectations, such as bringing equipment in Home Economics, use of machines in Technical, or showering in PE. Departments will make it very clear to pupils what is expected.

## CHANGE OF COURSE

All requests for a change of course should be made by letter or email, addressed to your son or daughter's guidance teacher. These include requests to change or discontinue a subject, and requests to transfer from one type of course to another. Each request is carefully considered, but it may not be possible to arrange the change proposed. No student is allowed to discontinue a course without the written consent of his or her teacher. In 2025/26 pupils are expected to continue with **six** courses in fourth year, at least **five** courses in fifth year and a minimum of **four** courses in sixth year.

## UNIVERSITY ENTRANCE

Application for admission to all full-time degree courses and some HNC/HND courses is made via the centralised body known as UCAS. The school will guide students through the application process in the autumn term, in time for the application deadline in mid November. The quality of examination passes is of crucial importance in securing a university place. Generally universities are looking for a range of A and B passes. Universities also pay close attention to students' personal statements which reflect their interests, activities and positions of responsibility in the school or youth organisations. Details of UCAS and all university and college courses are on the school website in the Guidance section.

# A GUIDE TO SCOTTISH QUALIFICATIONS

## QUALIFICATIONS FRAMEWORK

<i>HIGHER DEGREE</i>	<i>SVQ v</i>
<i>DEGREE (University)</i>	<i>SVQ iv</i>
<i>Yr 2 HND (eg Moray College)</i>	
<i>Yr 1 HND Level 7 Advanced Higher</i>	<i>SVQ iii</i>
<i>Level 6 NPA National Certificate Higher</i>	
<i>Level 5 NPA Skills for Work National 5</i>	<i>SVQ ii</i>
<i>Level 4 NPA National 4</i>	<i>SVQ i</i>
<i>Level 3 National 3</i>	
<b>NATIONAL QUALIFICATIONS</b>	<b>SCOTTISH VOCATIONAL QUALIFICATIONS</b>

More information on the SCQF system is available from: [www.scaf.org.uk](http://www.scaf.org.uk) and  
<https://youtu.be/9CLQU8QyUr4>

## **SPIRITUAL, MORAL, SOCIAL & CULTURAL VALUES**

An overall aim in Buckie High School is to help pupils to examine, clarify, and reconsider, where appropriate, their personal attitudes and values. This is achieved through a range of structured pupil experiences in different subjects, through the personal and social education programme, through assemblies and through involvement in the life of the school and extra-curricular activities.

In common with other Moray schools, we are committed to multicultural and anti-racist education. We actively promote values related to perseverance, achievement, co-operation, community and global awareness, and social responsibility. We believe in the personal value and unique contribution of every student, and place great emphasis on the quality of relationships amongst and between staff and pupils. Please also see the sections of this booklet on Aims of the School, Religious Education, Guidance and School Chaplain. Parents have a right, on grounds of conscience, to withdraw their son or daughter from religious observance or religious education. If this is your wish we would ask you to discuss the matter with staff at the school before coming to a final decision.

## **RELIGIOUS & MORAL EDUCATION (CORE)**

In S1, learners study three units the first of which is Marvels & Mysteries. This unit asks students to consider different types of questions relating to the modern world. The course splits questions into different categories: questions that have answers, questions that have no answers and answers to questions that surprise and astonish. The unit is designed to allow personal research through belief and values. The second unit in S1 is a study of Christian belief and values in a contemporary setting. The final unit in S1 is based around Ultimate Questions regarding the meaning of life.

In S2 all learners complete a project on a Religion of their choice. This is followed by an introduction to Philosophy named The Nature of Belief. This unit examines how we come to have belief and how these beliefs can be good or bad. The unit culminates with a study of how certain beliefs ultimately led to the Holocaust. The third unit is a project that focuses on local charities and issues through the Youth Philanthropic Initiative. Finally, learners return to a short unit on Ultimate Questions.

In S3 & S4 all students study Morality and Making Moral Decisions. This course examines Moral Stances and applies them to issues such as Racial Discrimination and Capital Punishment. These courses are certificated by the SQA.

In S4 students can choose Religious, Moral and Philosophical Studies (RMPS) where they look at philosophical questions around the existence of God, study a World Religion and look at ethical issues such as euthanasia and embryo use. These courses currently run at National 4 and National 5 levels.

Learners can also choose Philosophy. This course covers Logic, Metaphysics, Epistemology and Moral Philosophy. This course is currently offered at Higher and National 5 level.

## **SCHOOL CHAPLAINS**

The school is very fortunate to have the support of an ecumenical team of Chaplains all of whom are based in the Buckie area. They visit the school to talk with pupils and staff. In addition, religious observance assemblies are held at important times in the Christian year. These form part of the normal pattern of school life and all pupils are expected to attend. The chaplains also offer a drop-in service to staff and young people on a regular basis. Parents who would prefer their children not to attend for religious reasons should write to the Rector.

## **ADDITIONAL SUPPORT NEEDS**

Many children, for whatever reason, require additional support in order to help them make the most of their school education. This support can be long term or short term and can arise from factors at home or at school or from disability or health.

Your child's guidance teacher will have overall responsibility for ensuring your child's needs are met at the transfer to the High School, but he or she will be assisted by other pupil support staff. Guidance teachers and Support for Learning teachers visit primary schools to meet children and talk to teachers long before pupils enrol at the High School. Sometimes special transition programmes are arranged. If you have any concerns about your child's needs, please contact either your primary school Head Teacher or staff at the High School. Support for Learning staff work alongside colleagues in class to provide assistance where appropriate. Pupils who have short term specific needs may be withdrawn from class for a period of time for special help or revision. Pupils may be assisted individually or in small class groups.

The aim of education for children working in the Special Education Department is the same as for all other children in Buckie High School, and will be appropriate to their age, ability and aptitude. Some pupils may follow mainstream courses all week, others may follow courses partly in the Special Education Department and partly in mainstream, and some pupils may spend all their time in the Special Education Department.

Moray Council is committed to working in partnership with parents, young people and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process. Procedures such as talking to Head Teachers or Guidance Staff can help sort out the great majority of situations. To further help with this, you can contact Mrs June Reid, who is the Additional Support Needs co-ordinator.

For a statement on the Additional Support Needs Act, please see Moray Council's "Notes for Parents & Carers".

Enquire – the Scottish advice service for additional support for learning  
Enquire offers independent, confidential advice and information on additional support for learning through:  
Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)  
Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)  
Enquire provides a range of clear and easy-to-read guides and factsheets including "The Parents' Guide to Additional Support for Learning"

## **ACCESSIBILITY**

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies, but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents/carers.

## **LIBRARY RESOURCE CENTRE**

The Library Resource Centre houses an attractive and up-to-date stock of fiction, non-fiction and reference materials. There are twenty computers for pupil use, with access to the Internet. A television, video and DVD player is available, and DVDs and videos may be borrowed.

All pupils will use the resources in the library to help them with a variety of projects across the curriculum, and there is an extensive collection of topic boxes, magazines and information technology to support this. There are areas for quiet study and reading, and the librarian is always available to help.

The librarian encourages all pupils to read for pleasure through a programme of regular book talks, and in S1 and S2, pupils are introduced to a range of different authors and themes in fiction. An annual programme of author visits is offered by the librarian, and all pupils will have the opportunity to meet an author. Pupils are encouraged to take part in other activities the library is involved in, such as World Book Day, National Book Week, National Poetry Day, inter-house quizzes and other events.

There is an extensive careers library, which holds up-to-date information on jobs and Further/Higher Education. Pupils can make use of a number of computer programmes, the Internet, and various reference books. Planned lessons take place in the careers library, but pupils, on dedicated machines, are encouraged to make use of the Careers Library in their own time, to research their career ideas.

The librarian is available Monday, Wednesday and Thursday to provide help and advice to pupils and pupils can also use the Library Resource Centre in their free time: before and after school, and at lunchtime.

## **SPORTS FACILITIES**

Pupils coming to Buckie High School can enjoy some of the best PE and Sports facilities in the area. A large Games Hall caters for a wide range of sporting activities including badminton, volleyball, indoor football, hockey, athletics and tennis. Gymnasium 1 can also accommodate these indoor games and activities, while Gymnasium 2 is the centre for gymnastics, trampolining, dance and aerobics. There is a separate fitness and weight training room. Outside, the school is fortunate to have extensive playing fields on site, with an all-weather floodlit pitch. Football, hockey and rugby pitches are marked out for use during the autumn and spring terms. In the summer term an athletics track, cricket and softball areas are also prepared for use. All pupils from first to sixth year can come and enjoy these excellent facilities and take part in some of the many activities on offer from the Physical Education Department.

## 16+ LEARNING CHOICES

It is the intent of the Scottish Government that every young person of school leaving age in Scotland will receive an offer of continuing education or training that is attractive, appropriate and relevant to their needs. It is felt that this is the best way of ensuring young people's long term employability. In partnership with schools, colleges, Skills Development Scotland (Careers), the private, voluntary and other public sectors, Moray is developing systems and plans that will translate that vision into reality.

For many young people schools will continue to be the main route for that progression beyond S4; for others, college will be the best option, or it might be a combination of school and college. For some young people the best offer may lie outside of school and college and this is where alternative provision will be identified and developed.

During a young person's final year of statutory schooling, school guidance and Skills Development Scotland (careers) staff will be in discussion with pupils to identify the most appropriate pathway.

## PUPIL ROLL

The roll of the school in September 2024 was 819, distributed as follows:-

First Year (S1)	159
Second Year (S2)	142
Third Year (S3)	131
Fourth Year (S4)	145
Fifth Year (S5)	138
Sixth Year (S6)	96

## DATA PROTECTION

Buckie High School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. The type of personal data we will collect include:-

- **Data about our pupils/children and their families**

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.



- **Data about pupils/children at school/within ELC setting**

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusion. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

- **Data about when and where they go after they leave us**

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Buckie High School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Buckie High School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see [Moray Council's Information Management webpages](#).

## Sharing personal data to support Wellbeing

In addition to the above, Buckie High School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.



1R1 Internet Safety Presentations

## ASSESSMENT

The main purpose of assessment is to find out exactly what each pupil can or cannot do to determine next steps for learning. This information often comes from normal classwork, homework and assignments and is used to help decide whether a pupil is ready for the next step or needs further help to achieve what he or she cannot yet do. At other times, assessment is carried out to see whether a pupil has mastered a whole unit of a course. Early in first year all pupils are likely to take a cognitive ability test. This will be used to allow us to set targets for pupils' S4 attainment to ensure pupils meet the standards of work of which they are capable. At all times the aim is to help both pupil and teacher know what each pupil's strengths and weaknesses are in each 'element' of the course. Only by doing this can we help each pupil to achieve as much as possible and be able to decide what courses to take at the end of third, fourth and fifth years.

A key priority within A Curriculum for Excellence is that teachers consider carefully how they teach: skilled questioning and a variety of assessment methods lead to better learning. Increasingly pupils will be involved in assessing their own work and that of their classmates. Teachers share learning intentions with pupils and many departments use learning logs or reflective journals which give pupils the chance to reflect and comment on what they have learned.

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Senior Phase Hospitality Lunch

## **EXTENDED LEARNING OPPORTUNITIES**

For many years Buckie High School has offered to pupils a wide programme of activities outwith normal hours to complement the sport, art and music courses of the normal school day. Additionally a range of community groups and individuals use the school buildings, playing fields and adjacent swimming pool in the evenings and at weekends.

Each year there are normally overseas visits, as well as residential stays nearer home. The school also organises concerts, shows and theatre visits.

Apart from the timetabled programme of music for all pupils, and in keeping with the music department's policy of encouraging pupils to make and enjoy music, there is an optional instrument tuition scheme. Lessons on most instruments are available and charged for according to a council wide scheme. Pupils in first year may audition for instruction, although priority is given to those who commenced tuition on an instrument whilst in primary school. Places are limited by the availability of instruments and staff. Pupils must attend the appropriate school ensemble and also those organised on a Moray basis, when they have reached the required standard. Concerts and recitals both in and out of school provide a rewarding outlet for practical rehearsals, and these take place regularly throughout the session.

## **PART TIME WORK**

A few hours part-time or holiday work can be a valuable experience for senior students, but the school strongly discourages longer hours of work during term time. Experience and Scottish Exam statistics show that students working ten or more hours a week rarely achieve the exam passes they are capable of.

Pupils, aged between 14 years and their legal school leaving age, may undertake part-time employment during the school session provided they have been issued with a work permit. Application forms for work permits can be obtained from the guidance staff and the proposed employer must give details of the job being offered on Part 1 of this form. When the completed application form has been checked out, to show that the job proposed conforms with local authority by-laws on the employment of children, a work permit is issued by the school. Please note that it is illegal for a child who has not obtained a work permit to be in part-time employment during the school session (this includes Saturdays and Sundays during term-time).



## **EDUCATIONAL EXCURSIONS**

Excursions, outings and visits are an integral part of the curricular and social life of the school. Excursions of half a day or less are regarded as routine and permission from parents/carers is not usually sought. Half-day visits may involve unaccompanied fieldwork and surveys in and around the town, or visits to exhibitions or conferences. For excursions of longer than half a day, parents are asked to sign a consent form. Please make sure that the teacher in charge is fully informed about any matter that might affect your son or daughter's participation.

In all cases of serious accident or illness, the school will take steps to inform the parent or carer as quickly as possible, while giving priority to dealing with the pupil. In this connection it is important that the parents have provided the school with an emergency contact telephone number apart from the home number. Under no circumstances should a pupil who feels ill or has an accident, go out of school without permission.

No insurance cover is held by Moray Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate. Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council. This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred, however remote this possibility.

It is important that parents/carers satisfy themselves that any school insurance policy that might be taken out is adequate for their needs.

## **PARENTS' MEETINGS**

Meetings between parents and teachers are arranged at important times in pupils' school careers. Parents' Evenings are arranged for each year group to allow parents to discuss their child's progress. In second, third and fourth/fifth year Information Evenings are arranged so that advice can be obtained before course choices are made. Meetings are also arranged to discuss issues of general importance, or, for example, in connection with a foreign visit.

For pupils to do well at school, we need the active support of parents. Young people's learning is not confined to school! To help foster this partnership, the school runs special events for parents of pupils in specific year groups. Such events are highly focused and generally last 60-80 minutes. From the Primary 7 Parents' Evening in June, to the Senior Phase Information Evening, parents and teachers value the meetings, and pupils benefit.

If, at any stage parents would like more information on any aspect of their son's or daughter's progress, please do not hesitate to contact the school.

## CAREERS EDUCATION

In the future, students will need skills to equip themselves for a varied working life. Work patterns are changing, and the traditional job for life no longer exists. Career choice is a process and not a single decision.

Guidance staff works alongside the Careers Adviser to support pupils in their career decisions. A Careers Adviser from Skills Development Scotland has a weekly programme in Buckie High School. This involves group talks and individual interviews. During the careers interview, the pupil and the Careers Adviser discuss the pupil's ideas and options. Parents/Carers are encouraged to attend careers interviews with their son or daughter. In addition, the Careers Adviser is available in the Careers Office over one lunchtime per week. No appointment is necessary to attend this session. There is a wealth of careers information on the Internet. There are direct links relating to careers and all further education courses on the school website in the Guidance section.

## SANCTIONS

Children are expected to follow the school rules and model our shared values. Generally, children are made aware that they are responsible for their own actions, and that breaking rules will lead to consequences. Sanctions include:

- verbal warnings for persistent misbehaviour, or
- punishment exercises, or
- withdrawal of privileges, or
- departmental or whole school detention – at lunchtime or after school, or
- parents/carers asked to discuss behaviour and agree future conditions, or
- Alternatives to Exclusion (in school), or
- exclusion from school

## HOMEWORK

At Buckie High School we recognise the importance of homework and want to encourage all students to establish good study habits at home as well as in school. We aim to help our students to develop their personal study habits so that they take an increasing responsibility for their work as they move up the school. Students achieve most when school and home work closely together.

Buckie High has a website which provides a highly effective link between home and school. Resources to help with homework are readily available. The address is [www.buckiehigh.com](http://www.buckiehigh.com). Please add this to your 'favourites'.

Homework tasks in first and second year **usually** take about half an hour or less to complete. Sometimes students are asked to carry out mini-research projects, which usually involve asking people for information, looking it up in the library or examining items in the home or the local area. Students should regularly revise new words, not just in French, but in other subjects too. All the subjects studied in S1 and S2 use special subject words which the students need to know if they want to succeed. Written exercises are as important in homework as they are in class. Students should set aside enough time to complete the work properly and neatly, using their best handwriting. They should read through their work carefully checking it for silly mistakes. Pieces of homework done in a rush, with little thought or care, will not help the learner.

All departments also make use of one of two Virtual Learning Environments (VLE's) in GLOW. MS Teams and Google Classroom both allow staff to set, mark and feedback on work. Both



are used across the school – although each department will decide which best suits learning in their subject. Both VLE's are accessed using a student's GLOW login.

Class teachers will still be telling pupils when homework is being set – but we hope that this additional support will help young people get the most out of their learning.

### How can parents help with Homework?

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• make sure that your child has a quiet place and a regular time to complete homework.</li><li>• listen to new words, check spelling and work with your children.</li><li>• provide some useful resources at home such as a dictionary and atlas.</li><li>• check that your child is properly equipped with a schoolbag and pencil, pen, ruler, etc.</li></ul> | <ul style="list-style-type: none"><li>• see that the homework diary is being used properly and sign it regularly.</li><li>• get in touch with the school if your child has any difficulties with homework.</li><li>• encourage your child to seek help from teachers, librarian or the school website.</li><li>• please discuss your child's homework and other aspects of school regularly so that any problems are dealt with early.</li></ul> |
|--|--|



Senior Phase Showcase

## BULLYING

Bullying is rare nowadays, but something we take much more seriously than in the past. Bullying can seriously affect the quality of learning and can cause misery in a child's life. Bullying can be physical, verbal or psychological and at one time or another will affect every school in the land. It does not matter whether the school is a state school or private school, a primary or secondary school, a large school or a small school - bullying can rear its head anywhere. What is important is what is done about it. Bullying must be reported. It is supported by silence. Pupils and parents are asked to report any instance of bullying immediately - we will **always** act on it. You can ask for a copy of our policy on bullying. Increasingly bullying goes on outside of school, using social media and other forms of electronic communication. Parents should take care to monitor their child's use of social media and the internet so that they are aware of any bullying taking place in this way.

Fortunately the days of "initiation rites" in schools are gone. Any such bullying would either be referred to the police or result in the exclusion of the offender from school. We make no apology for taking a tough line on this form of bullying. Prevention of bullying is of the utmost importance, and this often has to take priority over punishing the bully. Secondary schools nowadays have elaborate programmes for the careful and considerate induction of new pupils. Our experience is that children adjust and settle quickly and from the first day enjoy their new school.



## BEHAVIOUR & SUPPORT

Departments follow the school discipline policy and encourage all pupils to behave appropriately. We actively use pupil management to ensure all pupils achieve their full potential.

### STARS

Given by any adult, to any pupil. Recorded as a General Merit.

**GOOD / ONE OFF:** Being positive | Effort | Helpful | Homework | Improving | Initiative | Kindness | Listening | Manners | Organised | Participation | Test scores | Working hard.

### DEPARTMENT AWARDS

Nominated by any adult to the PT Subject. Recorded on Seemis as a Department Merit.

**EXCEPTIONAL / CONSISTENT:** 10 Stars in department | Achievement | Overcoming challenge | Leading learning | Peer nominations | Representing department | Assessment | Termly (attitudinal) | Topic / block / work (academic).

### HEAD TEACHER AWARD

Nominated by any adult via a form. SLT / HT will choose from nominations and record on Seemis as a Head Teacher Merit.

**OUTSTANDING / EXCELLENCE:** Bravery (for them) | Consistent volunteering | Excursion behaviour | Community recognition | Acts of kindness / compassion | Overcoming significant challenge | Representing BHS / competitions | Significant achievement | Transformative | Leading whole school activities.

### NON-DISRUPTIVE BEHAVIOURS

Teachers will apply an open mindset about the potential all pupils can achieve when they are planned for and appropriately managed. If a pupil is not following the department expectations but their behaviour is not distracting others from learning the teacher should attempt to rectify the behaviour and help the pupil to make better choices. The teacher should record the behaviour in Seemis using the correct Splat/s to inform coaching conversations when coaches are allocated for support. The teacher should inform the pupil of Splat/s entered in Seemis. If a pupil accumulates 10 Splats a text or email home will be generated to inform home of the behaviours. If the behaviours do not improve a coach will ask for PT Guidance intervention.

**Clothing** hat / hood / jacket on / non-uniform | **Equipment** bag / pe kit | **Food** drinking (not water) / eating in class | **Homework** | **Late** | **Mess** littering / not tidying up | **Non-engagement** head down / games / phone out (exc consent) / ear phone in | **Rude** swearing / rude gestures / muttering back (low volume) | **Toilet** (all the time) | **Unfocused** wandering / messing around (self) / swinging on chair / fiddling / being silly / noises.

### DISRUPTIVE BEHAVIOURS

If a pupil is not following the department expectations and their behaviour is distracting others the teacher should intervene and manage the behaviours to help the pupil re-engage with their learning. If the behaviours do not improve and the pupil needs to leave the class so other pupils can learn the teacher can Internally Transfer the pupil to any available department teacher. The teacher must notify reception of the Internal Transfer and record the behaviours in Seemis using the correct Splat/s. If an Internal Transfer is not possible, the teacher may ask



reception for a Parking Space. If a Parking Space is allocated reception will record the behaviours in Seemis. The teacher and pupil should discuss the incident to reset learning expectations before the pupil returns to the class. If a pupil must leave a class so other pupils can learn, a letter is sent home to inform parents and carers about the incident. If trends become evident the teacher is to complete a PT referral and discuss behaviour management strategies with PT Subject.

**CONTINUAL: Distracting:** other rooms / other learners | **Insolent:** undermining / arguing / shouting out / interrupting / talking over / swearing / rude gestures (high volume) | **Loss of self-regulation** | **Phone:** non-educational use / earphones | **Unsafe** (location specific).

### SLT Call Out

For serious misbehavior, the teacher must request SLT assistance. SLT will remove the pupil and take them to a Parking Space. The pupil will spend time at break or lunch with SLT. SLT will feedback to the teacher and the teacher and pupil should discuss the incident to reset learning expectations before the pupil returns to the class. A letter is sent home to inform parents and carers about the incident.

**INTENTIONAL: Damaging of equipment** | **Discrimination** | **Harm:** physical / throwing at | **Intimidation:** threatening | **Refusal:** ignoring / walking or running away | **Safety:** putting others at risk (location specific) | **Stealing** | **Vulgar:** swearing / rude gestures (at adult)

### SEE ME CARDS

If a teacher would like to speak to a pupil outside of the lesson, they must fill in a See Me card and form.



# CLASSROOM EXPECTATIONS



## At all times we expect you to:

- Follow instructions.
- Treat everyone respectfully. Use kind words.
- Stay in your seat. Do not wander.
- Put your hand up to ask a question or to ask for help when you need it.
- Listen well and work quietly to the best of your ability. Do not distract others.
- Look after the classroom, materials and equipment.
- Be in class, working.
- If out of class = not at the start or end of lesson, one at a time, with a hall pass.

## At the start of each lesson, we:

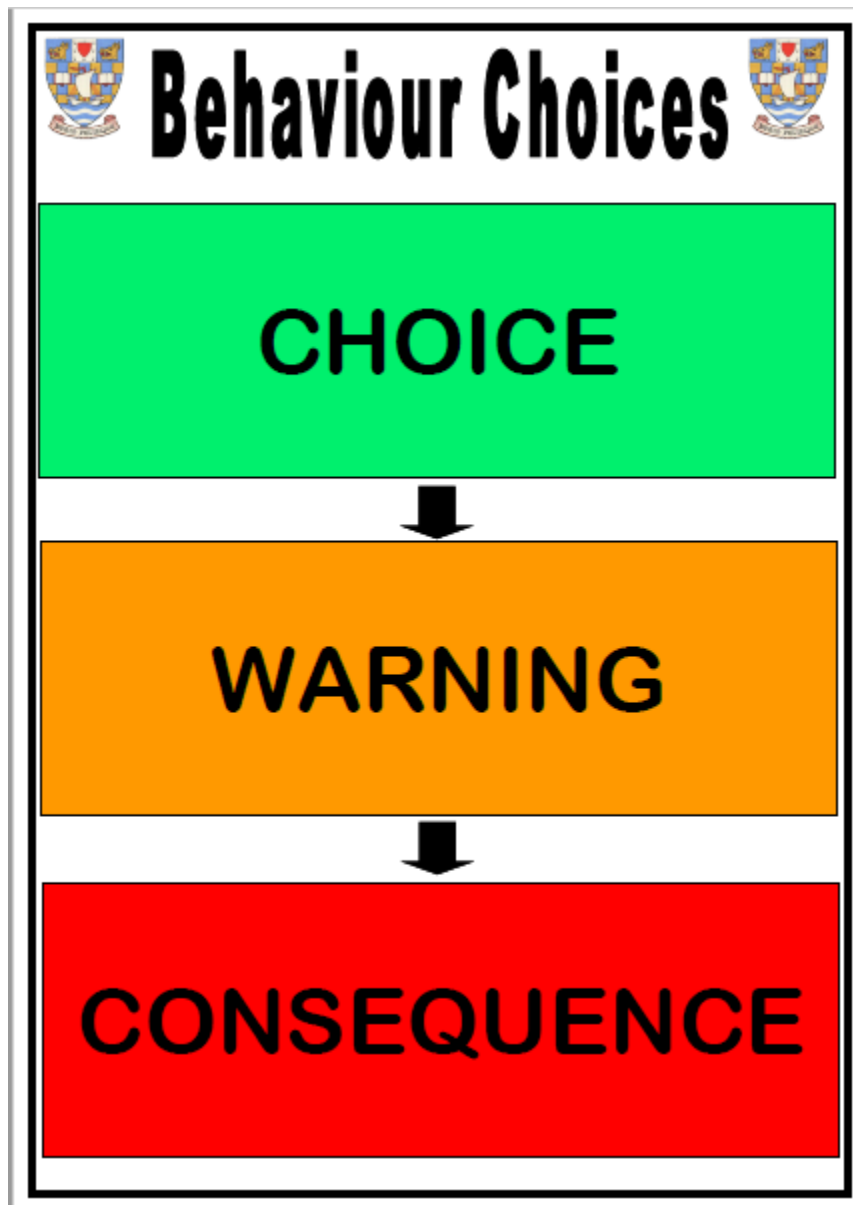
- Arrive to class quickly, wait outside quietly.
- Enter quietly, sit in the correct seat, remove outdoor clothing.
- Remove headphones and put phones away or in the classroom phone store.
- Put any food or drink in our school bag.

## At the end of each lesson, we:

- Help to pack up as instructed.
- Sit quietly until dismissed.
- Keep phones away until dismissed.







This constitutes Levels 1 and 2 of the system and aims to keep young people in the classroom learning. Almost all pupils respond to such warnings and a good working atmosphere is sustained in classrooms. If the student continues to disrupt their or others learning then the teacher will move into Level 3 – which is recorded and reported to parents.

**Example of the 3 levels in use:**

- Class 2D come into class, sit down and get their jotters out.
- Several pupils have not removed their jackets.
- Teacher will remind pupils to remove their jackets and bags etc.
- Sam still has not removed his jacket
- "Sam, I have asked the class to remove their jackets and you have **chosen** to ignore this, if you continue to ignore my instructions you will be issued a **warning**."
- Sam still doesn't remove his jacket
- "Sam you have chosen to ignore my instruction twice, this is now a **warning**. If you continue this will result in a consequence".
- Sam still doesn't remove his jacket, but has not become argumentative or aggressive.

- “Sam I have asked you twice, and you have **chosen** to ignore my instructions. The **consequence** of this is that you will have a lunch time detention with me tomorrow”.

The consequence will be proportionate to the level of disruption to the pupil and others learnings that has resulted. The aim is to try and keep pupils (particularly if they are not disrupting the work of others) in the classroom learning. Examples include:

### **Consequences**

- Moved seat (for more than period)
- Lunch detention
- Kept back for 5 min at start of lunch or break
- Removing from practical work for following lesson
- Transfer—out of class
- Transfer—in department

If a student moves to Level 3, parents will receive notification of this in writing.

Beyond Level 3, there are 2 more levels for serious or ongoing behavioural issues.

At Level 4 Principal Teachers can intervene in a number of ways – for example written punishments, detention and change of teaching arrangement. As part of this process Principal Teachers will interview students and reinforce our expectations.

At Level 5 SLT interventions could include detention, involving parents, “alternatives to exclusion”, special observation and referral to pupil support and ultimately – exclusion from school.

Nothing outlined here prevents teachers seeking immediate support in cases of defiance or other serious misbehaviour. This would, of course, apply in particular to any pupil on “Transfer” to a Partner Department. Serious misbehaviour does not require the two warnings.

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education & Social Care, and the Police may also be involved.

Guidance monitors closely the behaviour and conduct of all pupils. They will do their best to support pupils in times of difficulty. We have well established processes to try and support young people in resolving behavioural barriers to learning. This is mainly through our in-school inclusion hub – ‘Transform’, which provides targeted support for young people who are experiencing behavioural challenges. Help may be enlisted from the Social Work department, Moray Youth Justice, Aberlour Youthpoint Moray, psychological services or education authority if appropriate. When informed of an incident, we ask that parents talk about it with their child. Please do not hesitate to contact the school if you wish to clarify or discuss any matter. The school staff relies on, and appreciates, the co-operation they receive from parents in creating an efficient and happy environment in which every pupil’s right to learn is protected.

Pupils must not bring items into school which are illegal or may cause others fear, alarm or harm. Examples of this include: knives or bladed instruments, laser pens/pointers, drugs of any kind, lighters or matches, alcohol, noxious substances etc. Any such items will be confiscated and may be passed on to the Police or Moray Council for further action.

## SCHOOL CODE

Buckie High School has a behaviour code which is shared by pupils, parents, teachers and everyone who works in or visits the school. This is a code for everyone!

What kind of behaviour do we expect at Buckie High?	What is not acceptable
<p><b>Respect for people</b></p> <p>Everyone in the school - pupils, staff, and visitors - must show respect for everyone else. Whatever a person's age, sex, appearance, colour, they must be treated with respect. Everyone is expected to speak to other people politely and show good manners.</p>	<ul style="list-style-type: none"> <li>• Behaviour that makes anyone feel insecure, frightened, anxious or unhappy. E.g. bullying, name calling, or spreading rumors.</li> </ul>
<p><b>Respect for property</b></p> <p>Everyone must show respect for other people's property, irrespective of its value. No one is allowed to interfere with anything which is not their own, be it a pencil, school bag, jotter, teacher's desk or classroom equipment. Any property found should be handed into the class teacher or the janitor. We expect everyone to play their part in keeping our school litter free and in the best possible condition.</p>	<ul style="list-style-type: none"> <li>• Stealing, or interfering with someone else's property.</li> <li>• Damaging furniture, decoration, plants, displays, ceilings.</li> <li>• Litter and graffiti.</li> </ul>
<p><b>Respect for Pupils' right to learn</b></p> <p>Every pupil in the school has a right to learn without being distracted or having time wasted. Teachers are in charge and pupils must always follow instructions in a lesson - if there is a problem sort it out afterwards. The classroom code is designed to protect everyone's right to learn - this applies to every lesson at all times.</p>	<ul style="list-style-type: none"> <li>• Any behaviour which disrupts lessons - arriving late, arguing, interfering with others' work etc.</li> <li>• Being unprepared - without pens, books, homework etc.</li> </ul>

## PUPIL CONSULTATION & RESPONSIBILITY

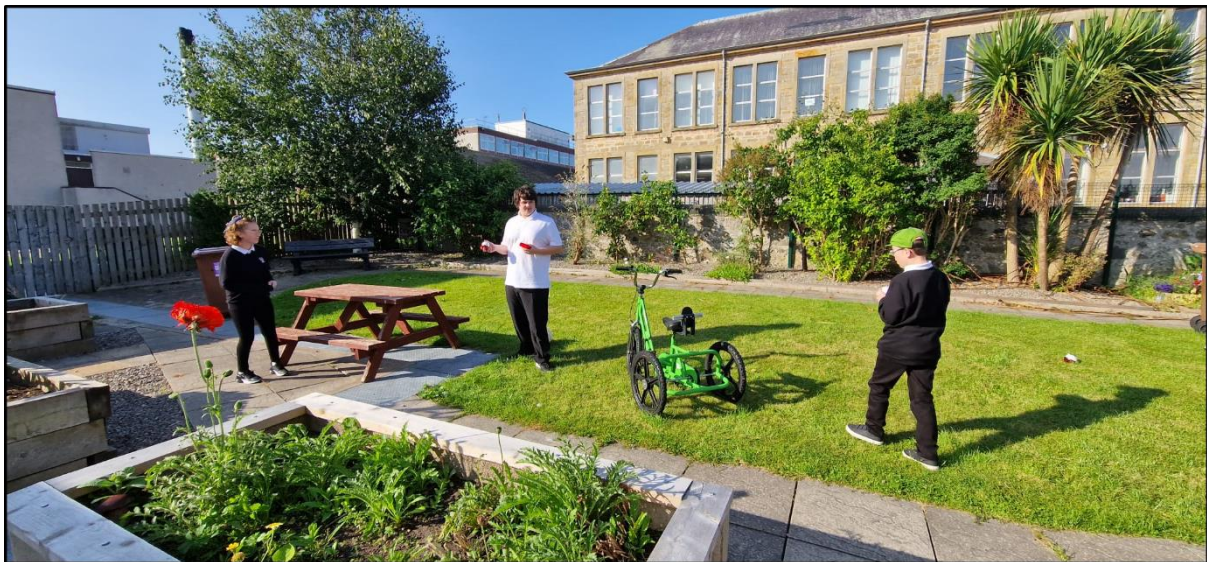
There are many opportunities for pupils to take responsibility and contribute to the well-being of their school and all the people within it. Each year, two heads of school, and heads and deputies of each house, are selected. In addition, students can be co-opted to the Parent Council, and the local Community Councils. Others take on important responsibilities in running the school yearbook, peer coaching, buddying, young leaders of learning and young enterprise companies. The contribution of all students to the wider life of the school is highlighted in their leaving reports

- **Buddy Support** – each year a team of 50-60 senior students undergo Buddy Training. Under the overall direction of Mrs Tracey Sutherland, senior buddies provide support to first year pupils either in class or at intervals and lunchtime.
- **Prefects** – fifth and sixth year students can apply to become prefects. Prefects play a key role in the smooth running of the school. Prefects supervise social areas, help at school events and help first year pupils find their way around the school.

## SCHOOL WEBSITE

We have developed the website so that parents and pupils in the Buckie area can have better access to the school curriculum. Please make use of this unique resource and tell us how we can improve it. We hope the site will help you talk to your son or daughter about their school work.

[www.buckiehigh.com](http://www.buckiehigh.com)



## EMERGENCY & STORM ARRANGEMENTS

In adverse weather conditions the prime consideration is the safety of pupils. Parents and carers are asked to ensure that their son or daughter knows what to do in an emergency situation. All households distant from the school must have their own arrangements. In the High School we rely on pupils themselves knowing and understanding what they should do in an emergency. Pupils will always be allowed to phone a contact number, **providing they ask**. Information about any kind of emergency closure, or the early return of buses, will be available via the Moray Council School Closure Information page <http://schoolclosures.moray.gov.uk/>. Alternatively you can call the Schools Information Line on **0870 054 9999**; Pin **031000**, please select **Option 1 (Severe Weather Information)** "Calls to this number will be charged at 2p per minute service charge plus your call providers access charge" - this will be updated daily during stormy weather. We will also try to make information available via Social Media Channels. Information will also be posted onto pupil house/year group Teams.

What to do if:

- (i) **You are worried about safety**  
Do not send your son or daughter to school.
- (ii) **School closes early**  
If weather deteriorates during the school day, a decision may be taken to send some or all the pupils home early. In these circumstances pupils must not leave school unless they are absolutely certain there is a friend or someone at home to receive them. If school closes early any pupil may ask to phone from reception and check there is someone in.
- (iii) **School does not open**  
In exceptional circumstances it may be decided that the school will not open. In such cases a message will be placed on the School's Information Line and the Moray Council Website between 6.00 and 8.00 am.
- (iv) **The bus doesn't come**  
In storm conditions it is possible that a bus may not get through. Pupils should not wait at the roadside more than 15 minutes after the usual pick up time - they should return home. If the delay is due to a breakdown, road blockage, etc. the bus may be reorganised to run one hour later. Phone the school to tell us if the bus has not come, or to find out if it is scheduled to run an hour later.
- (v) **It is not possible to get home safely**  
Pupils will be asked if they have an address in Buckie where they can go over night. A stay in Buckie overnight will be insisted upon if, in the opinion of the school, it would be hazardous to try and leave the town.
- (vi) **All arrangements fail**  
If arrangements go wrong, a bus is missed, there is no-one to go to, or there is another problem, pupils should always return to reception. We will always do what we can to help any pupil. It is a wise precaution to make sure your son or daughter knows that messages can be left at reception.

The school's computerised records contain details of your son or daughter's emergency contacts. This can be changed at any time by writing to the school. Your son or daughter will be asked to check the record each year. Please help us by ensuring that we always have a good alternative contact name and telephone number in case we cannot contact you.



## SCHOOL MEALS

The school canteen provides a variety of tasty and healthy food on their menu. These meals are in line with the Healthy eating in Schools (Scotland) 2020 regulations, and are nutritionally analysed to promote healthy eating. The food provided is nutritious and available at a reasonable cost. There is a wide range of items on sale at break time such as: egg in a roll, scones, pancakes, crisps and drinks. At lunch time we offer main meals, grab and go hot snacks, baguettes, and drinks are available. Each day a nutritionally analysed main meal and baguette are available as a healthy option.

All pupils and staff will be issued with a National Entitlement Card which will contain their unique identification number as the school canteen uses a cashless catering system. The cashless system is where pupils can top up online or with cash at the revales within the school. There is a pre order app available to order meals ahead of time and save time queuing at lunch time. Ordering can be done by app on a mobile phone or computer, and is linked to the pupil's lpay account.

Pupils entitled to free school meals will automatically have their card topped up. The allowance of £2.65 is available to spend at break time and lunchtime. Click link below to watch video on how the NEC cards work:

(<https://youtu.be/3UI7YZypxYA>)

The current menu and price list for items sold in the canteen can be found at:

[http://www.moray.gov.uk/moray\\_standard/page\\_84855.html](http://www.moray.gov.uk/moray_standard/page_84855.html)

Allergen information can be found for each schools menu via the link above. The Catering department can provide adapted menus for pupils with medically diagnosed food intolerance or allergies. If you require a menu please make your school aware for them to pass your details onto the Catering department

Food and drink machines are located in the social areas, and a snack bar run by the Canteen is open at morning interval and lunchtime.

## FREE SCHOOL MEALS AND CLOTHING GRANTS

### Who is entitled to free school meals and a clothing grant?

You can claim free school meals and clothing grants for your child if you are receiving the following benefits:

- Income Support,
- Income-based Job Seekers' allowance,
- Any income related element of Employment and Support Allowance
- Child Tax Credit but not Working Tax Credit, and your annual income, as assessed by the Inland Revenue, is below £19,995, or
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the Government at £9,552
- Support under Part VI - Immigration & Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £796
- Pupils aged 16 - 18 are eligible for free school meals / clothing grants in their own right if they are in receipt of one of the above benefits.

Pupils who are eligible to apply for an Education Maintenance Allowance may apply for Free School Meals under the above conditions, but cannot apply for a Clothing Grant.

### What is a clothing grant?

A clothing grant is a discretionary grant given by the Local Authority toward the costs of clothing and footwear for children to attend school. The grant is a standard amount per child, although this amount may vary from year to year.

**Can a child receiving an Education Maintenance Allowance (EMA) also get a clothing grant?**

No. Pupils who are of school leaving age should apply for an EMA rather than a Clothing Grant.

**How do I apply for free school meals and a clothing grant?**

If you are eligible for Free School Meals and a Clothing Grant and you also currently claim Housing Benefit or Council Tax Reduction, and your personal circumstances have not changed, you do not need to do anything as the Benefits Service will contact you automatically by post. If you are eligible for Free School Meals and a Clothing Grant and you also currently claim Housing Benefit or Council Tax Reduction, and your personal circumstances have recently changed then you need to inform the Benefits Service. If you are eligible for Free School Meals and a Clothing Grant and do not currently claim Housing Benefit or Council Tax Reduction then you need to complete an application form (PDF). Forms are available from the Moray Council Access Points.

**How will my child receive their free school meal?**

School staff will be advised of those families who are eligible for Free School Meals and will credit the cashless catering system with a daily allowance.

**How will I receive a clothing grant?**

The grant is paid directly by cheque to the parent or guardian.

**What will happen if my circumstances change?**

If your household income changes during the year the school will be informed by the Benefits Service that you are no longer eligible and will stop issuing school meal tickets or stop crediting the cashless catering system.



## CHILD PROTECTION

Moray Council is guided by the North East of Scotland Child Protection Committee in child protection matters. The following statement applies to all Moray Schools. "It is the duty of Moray Council and its staff to ensure as far as possible that all children are protected from the danger of child abuse in all its forms: **These include, emotional abuse, physical abuse, sexual abuse, non-organic failure to thrive and neglect.** Where school staff has concerns about a pupil which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department, the police or the Reporter to the Children's Hearing System to determine what, if any, action needs to be taken. In these circumstances, parents may not normally be consulted first." The school's Child Protection Officer is Mrs June Reid, Depute Rector; the Depute Child Protection Officer is the Duty SLT.

**It is everyone's job to ensure that children are kept safe.** Schools in Moray follow the [National Guidance for Child Protection \(2014\)](#) and local guidance and are required to report any suspected child abuse to Police or Social Work.

**If you have concern for a child, call duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you.** This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

If you are unsure, ask for the Child Protection Co-ordinator in the School. They have received the latest training in Child Protection so that they are confident, well informed and supported to promote the protection of children. You can discuss your concern with them. Social Work and/or Police can also be consulted out with School hours if required.

More information can be found on the Moray Child Protection webpage here:  
[http://www.moray.gov.uk/moray\\_standard/page\\_55497.html](http://www.moray.gov.uk/moray_standard/page_55497.html)

## YOUNG CARERS STATEMENT

Under the Carers (Scotland) Act 2016, young carers are identified as individuals under the 18, or 18 and still at school, who provide or intend to provide care, for someone else. Young carers usually care for a parent or sibling and the caring role has the potential to impact on their school life. Young carers have new rights to support under the Carers Act which are laid out in the Carers' charter. Education professionals are well-placed to identify and support young carers in their classrooms, including by signposting them to their local young carers service or local authority so they can receive a young carer statement or other forms of support.

## GETTING IT RIGHT FOR EVERY CHILD

The Getting it Right approach includes the requirement that every child has a “Named Person” within school, to act as a point of contact for families, other professionals and the community.

For parents this means having someone to talk to if you are worried about any aspect of your child's well-being. For example you might have concerns about how your child is developing, how they are coping with homework, or a worry about something that has changed at home.

Your child's Named Person will work with you to sort out any further help, advice or support if you need it.

Your child's Named Person will also discuss any concerns they may have about your child with you at an early stage, and help you to organise support from other services if required, to ensure the right help is offered to your child at the right time in a co-ordinated way.

At Buckie High School, the role of Named Person is carried out by a child's Principal Teacher of Guidance.

## NAMED PERSON SERVICE

As part of the national **Getting it right for every child** (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a **Named Person** to help them get the support they need. In secondary schools the **Named Person** will usually be a Principal Guidance Teacher and will remain throughout their time at school. The **Named Person** will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

The **GIRFEC** approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how *safe, healthy, achieving, nurtured, active, respected, responsible and included* (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The **Named Person Service** supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to co-ordinate multi-agency support (e.g. from health, social work, police etc.) if required.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your **Named Person** either by phone, email or alternatively a letter marked for the attention of your **Named Person**.

**Miss Rebecca Cowie—Cluny**

**Miss Alisha Sim—Lennox**

**Mrs Isabelle Annand—Rathburn**

**Mrs Sharon Grant/Mrs Jane Stewart—Seafield**

Pupils who are educated entirely through the Enhanced Provision may be assigned Mrs Sharon Aitken as Named Person.

## HEALTH CARE

During their school careers, pupils' health is kept under continuous review by the School Health Service. Medical examinations and Screening Tests for hearing and vision are carried out at intervals within the school and anything important is brought to parents' attention with advice as to appropriate action. A copy of "Supporting Pupils with Medical Needs in Schools" including "The Administration of Medicines" guidance document is available for consultation in school.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

## MEDICINES IN SCHOOL

A copy of the "Supporting Pupils with Medical Needs in Schools" including "The Administration of Medicines" guidance document is available at the school.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

## PARENT COUNCIL

Buckie High School's Parent Council has been in existence since August 2007, replacing the previous School Board, under the terms of the Parental Involvement Act. The key purpose of the Parent Council is to ensure that parents are involved in and consulted about the life of the school as much as possible. The Parent Council meets regularly throughout the year. Pupils always have a representation on the Parent Council. Mr Sean Duffy, Acting Rector, attends meetings in an advisory capacity. We also value the input of our local councillors, who are invited to attend all meetings. Parent Council can be contacted via: [bchsparentcouncil@gmail.com](mailto:bchsparentcouncil@gmail.com)

## REPORTING

There is one Parents' Evening and 3 Tracking Reports with grades and one report with comments included per year group. S1 have an additional report to check they have settled into BCHS

## CHANGE OF HOME CIRCUMSTANCES

Please keep the school informed of any change of home circumstances which could affect the welfare or progress of your child in school. Please notify your son or daughter's guidance teacher in writing of any changes.

We need to know about –

- Change of address
- Change of telephone number
- Change of mobile number



- Change of emergency contact
- Change of doctor

It is also important that the school is aware of any relevant medical or domestic situation. Please telephone or write to your son or daughter's guidance teacher. Confidentiality will be respected.

## SCHOOL DRESS POLICY

How pupils dress for school is important. The guidelines on dress are:-






### Our School Dress Code

- Black Trousers/Skirt
- White Shirt/Polo/T-Shirt
- Black Jumper/Cardigan

\*School Logo Branded Options Available  
Otherwise Plain Black or White\*

### Optional Extras

- School Tie
- School Blazer

**Senior School Prefect**  
Prefect Tie/Blazer Compulsory  
 \*Support Available\*



Compassion - Ambition - Respect - Effort

The school uniform has been endorsed by the Parent Council and all pupils are expected to wear it. You can apply for a clothing grant for your child if you are receiving the following benefits:- Income Support; Income Based Jobseeker's Allowance; Child Tax Credit, but not Working Tax Credit, and your annual income is less than £19,995 (as assessed by the Inland Revenue); if you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a clothing grant for yourself. You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999. Application forms are available from the school, or from the Payments Section of the Council's Finance and ICT Services (Tel: 01343 563144). School uniform can be bought online at [www.myclothing.com](http://www.myclothing.com) and [www.yourschooluniform.com](http://www.yourschooluniform.com)

## PHYSICAL EDUCATION KIT

For Physical Education pupils should bring 'T' Shirt, shorts, trainers, socks, and a towel for showering. When pupils are outside in cold weather a tracksuit or windproof jacket may also be worn. This 'PE Kit' must be **a complete change of clothes** and should be carried to school in a bag. Please do not allow pupils to wear Bermuda/Surf Shorts or 'T' Shirts with large motifs. Designer PE gear is not necessary!

- Valuables -** The PE staff will do their best to look after pupils' valuables but please help us by not bringing large sums of money or expensive jewellery to school.
- Jewellery -** Only small stud ear rings can be worn for PE. All other jewellery should be removed.
- Illness/injury -** If pupils are unable to take part in PE they should bring a short note from their parent/carer.

## ABSENCE FROM SCHOOL

We ask parents to tell us in advance if they know their child will be off school. Every morning we try and account for all pupils. If a pupil cannot be accounted for we assume they are absent and notify parents through our computerized messaging system.

**What you should do if you know in advance your child will be off school:**

- Write a note. The note should be handed in at reception.
- Telephone the school (832605) and leave a message at reception.
- Xpressions
- Parent Portal
- E-mail the school office at ([admin.buckiehigh@moray-edunet.gov.uk](mailto:admin.buckiehigh@moray-edunet.gov.uk)).

The note should be addressed to your child's guidance teacher. All absences that we know about by 9.05am each day will be recorded and teachers will be told. All messages are passed on to guidance teachers.

**If your child is ill and we do not know about it before 9.05am you will receive a text message advising you that your child is absent.** Please contact the school and advise the reason for the absence or give your child an absence note on return to school which your child should hand to their guidance teacher. You will receive text messages every day your child is absent if we have not heard from you. The messaging system telephones or texts the number we hold in our records, which can be a landline or mobile phone. If these change, please let us know. If your child returns to school earlier than expected, please let the office know so we can correct the attendance record. Buckie High School introduced automated messaging to the UK. Parents have valued the security of knowing where their child is and teachers have valued being advised in advance of pupil absence.

**What the Law Says**

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorized (e.g. approved by the local authority) or unauthorized (e.g. unexplained by the parent/carer, holiday in term time, truancy or excluded from school).

**WHAT TO BRING TO SCHOOL****What does a successful pupil bring to school?****A Schoolbag**

Rucksacks are the most convenient bags, and the safest, for carrying:

- equipment
- jotters and text books
- completed homework assignments
- PE and other specialist equipment
- notes and letters home

Pack your bag for school the night before. To safeguard your back in later life, heavy bags should always be carried on two shoulders.

**Books and Jotters**

What you carry with you depends on what subjects you have on each day and what homework you have. A successful pupil will have:

- homework diary
- text books and jotters
- home reading book for English
- homework sheets or booklets

**Writing Equipment**

There are many different writing and drawing activities at secondary school. A pencil case with a range of writing tools can help you produce your best work. The following are all useful:

- pencil and eraser
- black or blue pen (experiment till you find the one that helps you to do your best writing)
- pencil sharpener
- ruler
- coloured pencils or pens

### **The Things That Successful Pupils Always Bring to School**

- willingness to work
- a positive attitude

*Please do not bring iPods, computer games or mobile telephones to school. Leave them at home! If a mobile phone is brought to school, it should be switched off and out of sight during lessons. Misuse of personal electronic devices will lead to them being confiscated.*

### **Some pupils will need these every day:**

- library card; lunch money
- timetable; bus pass

### **Some subjects have specialist equipment such as:**

- PE kit; container for Home Economics
- musical instrument; calculator

### **Items Brought to School Occasionally**

Some things you will only need to bring from time to time are:

- consent forms, reply slips etc.
- absence notes or other notes from parents
- money for trips and excursions

## **FREE ACCESS TO SANITARY PRODUCTS**

All Moray schools have now adopted the free sanitary initiative. This is a Scottish Government initiative and while the primary aim is to ensure no young person misses out on their education through lack of access to sanitary products, it will also contribute to a more open conversation and reducing the unnecessary stigma associated with periods. Pupils at Buckie High School have always had access to emergency sanitary products but these are now available on a much larger scale. Pupils are welcome to take home full packs of products, ensuring they have enough products at home and in school to cover their cycle. We appreciate that this can be a very sensitive issue for young people and the free sanitary products are available to those that need them in a sensitive and dignified way. Pupils do not need to ask staff for them, they are available in designated and discrete toilets. If you have any questions regarding this or would like any further information, please do not hesitate to contact the school.

## CARE OF PROPERTY

All personal belongings, such as articles of clothing, and school books and equipment, should be clearly marked with the owner's name; initials are not enough. Pupils are expected to cover all books and carry them in a suitable bag as a protection against weather. Pupils must not leave money or valuables in cloakrooms or changing rooms, in their bags or in desks. Such articles should be carried on the pupil's person or handed to the School Office for safe-keeping. Special arrangements are made by Physical Education staff for the safe-keeping of valuables during Physical Education periods. Please note that personal property, including bicycles, are brought to school at the owner's risk.

## LOCKERS

Lockers are available to hire from the school and are situated at various locations throughout the building. For the cost of £2.50 per year you can hire a locker for which you have to provide your own padlock. Please enquire at school reception for more details.



## SCHOOL BUSES

Pupils within the Buckie High School catchment area, who live more than 2 miles from school, will be provided with free transport. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to 2 miles as appropriate. The undernoted times are approximate. Pupils should ensure that they are at their pick-up point in good time. Complete lists of all pupils entitled to travel on each bus are held in the school office. At this stage, places on buses can only be confirmed for pupils entitled to travel. Pupils living within two miles, or living outside our catchment area, cannot be guaranteed places. Maynes Coaches operate all the major routes into school. The pick-up times are expected to be as follows:

Bus Guidelines	Pick-up point	Time
<b>SCHOOL BUSES</b>  <b>For your safety...</b>  SEAT BELTS must be worn <b>at all times</b> . Do not move about.  DO NOT make any noise that might distract a driver.  FOLLOW the instructions of the driver.  REPORT any incident or behaviour that affects safety in any way.  DO NOT step off the kerb/through the barrier until the bus has stopped.	<b>Bus A</b>	
	A98 Boyds Electrical	0805
	Arradoul	0810
	Enzie Crossroads at A990	0815
	Portgordon	0820
	Portgordon Square	0825
	<b>Bus B</b>	
		0805
	Cullen Cemetery	0800
	Top of Cullen	0805
	Cullen Square	0810
	Cullen Seatown	0815
	<b>Bus C</b>	
	Birkenbog	0800
	Deskford	0810
	Lintmill	0820
	Connage	0825
	March Road	0830
	<b>Bus D</b>	
	Portknockie Primary School	0818
	Portknockie Shop	0821
	Portknockie Last stop	0824
	Portessie	0826
	<b>Bus F</b>	
	Findochty – Top Bus Stop	0817
	Findochty Town Hall	0820
	Findochty – Last Bus Stop	0822
	Findochty Farm Road End	0825
	<b>Bus H (Portknockie Contract Hire)</b>	
	The Willows, Clochan road end	0810
	Cuttlebrae Cott, road end	0810
	Drybridge	0815
	Burnside of Letterfourie, road end	0815
	Redmoss Croft, road end	0815
	Craigmin Cott, Road end	0815
	Putttingbrae, Drybridge, road end	0820



## **BUCKIE & THE WORLD**

2017 saw a group of 16 pupils and 4 staff visit Mawenzi Secondary, Moshi, Tanzania. These reciprocal visits have now been going on for 30 years and represent a huge effort on the part of pupils, families, staff and the wider community. The Buckie High representatives fund the trip themselves – through savings, part-time jobs and family contributions. In the run-up to the visit there is also a huge amount of fundraising that goes on towards the return visits by Tanzanians to Buckie. This took place in June 2018 – and was paid for through the fundraising of our community – led by the families of the pupils who went to Tanzania. During the visit the pupils took part or led lessons in subjects across the school, got to know their pen pals and immersed themselves in African culture. This included visits to National Parks and a Safari. We also visited the orphanage we are linked to in Tanzania – delivering a huge number of donated items of clothing, toiletries and toys. Both schools are committed to sustaining this partnership, the longest in Scotland – a link we are very proud of. Our exchange in October 2020 and April/May 2021 were postponed due to the pandemic. We hope to resume this exchange in the near future.

## **RESIDENTIAL TRAVEL**

Buckie High has a long history of taking learning beyond Buckie with residential experiences in the UK and overseas – ranging in duration from one night to two weeks. These visits are always very popular and pupils who have been on one often want to take part in more. Over the past few years we have taken groups to Aviemore, Edinburgh, Glasgow, Tiree, London, Paris, Southern France, Poland, Barcelona and Tanzania. In the Senior Phase there are also opportunities to take part in expeditions via the Duke of Edinburgh Award scheme.

These residentials take part at various times in the year and are advertised via the plasmas. Pupil notices, the school app and via email.

We always try and minimise the cost and give enough warning to allow families to spread the cost over a series of instalments.

Students have travelled each year for the past few years to visit Auschwitz as part of the Lessons from the Holocaust programme.

At various times in the year, pupils are also given the opportunity to take part in residential trips within the UK, for example senior Art pupils travel to Edinburgh.

## **PRESS**

Reports of school activities appear regularly in local papers. These are provided to keep parents and friends of the school up to date with events. The school's policy is to be open about all aspects of its work. Parents enrolling their child at Buckie High School are asked to sign a section in the enrolment document that gives permission for their child to appear in a press photograph, should the occasion arise.

## THE INTERNET

Buckie High School has an Internet site to provide a link between home and school. The address is [www.buckiehigh.com](http://www.buckiehigh.com). The website provides information about classwork and homework, as well as providing information about school events, exams, the school calendar, emergency closures, etc. We regularly publish photographs of pupils and examples of pupils' work and achievements. We do not link names to photographs.

Parents enrolling their child at Buckie High School are asked to sign a section in the enrolment document that gives permission for their child's photograph to appear on the Internet (or in the press or television), should the occasion arise. Any parent or pupil can ask not to have their photograph used – just contact the school office and we will remove any photograph immediately.

If, for any reason, you prefer that your child's picture or achievements should not be published, please do let us know. We recommend that, if appropriate, you discuss the issues with your child, and remind them that they always have a right not to be in a photograph. Just speak up!

## EXPERIENCE OF WORK

Allowing young people to gain skills for life, learning and work is key to Curriculum for Excellence. To facilitate this, pupils in the Senior Phase (S4-S6) have the opportunity to take part in work experience at a time that is appropriate to their circumstances. This is planned in conjunction with the Guidance team. In addition to this flexible provision senior phase pupils will have the opportunity to opt for an extended work placement as part of their curriculum. These placements take place on Wednesdays and last between one and three terms. The work placements relate to the career a pupil intends to follow when they leave school; pupils take responsibility for securing a placement that is relevant to them. During work experience and work placements pupils are under the supervision of the firm's staff; but wages are not paid nor are the firms under any obligation to offer employment to the pupil when they leave school. As a community school, Buckie High is keen to work in partnership with local voluntary groups and employers to establish a variety of work experience placements in our area. We also work closely with businesses to provide insight into industry, to encourage enterprise and to prepare pupils to be successful in interviews.

## ADULT CLASSES

Many adults are now returning to school to join classes during the school day. In the past few years adults have joined in Word Processing, Computing, Applied Science, Modern Languages, English, Maths, Religious Education, Technical, Home Economics and Photography classes. Many have gained national certificates which will help them gain employment, while others take up courses purely for fun and enjoyment. Adults interested in pursuing school courses are invited to contact the school to discuss their requirements.

## COFFEE BAR

There is a coffee bar in the reception area of the school staffed by the school canteen. The coffee bar is open from 10.20 am - 10.40 am and 1.00 pm - 2.00 pm each day.

## COMMUNITY LEARNING & DEVELOPMENT

Community Learning & Development staff are based within the school and work under the Children's Wellbeing and Engagement Team. Youth Work staff offer a wide range of learning opportunities and awards for young people including The Duke of Edinburgh, Youth Achievement Awards, Dynamic Youth Awards, Saltire Awards and Arts Awards. They deliver Leadership and Participate courses within the curriculum and provide one to one and group work support for children and young people in the Buckie ASG.

## USEFUL INFORMATION

<b>Buckie High School</b> <b>Acting Rector—Sean Duffy</b> West Cathcart Street BUCKIE AB56 1QB Tel 01542 832605	<b>Skills Development Scotland</b> Elgin Careers Office 232 High Street ELGIN IV30 1BA Tel 0300 0132103	<b>Moray College</b> Moray Street ELGIN IV30 1JJ Tel 01343 576000
<b>Moray Council</b> <b>Education, Communities and Organisational Development</b> Moray Council Council Headquarters High Street ELGIN IV30 1BX Tel 01343 563530 <a href="http://www.moray.gov.uk">www.moray.gov.uk</a>	<b>Social Work Department</b> Triage Team Tel 01343 563900	<b>The University of Aberdeen</b> Regent Walk OLD ABERDEEN AB24 3FX Tel 01224 272090
<b>Careers Adviser – Claire Crossan</b> Buckie High School BUCKIE AB56 1QB	<b>N.E Scotland College</b> Henderson Road FRASERBURGH AB43 9GA Tel 01346 586100 Fax 01346 515370	<b>The Robert Gordon University</b> Garthdee House Garthdee Road ABERDEEN AB10 7QG Tel 01224 262000

## COMMENTS AND COMPLAINTS

The Council has adopted the Scottish Public Services Ombudsman's model complaint handling procedure. New procedures for complaint handling, introduced with effect from 14 November 2012 replace the existing procedures. The new Complaints Handling Policy and guidance can be viewed at the links below:

[http://www.moray.gov.uk/moray\\_standard/page\\_1379.html](http://www.moray.gov.uk/moray_standard/page_1379.html)

## **POLICY STATEMENT**

The purpose of this handbook is to give an overview of the work of the school, and to provide information which parents can refer back to – rather than it being a detailed statement of Moray Council policy.

Buckie High and Moray Council have policies that cover a range of issues – from the use of technology in classrooms to the way in which complaints will be dealt with.

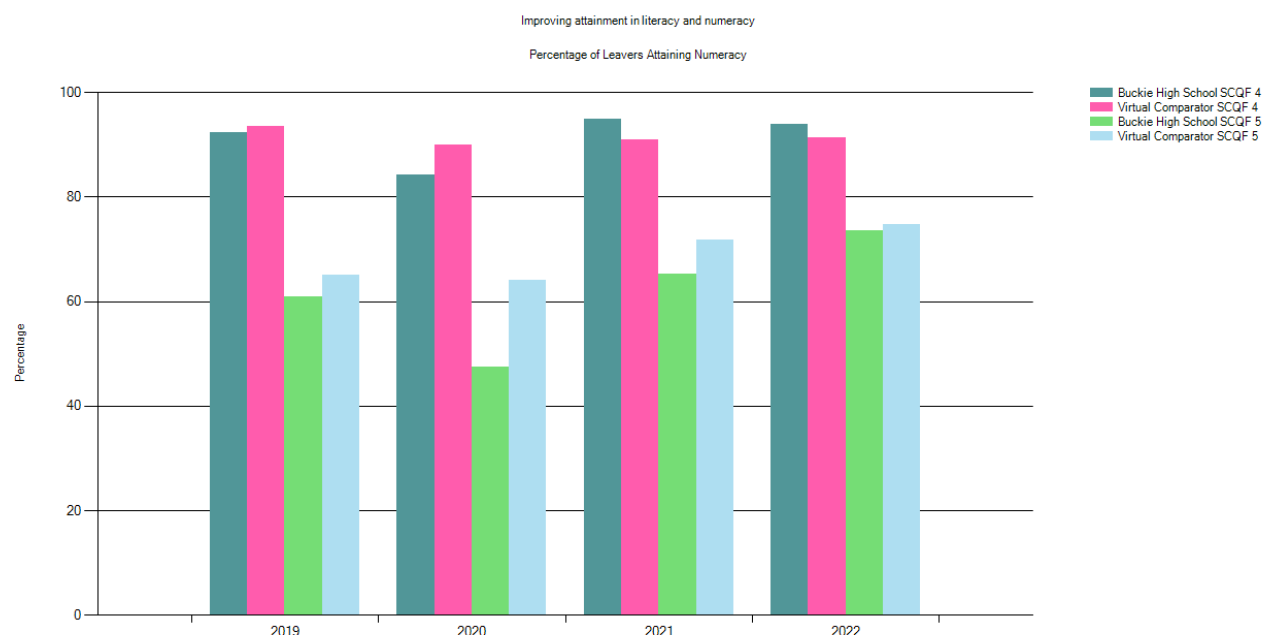
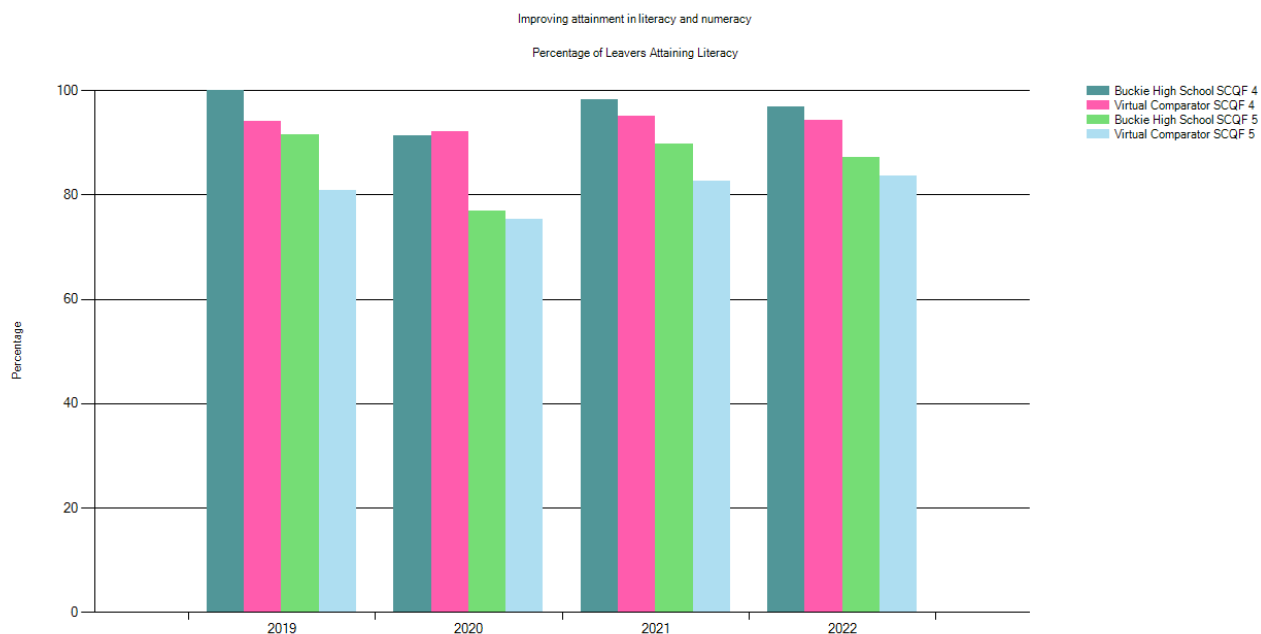
If you need clarification of, or would like to look at Moray Council education policies, please look on our websites – or contact the school office for help.

## **THE TEACHING OF SENSITIVE ISSUES**

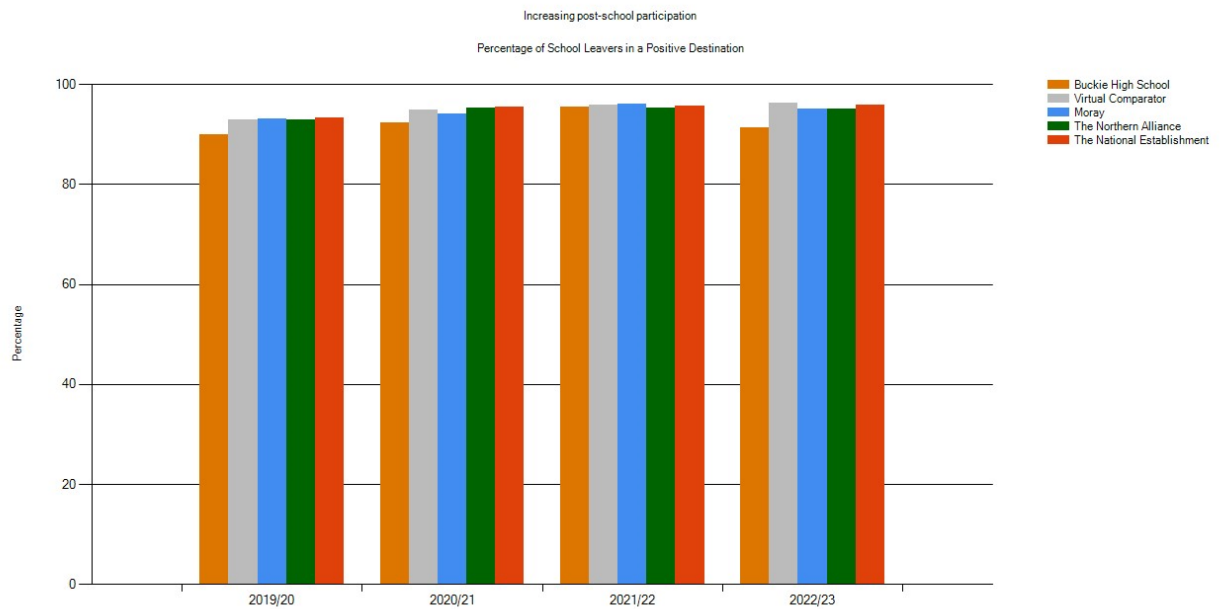
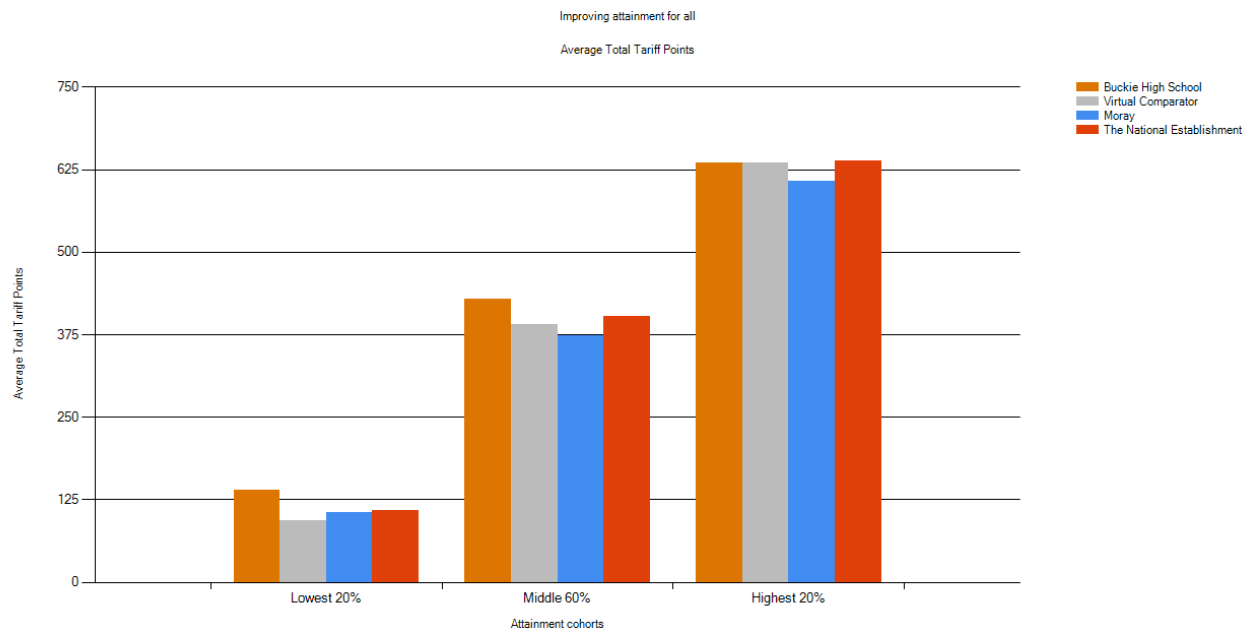
Religious and Moral Education is part of the core curriculum of the school. It covers a range of faith and non-faith experiences – along with moral and philosophical education. Sex education is included as part of teaching Health & Wellbeing across all age groups. Much of this is included in the PSE curriculum – although reproduction is also included in the Science curriculum. Parents who have concerns about this or any other aspect of their son/daughter's learning should speak, in the first instance, to their child's Principal Teacher of Guidance.

## INFORMATION FOR PARENTS—SECONDARY SCHOOLS

The following graphs show Buckie High's national benchmarking information extracted from the Scottish government's benchmarking tool – Insight. This data is updated in February each year – and so is always 1 year out of date at the time our handbook is published.







## SCHOOLS AND CURRICULUM DEVELOPMENT 5 YEAR PLAN

### MORAY COUNCIL A-Z

**Contact:** Moray Council, Education, Communities & Organisational Development

**Address:** Council Office, High Street, Elgin IV30 1BX    **Website:** [www.moray.gov.uk](http://www.moray.gov.uk)

**Telephone:** 01343 563374    **Fax:** 01343 563990

**Email:** [educationandsocialcare@moray.gov.uk](mailto:educationandsocialcare@moray.gov.uk)    **Hours:** 8.45am - 5.00pm Monday to Friday

Moray Council A-Z	Telephone:	Web page address:
Active Schools	01343 563890	<a href="http://www.moray.gov.uk/moray_standard/page_42597.html">http://www.moray.gov.uk/moray_standard/page_42597.html</a>
Additional Support for Learning	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42567.html">http://www.moray.gov.uk/moray_standard/page_42567.html</a>
Admission to Primary School	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_52987.html">http://www.moray.gov.uk/moray_standard/page_52987.html</a>
Adverse Weather Procedures	Local school or 01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_53021.html">http://www.moray.gov.uk/moray_standard/page_53021.html</a> <a href="http://schoolclosures.moray.gov.uk/http://www.moray.gov.uk/moray_standard/page_40560.html">http://schoolclosures.moray.gov.uk/http://www.moray.gov.uk/moray_standard/page_40560.html</a>
After School Clubs	01343 563374	<a href="http://www.moray.gov.uk/moray_services/page_44889.html">http://www.moray.gov.uk/moray_services/page_44889.html</a>
Armed Forces Families Information	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_100164.html">http://www.moray.gov.uk/moray_standard/page_100164.html</a>
Attendance and Absence	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">http://www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">http://www.moray.gov.uk/moray_standard/page_52988.html</a>
Childcare	01343 563374	<a href="https://www.scottishfamilies.gov.uk/">https://www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">http://www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	01343 563900 03457 565656 (out of hours) 101 (Police Scotland)	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">http://www.moray.gov.uk/moray_standard/page_55497.html</a>

Clothing Grants	01343 563144	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">http://www.moray.gov.uk/moray_standard/page_55486.html</a>
Community Care	01343 563999	<a href="http://www.moray.gov.uk/moray_standard/page_77362.html">http://www.moray.gov.uk/moray_standard/page_77362.html</a>
Community Learning & Development	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_39860.html">http://www.moray.gov.uk/moray_standard/page_39860.html</a>
Curriculum for Excellence	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_76320.html">http://www.moray.gov.uk/moray_standard/page_76320.html</a>
Data Protection	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_75569.html">http://www.moray.gov.uk/moray_standard/page_75569.html</a>
Deferred Entry to Primary School	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_52991.html">http://www.moray.gov.uk/moray_standard/page_52991.html</a>
Disability Discrimination	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a>
Early Entry to Primary School	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_56925.html">http://www.moray.gov.uk/moray_standard/page_56925.html</a>
Early Learning & Childcare	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42682.html">http://www.moray.gov.uk/moray_standard/page_42682.html</a>
Education and Social Care	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_43612.html">http://www.moray.gov.uk/moray_standard/page_43612.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_2069.html">http://www.moray.gov.uk/moray_standard/page_2069.html</a>
Education Maintenance Allowance	01343 563338	<a href="http://www.moray.gov.uk/moray_standard/page_40540.html">http://www.moray.gov.uk/moray_standard/page_40540.html</a>
Exclusion from School	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_53001.html">http://www.moray.gov.uk/moray_standard/page_53001.html</a>
Free School Meals	Local school	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">http://www.moray.gov.uk/moray_standard/page_55486.html</a>
Grants and Bursaries	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_43903.html">http://www.moray.gov.uk/moray_standard/page_43903.html</a>
Home Education	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_76320.html">http://www.moray.gov.uk/moray_standard/page_76320.html</a>
Information for Parents and Carers Leaflets	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42708.html">http://www.moray.gov.uk/moray_standard/page_42708.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_47236.html">http://www.moray.gov.uk/moray_standard/page_47236.html</a>
Instrumental Instruction	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_53005.html">http://www.moray.gov.uk/moray_standard/page_53005.html</a>
Notes for Parents and Carers booklet	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42708.html">http://www.moray.gov.uk/moray_standard/page_42708.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_47236.html">http://www.moray.gov.uk/moray_standard/page_47236.html</a>

Learning and Education	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_44028.html">http://www.moray.gov.uk/moray_standard/page_44028.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_76320.html">http://www.moray.gov.uk/moray_standard/page_76320.html</a>
Libraries & Information Services	01343 562600	<a href="http://www.moray.gov.uk/moray_standard/page_1472.html">http://www.moray.gov.uk/moray_standard/page_1472.html</a>
Museums Service	01309 673701	<a href="http://www.moray.gov.uk/moray_standard/page_572.html">http://www.moray.gov.uk/moray_standard/page_572.html</a>
Parental Involvement & Parent Councils	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_55068.html">http://www.moray.gov.uk/moray_standard/page_55068.html</a>
Placing Requests	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_49601.html">http://www.moray.gov.uk/moray_standard/page_49601.html</a>
Pre-School Education	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_42682.html">http://www.moray.gov.uk/moray_standard/page_42682.html</a>
Racial Equality	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a>
School Catchment Areas	01343 563374	<a href="http://findmynearest.moray.gov.uk/my_moray.php?pcode">http://findmynearest.moray.gov.uk/my_moray.php?pcode</a>
School Contact Details	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_55590.html">http://www.moray.gov.uk/moray_standard/page_55590.html</a>
School Information Line	0870 054 9999 Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge	<a href="http://www.moray.gov.uk/moray_standard/page_40560.html">http://www.moray.gov.uk/moray_standard/page_40560.html</a>
School Meals	01343 557086	<a href="http://www.moray.gov.uk/moray_standard/page_55540.html">http://www.moray.gov.uk/moray_standard/page_55540.html</a>
School Term and Holiday Dates	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_55829.html">http://www.moray.gov.uk/moray_standard/page_55829.html</a>
Sports Facilities	01343 563374	<a href="http://www.moray.gov.uk/moray_standard/page_2237.html">http://www.moray.gov.uk/moray_standard/page_2237.html</a>
Swimming Pools	01542 882222	<a href="http://www.moray.gov.uk/moray_standard/page_74674.html">http://www.moray.gov.uk/moray_standard/page_74674.html</a>

Transport (Pupils)	0300 123 4565	<a href="http://www.moray.gov.uk/moray_standard/page_1680.html">http://www.moray.gov.uk/moray_standard/page_1680.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_47797.html">http://www.moray.gov.uk/moray_standard/page_47797.html</a> <a href="http://www.moray.gov.uk/moray_standard/page_56922.html">http://www.moray.gov.uk/moray_standard/page_56922.html</a>
Travelling People	0300 123 4566	<a href="http://www.moray.gov.uk/moray_services/page_40313.html">http://www.moray.gov.uk/moray_services/page_40313.html</a>



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