

www.speysidehigh.net



Ambitious
Respectful
Responsible
Creative



Speyside High School



Handbook 2025

Information for
parents & pupils



*Proud to serve the communities and the associated rural areas of
Aberlour Archiestown Ballindalloch Cabrach Carron Craigellachie Dufftown
Edinville Glenlivet Glenrannes Inveravon Knockando Orton Rothes Tomintoul*



‘Happy, Healthy & High Achieving’

The School We Want to Be

‘Speyside High School is a special community where learners are happy, healthy and high achieving. It is a place where young people, staff, parents/carers and the wider community work together to make learning and teaching excellent. Where we aim for everyone involved to be ambitious, responsible, respectful, healthy and creative and where we celebrate success.’

Speyside High School

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WELCOME TO SPEYSIDE HIGH SCHOOL

Dear Parents/Carers

As Head Teacher I am delighted to write the foreword to the school handbook. This handbook aims to give you a sense of the school ethos and the high expectations and aspirations we have for all in the Speyside High School community.

Speyside High School is unique and special in many ways and serves possibly the largest and most beautiful catchment area of any school in Scotland.

We are privileged to be situated within the Cairngorm National Park and Spey Valley. We work hard to take advantage of all the opportunities that this offers for all learning and curriculum. Young people have opportunities to visit these areas of interest as part of their experience at Speyside High School.

Speyside High School cares that our young people are the best they can be and we all work hard to support our vision of Happy, Healthy and High Achieving and that they can take advantage of all opportunities they are offered through the High School community and beyond. The success of schools is measured by the achievements of young people and we are proud of all the achievements our young people make. To support this we work in partnership to develop open and honest relationships with parents and carers and the community beyond. This allows us to offer a wide ranging curriculum to suit learner's needs. We have a Silver RSSA Award, we are working towards Gold, and the UN Convention on the Rights of the Child (UNCRC) and the spirit of this is at the base of all the work we do.

Learning and teaching is central to all we do where we recently launched the Speyside Way to support all teachers in this. This combined with the vision that all young people are Happy, Healthy and High Achieving fully supports the four principles of Curriculum for Excellence – to develop: successful learners, responsible citizens, effective contributors and confident individuals. Young people produce their own e-profile to track their metaskills and support them for a positive destination beyond Speyside High School.

Our ARRC of values are to be Ambitious, Responsible, Respective and Creative. Our new merit system encourages celebrating young people developing and demonstrating these values.

We believe that Speyside High School should be a challenging but enjoyable experience for all young people. Throughout young people's time at Speyside High School we aim to develop them to be the best prepared for life beyond school and to continue to value their learning throughout life.

We look forward to welcoming families to Speyside High School and hope that together we can provide the best education, care and range of opportunities for your young person.

Yours sincerely

Patricia Goodbrand
Head Teacher





WELCOME FROM THE YOUNG PEOPLE

Joint head student comments from Lewis Skene & Cameron Corson:

It will soon be time for your transition from primary school to secondary school and we both would like to wish you a warm welcome to Speyside High School and tell you about our experiences during our time here.

To begin with the thought of moving up to high school frightened us as the high school was much bigger than both of our primaries and everyone seemed much older. But after a short period of time we both felt a part of the school community thanks to the friendly staff who are always happy to help with any questions or worries. We have been very fortunate to have been offered many exciting opportunities during our time here, such as a football trip to Manchester and to Edinburgh to visit the Scottish parliament and so much more. What also made us feel welcomed into the school was the wide range of school clubs both at lunchtimes and after school that Speyside offers. These include badminton, Ceilidh band and art club along with many more. Speyside is also very open to pupil's opinions and thoughts about school. This is shown through the pupil senate which allows people from all year groups to meet and discuss potential improvements around the school, these meetings have proved to be successful many times. There is also a well-being hub available at lunchtimes which aims to create a safe space for pupils to socialise and play games. This is a great way to meet new people and getting to know people better. The best thing about the school is the positive energy that you can feel around the school with relationships you build with both classmates and teachers which has made our time here a very enjoyable experience and with great memories that we won't forget

"We would like to wish you a happy, healthy and high achieving time at Speyside high school."



Head Students, Cameron Corson (left of picture) and Lewis Skene (right of picture)



VISION AND VALUES

We aim to ensure that, during their time at Speyside High School, our young people become successful learners, confident individuals, effective contributors and responsible citizens by our school values using:





DEPARTMENT OF EDUCATION, COMMUNITIES & ORGANISATIONAL DEVELOPMENT

Education, Communities & Organisational Development is a single, integrated department which brings together Education; Social Work support for Children and Families; Community Care services for adults; and Lifelong Learning, Culture and Sports.

Our vision:- **Ambitious to Achieve Excellence Together**

Our aims:-

- Ensuring people's outcomes remain at the heart of what we do
- Ensuring effective partnership working
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them
- Actively promoting early intervention
- Delivering accessible, consistent, equitable and high quality services
- Using our resources effectively and targeting our capacity appropriately and efficiently
- Engaging and involving through effective communication with everyone we work with
- Promoting equality
- Sharing and using our information openly and fully
- Creating a culture of self-evaluation and continuous improvement





SPEYSIDE HIGH SCHOOL STAFF

HEAD TEACHER

Patricia Goodbrand

DEPUTE HEAD TEACHERS

Helen Duffy (M-W)
Amy MacInnes
Marc McWhirter (Th-Fri)
Ed Picksley

YOUNG PEOPLE

SUPPORT/GUIDANCE

Nick Craven (Rinnes)
Susan Rowley (Acting) (Rinnes)
Lucy Harley (Fiddich)
Tania Winwood-Young (Livet)

Inclusion Project Officer

Sarah Thornhill

ART & DESIGN

Fiona MacPherson (PT)
Wendy Hay

BIOLOGY

Katy Fraser (PT)
Claire Buchanan

BUSINESS EDUCATION

Daniel Harris (PT)

CHEMISTRY & PHYSICS

Daniel Hogg (PT)
Gemma Archibald
Maximillian Siegrist

COMPUTING & TECHNICAL EDUCATION

Marc McWhirter (PT)
Zoe McMillan (Acting PT)
Niall Robertson

ENGLISH

Nicola Boardman (PT)
Carrie McWilliam
Stephanie O'Hara

GEOGRAPHY

Keith Turner (PT)

HISTORY

Anne-Marie Bell (PT)

HOME ECONOMICS & PHYSICAL EDUCATION

Nick Rodwell (PT)
Emily Berry
Jo Roberts
Erin Wood

LIBRARY

Erin Quigley (part-time)

MATHS

Fiona Robertson (PT)
Esther Burns
Paul Chatwin

MODERN LANGUAGES

David Burns (PT)
Jennifer Stewart

MODERN STUDIES

Laura Childs (PT)

MUSIC INSTRUCTION

Frances Campbell
Erin Carroll
James Gray
Rachael Lewtas

PERFORMING ARTS

John Hoskins (PT)
Valerie Chapman

RAISING ATTAINMENT

Stephanie Gilchrist (PT)

RELIGIOUS EDUCATION

Craig McConnell (PT)

SUPPORT FOR LEARNING

Angela Jones (PT)
Esther Burns
Jennifer Stewart (Pupil Equity Fund)

Pupil Support Assistants:

Maureen Brown
Alison Richard

SCHOOL ADMINISTRATION & TECHNICAL SUPPORT

Fiona Main (Business Support Officer)
Elaine Bain (Senior Clerical Assistant)
Cheryl Campbell (Clerical Assistant)
Marion Duncan (Technical Assistant)
Maria Fox (Clerical Assistant)
David Iannetta (Technician)
Vincent Logan (Technician)
Kathleen Mainland (Clerical Assistant)

JANITORS

Alan MacMillan
Eva Wikberg



SENIOR LEADERSHIP TEAM



Head Teacher, Mrs Patricia Goodbrand

Mrs Goodbrand has overall responsibility for formulation and monitoring of school policies and for all aspects of leadership and management of the school she has responsibility for staffing, personnel, health and safety matters, curricular policy, learning and teaching and developing the school's vision, values and aims.



Depute Head Teacher, Mrs Helen Duffy

Mrs Duffy has a shared responsibility for all aspects of positive behaviour for young people in S5 and S6. Mrs Duffy's overall responsibilities include Tracking and Report for S4 to S6 and Pupil Equity Fund.



Depute Head Teacher, Mr Marc McWhirter

Mr McWhirter has a shared responsibility for all aspects of positive behaviour for young people in S5 and S6. Mr McWhirter's overall responsibilities include whole school ICT, Tracking and Reporting for S1 to S3, Learning, Teaching and Assessment, Teacher career-long professional learning and Pupil Equity.



Depute Head Teacher, Mrs Amy MacInnes

Mrs MacInnes has responsibility for all aspects of positive behaviour for young people in S1 and S2. Mrs MacInnes's overall responsibilities include Young People Support, Primary to Secondary transition, Getting it Right for Every Child, Positive Behaviour System, Health & Wellbeing, Safe Guarding and Child Protection.



Depute Head Teacher, Mr Ed Picksley

Mr Picksley has responsibility for all aspects of positive behaviour for young people in S3 and S4. Mr Picksley's overall responsibilities include the school curriculum, the timetable along with all subject choice processes, the school website, school transport arrangements, the delivery of Universal Personalised Support, Developing the Young Workforce and he is also the school co-ordinator for The Scottish Qualification Authority.



Business Support Officer, Miss Fiona Main

Miss Main has responsibility for the business functions of the school including: absence cover for teaching staff; achievement ceremony; buildings and property; school publications; exam planning, Scottish Executive data and the school business plan. Miss Main is in overall charge of the school office and has line management responsibility for the administration and technician team



THE SCHOOL DAY

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	

Please note that all school transport departs from Speyside High at 1.30pm on a Friday.

TERM & HOLIDAY DATES

Autumn Term:	Wednesday 20 August 2025- Friday 10 October 2025
October Holiday:	Monday 13 October 2025 – Friday 24 October 2025
Winter Term:	Monday 27 October 2025 – Friday 19 December 2025
Christmas Holiday:	Monday 22 December 2025 - Friday 02 January 2026
Spring Term:	Monday 05 January 2026 – Friday 27 March 2026
Easter Holiday:	Monday 30 March 2026 – Friday 10 April 2026
Summer Term:	Monday 13 April 2026 – Thursday 02 July 2026
Session 2026/27	Wednesday 19 August 2026

Mid-term, In-service and Other Closures:

In-Service Closure:	Monday 10 Nov & Tuesday 11 Nov 2025
In-Service closure:	Thursday 12 February 2026
Mid Term Holiday:	Friday 13 & Monday 16 February 2026
Good Friday:	Friday 03 April 2026
May Day Holiday:	Monday 04 May 2026

Plus one occasional day holiday to be agreed by 31 March 2025.



THE GUIDANCE TEAM

Central to guidance is our belief in the personal value and unique contribution of each young person. The guidance system exists to make sure that the overall needs of each young person are recognised and catered for as far as possible.

Guidance is organised around three "houses", each in the charge of a Principal Teacher of Guidance – **Fiddich** (Miss L Harley), **Livet** (Mrs T Winwood-Young), **Rinnes** (Mr N Craven/Ms S Rowley).

At regular intervals young people and guidance staff will meet together at House Assemblies. Frequently led by senior students, these assemblies provide us with the opportunity to celebrate the achievements of our young people and foster a sense of community.

It is the responsibility of the guidance staff, by personal contact with young people, by liaison with subject teachers, and by meeting parents/carers as frequently as possible, to have a full knowledge of each young person in their house. This way the guidance teacher can help each individual gain the greatest advantage from their time in school. At any time, should the need arise, young people and parents/carers alike are welcome to contact the guidance staff on any matter connected with a young person's wellbeing.

The Principal Teacher of Guidance acts as the 'named person service' for each child or young person in that house.



Mrs MacInnes
Depute Head Teacher



Miss Harley
Fiddich



Mrs Winwood-Young
Livet



Mr Craven
Rinnes



Ms Rowley
(Acting) Rinnes



GETTING IT RIGHT FOR EVERY CHILD (GIRFEC) AND 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/carers 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 sure that support is 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 coordinate multi-agency support (eg 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**.

At **Speyside High School** the **Named Person** for your child is:

Fiddich House	Miss L Harley	Fiddich.guidance@moray-edunet.gov.uk
Livet House	Mrs T Winwood-Young	Livet.guidance@moray-edunet.gov.uk
Rinnes House	Mr N Craven/Ms Rowley	Admin.speysidehigh@moray-edunet.gov.uk



getting
it right
for every child



SPEYSIDE HIGH SCHOOL CORPORATE PARENTING

In 2014, the Scottish Government passed a law called the Children and Young People (Scotland) Act 2014. This law named a range of organisation corporate parents, including health boards and local authorities, colleges and universities, emergency services and more. The law sets out that as corporate parents they have parental responsibilities to work together to uphold the rights, support needs and well-being of looked after and care experienced children, young people and care leavers across Scotland. The Scottish Government describes a good corporate parent as one that will want the best outcomes for their looked after children, accept responsibility for them, and make their needs a priority.

At Speyside High School we are committed to implementing The Promise and believe that corporate parenting is not just a responsibility but also an opportunity to improve the lives and futures of our children and young people ensuring they grow up experiencing the love, security and chances every child deserves. At Speyside High School, every member of staff is a Corporate Parent with Amy MacInnes (DHT) as the Lead Corporate Parent.

Corporate parents have key duties, some of these include:

- Ensuring the best way Speyside High School can help young people who are looked after and care experienced..
- Promoting the interests and providing opportunities to improve the well-being of young people who are looked after and care experienced.
- Standing up for the rights of young person who are looked after and care experienced and making sure you are treated the same as everyone else.

This short video from Who Cares? Scotland explains more about what Corporate Parenting is: [Who Cares Scotland-What is Corporate Parenting?](https://www.whocaresscotland.org/wp-content/uploads/2022/07/what_is_corporate_parenting_-720p.mp4)

https://www.whocaresscotland.org/wp-content/uploads/2022/07/what_is_corporate_parenting_-720p.mp4

INCLUSION PROJECT OFFICER

The Inclusion Project Officer is part of the school's Pupil Support Team. They work closely with the Principal Teachers of Guidance and the Support for Learning Department. They can offer short-term practical help to families and young people who may need some extra support to manage their time at Speyside High School successfully. This can include support with improving attendance and coping with any significant event that may occur in young persons' life.



Sarah Thornhill

Inclusion Project Officer



ASSOCIATED SCHOOLS GROUP

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

Aberlour Primary
Craigellachie Primary School
Glenlivet Primary School
Knockando Primary School
Mortlach Primary School
Rothes Primary School
Tomintoul Primary School



All Speyside 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. Staff from Speyside High School work with their primary colleagues to ensure that young people 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 primary young people.

PARENT COUNCIL

The Key purpose of the Parent Council is to ensure that parents and carers are involved in and consulted about the life of the school as much as possible. We aim to involve and support parents/carers as best we can, to help the whole school community. The Parent Council meets at least once each term. The Parent Council members and office bearers are elected at the Speyside Parent Forum Meeting and Parent Council AGM each September.

Parent Forum

All parents and carers of the students of Speyside High School make up **The Speyside Parent Forum** and are welcome to attend Parent Council and Parent Forum meetings, details of which can be found on the school website. The input of **EVERYONE** involved is very much valued. Please come and join us!

For more information, please visit us Online, at <http://speysidehighschool.net/parent-council>. We'd love to hear from you.

If you have any questions or ideas or just want to make contact to see what's going on with the Parent Council, please do get in touch.

Any and all ideas for fund-raising for our kids and the school are greatly appreciated!





CURRICULUM

Curriculum for Excellence

Curriculum for Excellence aims to **raise standards**, prepare our children for a future they do not yet know and equip them for careers of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and plans are already in place for parents/carers across the country to have access to Glow.

Teachers and practitioners share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. Teachers and colleagues ensure children continue to work at a pace they can cope with and with challenges they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to **breadth and depth** in the Broad General Education plan up to the end of S3, whatever their level and ability. Every teacher and practitioner will be responsible for **literacy and numeracy** and **health and wellbeing** and **digital literacy** – the skills that unlock other subjects and are vital to everyday life.

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

Young people in S4 to S6 are part of the Senior Phase and will do courses at levels appropriate to their ability. Most of our S4 young people work at National 4 or National 5 level and there is now flexibility to allow for them to do Higher courses if they are able and appropriate. The Higher and Advanced Highers are a natural progression through the Senior Phase.

There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that's needed. There is a clear emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where young people feel safe and secure.

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





THE BROAD GENERAL EDUCATION S1-S3

A young person coming into S1 in August 2025 will experience the following subjects:

Art & Design	Digital Literacy
Drama	English
French	German
Geography	Home Economics
History	Mathematics
Modern Studies	Music
Physical Education	Personal and Social Education
Religious and Moral and Philosophical Studies	Science
Technical	Universal Personalised Support
Global Goals (S1/S2)	

In S1 – S3, all young people will have the opportunity to work on interdisciplinary projects to enhance their experience. This allows young people to make the links between knowledge in different subject areas, helping them understand the world and make connections.

In S2, young people will also have a range of “options” to further add to the breadth and depth of experience. This also allows some personalisation and choice in S2.

In S3, young people will have an element of choice of which subjects they take, before choosing the subjects in which they will sit exams in the Senior Phase.





S3 PROFILES

All young people start at Speyside after completing a P7 Profile. This is a snapshot of their knowledge, skills and experiences at the end of P7 and is used at times of transition to support a positive experience.

What is an S3 Profile?

The end of S3 represents an important milestone in every young person's education. By the end of S3 all young people will have completed the Broad General Phase of Curriculum for Excellence. Young people should have produced their own profile, supported by staff, which gives a reliable and full account of their cumulative progress and achievements. It should include a focus on what they feel are their latest and best successes. Profiles will sit alongside S3 Reports to provide a full picture of attainment and achievement in S3 related to skills development.

What is included in an S3 Profile?

A profile will include a learner statement and is likely to include a reliable profile of achievement in literacy and numeracy and information about progress in key aspects of health and wellbeing. Profiles will reflect achievements across all curriculum areas, perhaps drawing on school arrangements for monitoring and tracking in each area, alongside other personal achievements and include those which stem from learning experiences out with school. For some, these may include sporting or cultural successes and skills and attributes developed through experiences in the community including any where significant gain has taken place.

What will the Speyside High School Profiles Look Like?

All current S3 young people at Speyside High School have a Profile document which they have been developing throughout the Broad General Education in subjects and through UPS. At the end of S3 their latest and best successes will be captured in the S3 Profile. It is planned that young people will continue to add to this e-portfolio throughout the Senior Phase.

Who is the S3 profile for?

The S3 Profile is primarily to help each young person develop self-esteem and confidence, and to track skills developed, through recognising their own progress and achievements. Young people themselves, their parents/carers and teachers are likely in the first instance to be most interested in the profiles and most closely associated with the profiling process. Profiles, alongside the S3 report, should help inform the Senior Phase pathways.





EXPECTATIONS OF YOUNG PEOPLE

The school vision of being 'Happy, Healthy and High Achieving' is dedicated to meeting the educational needs of our young people through high quality teaching and learning and a focus on individual development. This means we have high expectations of everyone in the school community.

Success at Speyside High School is underpinned by **excellent** attendance and punctuality, high expectations of young people in terms of preparation, class commitment and positive attitude. We are displaying our vision and values.

Attendance

Speyside High School aims to offer a welcoming environment to engage young people and their families. A key component of engagement is to make all in the community aware of the positive impact of good attendance. Attendance at school is closely related to achievement. We record attendance to monitor young person engagement and to ensure young person safety and wellbeing by following up on young people whose attendance is causing concern.

Clearly there are times when young people cannot attend school and we understand this. It is important that young people, however, attend school as regularly as possible. Even explained absences when they accumulate can cause young people to fall behind. Building the habit of attendance is important.

Parents/Carers are asked to contact the school on the first day of absence and subsequent days thereafter.

Any unexplained absences will be followed up by either administration staff or guidance teachers. We will also support strongly those young people whose attendance is decreasing or showing concerning patterns.

Punctuality

It is important that all young people arrive at school on time, and to their classes throughout the day. We understand there can be reasons due to transport issues, for example, for punctuality to be affected.

Young people's punctuality is monitored by staff.

Any situation giving rise to concerns will be discussed with the pupil and parents/carers. We aim to alert parents/carers when young people are late to class after break or lunch.





SCHOOL UNIFORM

How young people dress for school and to work at Speyside High School is important. The guidelines are:-

- *White polo shirt or white shirt
- *Black school jumper with purple trim and school badge OR PLAIN black jumper, sweatshirt or hoodie **without logos**.
S6's may wear the S6 purple jumper however this is optional and not compulsory.
- *Black trousers or skirt (no jeans of any colour)
- *Sensible footwear, preferably plain black
- *School ties are required for formal events (concerts, achievement ceremonies, photographs etc). These can be borrowed for occasions if required.

Successful young people follow the school dress code because:

- They are proud of their school and are keen to be “part of the team”
- It shows they are ready for work
- It shows they are committed to the values and activities of the school

The school uniform policy has been developed through a consultative process and has been endorsed by the Parent Council and all young people are expected to wear it. For any families experiencing financial difficulties, the school now runs a second hand clothing store to provide uniform and PE kit. Please speak to your Guidance teacher/year head for more information.

COST OF THE SCHOOL DAY

Speyside High School takes part in the Cost of the School Day project which is run by the Child Poverty Action Group. It enables us to take on board views from young people, parents/carers, teachers and support colleagues as to the financial implications of education, particularly given the current cost of living crisis. The aim of the project is to highlight and take action to break down any financial barriers to learning and ensure that every young person has an equal opportunity to become happy, healthy and high achieving at Speyside High School.

Feedback from those involved in the project has shared that:

‘Uniform is so much more manageable now’

‘We are so lucky to have a few people at our school who are easy to talk to’

“We get to do a lot more things here than primary”

“The breakfast club is something Speyside can be proud of.”

“There is always information available/attached when asking families for money for certain things.”

“I think you should consider rural poverty as well as financial poverty. A lack of public transport, extra-curricular activities and poor internet, disadvantages many of our pupils over their peers in Elgin, let alone those in the central belt”

In response to our last Cost of the School Day feedback, there are a number of aspects which have been addressed to remove relevant barriers.



Uniform

In order to ensure that all young people have access to uniform to feel part of the school community, we have updated the school prospectus to highlight that plain black jumpers are an acceptable alternative to the school jumper. Personalisation has been removed from the S6 jumpers so that they can be reused and recycled and it has been made clear in the prospectus that these S6 jumpers are optional and not mandatory. We have a clothing bank of second hand uniform which can be handed out to young people as necessary called our No Waste Wardrobe.

Financial support

In order to ensure that families are aware of the financial support that is available to them, we have created a 'Who can help me' guide which includes a wide range of organisations and charities from across Moray. It also includes information as to how to apply for these grants / funding. This has been shared in parent / newsletters as well as displayed at parents' evenings.

Fundraising

Fundraising events happen across the year however these can prove difficult for some families and young people feel a stigma of not being able to pass on large donations. All fundraising activities no longer require individual donations to be brought in. Instead, donation boxes are left by the front door for optional donations to be left. Any dress guidance for dress down days is being stated as optional, relieving the pressure of needing to own specific colours/ types of clothing.

School trips

A range of trips are offered by departments across the school each term. When approving trips, consideration is given to any costs being passed onto young people. Grant money is being provided to subsidise certain costs. Teachers organising trips are being asked to ensure consideration is given to any young people entitled to free school meals to make them aware that any costs would be subsidised by the school.

Free school meals

To ensure that young people entitled to free school meals are using their full daily allowance of £2.40, pricing of all canteen food is now being made clear in the daily bulletin and by the canteen queue.

ICT

Home learning can be challenging for young people without access to ICT, therefore Guidance teachers continue to request and pass on paper based materials for those young people who do not have a computer/laptop or internet connection at home.

Discussing financial difficulties can be challenging for families. In order to make this more accessible, cost of the school day information is being shared with parents / carers through school newsletters and also by including a section in the school prospectus. In addition to this, Moray Income Maximisation resources are being shared with parents / carers at parents' evening.





CLOTHING GRANTS

You can apply for a clothing grant for your young person if you are receiving any of 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, with an income of less than £19,995, Both Child Tax Credit and Working Tax Credit with an income of up to £9,552, Support under Part VI - Immigration and Asylum Act 1999, Universal Credit with a monthly earned income of not more than £796.

If you are aged 16-18 years old, you may make a claim for free school meals and clothing grants, in your own right, if you receive any of the benefits that make you eligible. If you are eligible for an [EMA](#), you can't apply for a clothing grant but can still request free school meals.

If you are eligible and wish to make a new claim, complete an [application form \(PDF\)](#) and return directly, with the evidence requested on the form, to the Revenues Section. You can [contact the Revenues Section](#) to request an application form by post.

SPIRITUAL, MORAL, SOCIAL & CULTURAL VALUES



An overall aim of Speyside High School is to help young people to examine, clarify, and reconsider, where appropriate, their personal attitudes and values. This is achieved through a range of structured 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 community and global awareness, and social responsibility. We believe in the personal value and unique contribution of every young person, and place great emphasis on the quality of relationships within the Speyside High School Community.

Please also see the sections of this booklet on Aims of the School, Religious Education, Guidance and School Chaplain. Parents/Carers have a right, on grounds of conscience, to withdraw their young person 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.



SCHOOL CHAPLAIN

The school is very fortunate to have a number of school chaplains. All chaplains work closely with the school and services are held at important times in the Christian year. These form part of the normal pattern of school life and all young people are expected to attend. Parents/Carers who would prefer their children not to attend for religious reasons should write to the Head Teacher.



ADDITIONAL SUPPORT

Many young people 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.

Speyside High School is an inclusive school – we believe that every young person should have the opportunity to make the most of their school education and feel included in their learning. ASN staff work alongside colleagues to support young people with barriers to learning, and to help them access an appropriate curriculum. We are committed to working in partnership with parents/carers and young people. It is important that everyone feels able to have their say and to have their views fully discussed as part of the decision making process.

We use a Staged Intervention Process to identify, assess and plan for additional support needs, based on the Getting it Right for Every Child (GIRFEC) framework. This helps us decide together when more targeted support is needed. This may include requesting additional support from Central Support Services, such as the Autism Development Team, English as an Additional Language (EAL), Moray Social and Emotional Behaviour Needs team (SEBN), Sensory Education Service (SES) which includes hearing impairment and visual impairment and Educational Psychology. When appropriate, multi-agency working with a range of partners, including NHS and third sector, will take place.

The transition from Primary to Secondary school can be a challenging time for young people and their parents/carers, particularly those with additional support needs. Our P7 Transition programme is designed to ensure that the transition to the High School is as smooth as possible. This includes information sharing and discussions with Primary Schools, Guidance Teachers and ASN staff visiting Primary Schools and a wide range of other transition activities. Our ASN Department also runs an Enhanced Transition programme for young people who require additional support with the move to High School.

If you have any concerns or queries regarding your child's learning and wellbeing, please contact their Guidance Teacher in the first instance.





Legislation

There are four key pieces of legislation relating to supporting learners with additional support needs, namely the:

- **Standards in Scotland's Schools Act 2000**
- **Additional Support for Learning (ASL) Act 2004**
- **The Equality Act 2010**
- **Children and Young People Scotland Act 2014**

Further information about these Acts can be found in the 'Parent/Carer' section of our school website (under 'Support for Learning'): [Statutes-Relating-To-Support-for-Learning-Practical-Guide-2018-1.pdf](#).

To find out more about Additional Support Needs, including Moray's Additional Support Needs Strategy for Schools 2017/27, please visit the Moray Council website.





ACCESSIBILITY

The school has a duty to ensure that all our young people have equal access to the curriculum and supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies but also appropriate adaptations to the physical environment of our buildings to address the needs of young people with physical or sensory impairments, eg. relocation of classes to the ground floor where feasible. 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 (LRC)

The Library Resource Centre (LRC) houses a wide range of fiction, non-fiction and reference material, available for young people to borrow, or use whilst in the library. All young people are encouraged to read for pleasure and new books are regularly added, often with titles suggested by young people. Weekly, local and national newspapers and magazines are available, catering for all abilities, ages and interests. The LRC also subscribes to an interdisciplinary reference series which can be used online at home as well as in school.



The Careers Library is stocked with Developing the Young Workforce (DYW)/Career Education Standard (CES) resources on further and higher education as well as information on local vacancies. For young people intending to carry on to college or university, there is plenty of information to help write UCAS applications and personal statements.

A Job Vacancy Bulletin gives information on apprenticeships and other full-time/part-time opportunities to young people. These opportunities very often come to the school direct from local employers. There are numerous publications to help young people plan their future and the majority of these can be taken out on loan.

The LRC has 18 computers and these can be booked in advance by both staff and young people. In addition, the library is equipped with a smart board and projector, making it an ideal area for meetings or an additional teaching area. The LRC is regularly used for displays, author visits, library courses, class visits and workshops as well as interdisciplinary and extra-curricular activities.

Sixth Year young people can opt for library study periods and these are designed to help young people acquire the necessary skills for independent learning which are so important for further and higher education. They are expected to show the values of Speyside High School whilst working in the LRC.

The library is open before registration, at breaks and lunchtime for young people to read, do homework or play board games and is popular with many who prefer being in a quiet environment. All young people are expected to demonstrate school values at these times.

The LRC however, is no longer just a room full of books and in this digital age, information literacy plays an ever more important part in people's lives. Information literacy has been defined as "knowing when and why you need information, where to find it and how to evaluate, use and communicate it in an ethical manner." (CILIP 2004). The librarian is well qualified to help anyone wishing to improve their skills.



PATHWAY PLANNING

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. Speyside High School work hard to ensure our young people through UPS, PSE and skills development.

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.

Throughout a young person's time at Speyside High School, PTG's and SDS will work with young people to reach positive destinations.

During a young person's final year of statutory schooling, school guidance and Skills Development Scotland (careers) staff will be in discussion, specifically, with young people and parents/carers to identify the most appropriate progression route.



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 (Universities and Colleges Admissions Service). 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. Details of UCAS and all university and college courses are on the school website in the Guidance section.

CAREER CHOICE

Young people 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 work alongside the Skills Development Scotland Adviser to support young people in their career decisions. A Careers Adviser from Skills Development Scotland, Ms Nadine Hines, has a programme in Speyside High School. This involves group talks and individual interviews. During the careers interview, the young person and the Careers Adviser discuss the young person's ideas and options. Parents/Carers are encouraged to attend careers interviews with their young person. There is a wealth of careers information on the Internet. There are direct links relating to careers and all further education courses on the Skills Development Scotland website (contact details can be found on the noticeboard at the front door).



ROLL ANALYSIS

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

First Year (S1)	57
Second Year (S2)	75
Third Year (S3)	68
Fourth Year (S4)	75
Fifth Year (S5)	64
Sixth Year (S6)	43



PHYSICAL EDUCATION KIT

For Physical Education young people should bring 'T' Shirt, shorts, trainers, socks, and a towel for showering. When young people 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 young people 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 young peoples' valuables but please help us by not bringing large sums of money or expensive jewellery to school. Young people have responsibility of placing any valuables they have in the PE valuables box.

Jewellery: Only small stud ear rings can be worn for PE. All other jewellery should be removed.

Illness/injury: If young people are unable to take part in PE they should bring a short note from their parent/carer.





ASSESSMENT

Assessment is an important part of learning that helps to identify how well a young person is progressing and to highlight their next steps to success, it also allows us to work together if there are any concerns around progress.

This information often comes from classwork, home learning, assignments and end of unit assessments.

A key priority within A Curriculum for Excellence is that teachers consider carefully how they teach: skilled questioning and a variety of assessment methods for example Assessment is For Learning (AiFL) strategies lead to better understanding. Young people will be involved in assessing their own work and that of their peers. Teachers develop and share learning intentions and success criteria with young people. Departments can use learning logs or reflective journals which give young people the chance to develop profiling skills and reflect and comment on what they have learned.

Assessment evidence can be generated in a range of ways for example what young people say, make, write and do.

After prelims in senior phase young people will be given a self-evaluation booklet which may give further information to support the tracking report.

PARENTS' MEETINGS

Meetings between parents/carers and teachers (curricular and guidance) are arranged at important times in young peoples' school careers. Meetings are arranged so that parents/carers and teachers can exchange information about young peoples' progress in their courses and so that advice can be obtained before course choices are made and to encourage our partnership working with parents/carers.

Meetings are also arranged to discuss issues of general interest at various times throughout the year.

The active support of parents/carers is welcomed and vital to help young people do their best. Young people's learning is not confined to school! To help foster this partnership, the school runs special events for parents/carers of young people in specific year groups. Such events are highly focused and generally last 60-80 minutes. From the Primary 7 Parents' Evening in April, to the Information Evenings held on line currently for course choices, parents/carers and teachers value the meetings, and young people benefit.

If, at any stage parents/carers would like more information on any aspect of their young person's progress, please do not hesitate to contact the school. Your first point of contact should be the guidance teacher.

All parents/carers are asked for their feedback following a Parents' Evening and any concerns raised are dealt with.

Dates and times of Parent's Meetings can be found on the School Calendar on our Website www.speysidehighschool.net



EXTENDED LEARNING OPPORTUNITIES

For many years Speyside High School has offered to young people 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.

Apart from the timetabled programme of music for all young people, and in keeping with the music department's policy of encouraging young people 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. Young people in first year may audition for instruction, although priority is given to those who commenced tuition on an instrument whilst in the primary school. It may sometimes be necessary to make a charge for instruments. Places are limited by the availability of instruments and staff. Young people 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.

Each year there are normally overseas visits, as well as residential stays nearer home. The school also organises concerts, shows and theatre visits. An 'Activities Day' for first and second year in the summer term provides excellent opportunities for young people to pursue a wide range of new activities either in the local area or on residential visits elsewhere.

Information on lunchtime and after school activities can be found on the noticeboard near the school auditorium.



PART TIME WORK

Some part-time or holiday work can be a valuable experience for senior students. **Speyside High School however 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 or need.**

Young people, 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 see 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/carers 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 young person's participation. Moray Council and Speyside High School have implemented an on-line based system "Evolve" to manage Education Excursions.

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 young person. **In this connection it is important that the parents/carers have provided the school with an emergency contact telephone number apart from the home number.** Under no circumstances should a young person who feels ill or has an accident, go out of school without permission.



No insurance cover is held by The Moray Council to provide automatic compensation to young people in the event of a personal accident or death. It is your responsibility as a parent/carers to insure your child for personal accident or death if you feel this is appropriate. The Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents/carers of young people) 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/carers 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.

SPORTS FACILITIES/SWIMMING POOL

Young people coming to Speyside 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 an indoor climbing wall, badminton, volleyball, indoor football, hockey, athletics and tennis. In October 2015 a gym facility opened and this is available after school and during the weekend for the community.

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.



Our unique location allows us to use our beautiful outdoor environment for cycling and canoeing.



HOMework

At Speyside High School we recognise the importance of homework and want to encourage all young people to establish good study habits at home as well as in school. We aim to help our young people to develop their personal study habits so that they take an increasing responsibility for their work. Young people achieve most when school and home work in partnership.

The online homework system Satchel One (Show my Homework) makes it easy for parents/carers to support their child's learning. Young people and parents/carers are able to access Satchel One (Show My Homework), via a link on the school website (www.speysidehighschool.net) or via the Satchel One (Show my Homework) app on their phone. In the event of a school closure, work will generally be available via Satchel One (Show My Homework). Parents/Carers can see the details of the tasks that their child has been set as well as the deadline for completion. Parents/Carers can also receive automated notifications before homework is due to help support their child in organising their time and ensuring homework is completed to a high standard and on time.

All young people are responsible for logging in to Satchel One (Show my Homework) daily to check if new homework has been issued and to remind themselves of approaching deadlines. Non-submission of homework is dealt with via the school's Positive Relationships Policy – further details can be found in the 'Positive Relationships' section of this handbook.

If any young person or parents/carers are having difficulties with their Satchel One (Show my Homework) login, please get in touch with the school so we can help resolve any difficulties quickly.

How can parents/carers help with Homework? When young people are sitting down at home to complete homework tasks, it is important that they manage their time effectively so that they can complete homework to a high standard and still have time to enjoy extra-curricular activities, see friends and relax. Here are a few points to consider:

Where? Make sure that your child has a quiet appropriate place to work. A table or desk is best - lying on a bed is not as productive.

When? Check 'Satchel One (Show my Homework)' for deadline dates and then help your child to plan out how best to fit in homework tasks around their other activities. Allow time for your child to get additional support from the teacher, if required. Encourage your child to complete homework after school or after tea – don't leave it until late in the evening – none of us produce our best work when we are sleepy!

Amount of time? Check 'Satchel One (Show my Homework)' to see how long the homework task should take. Most tasks take no longer than 1 hour. Your child may want or need to complete it over a few evenings.

Phones? To get homework tasks completed quickly and to a high standard, your child's phone should be left in a different room. When their teacher says a task will take 45 minutes, they don't include the time young people might spend reacting to messages or notifications. When young people pick up their phone every time they get any new notifications, and then respond, suddenly they've lost twenty minutes, and their homework task then takes much longer to complete.

Support? Parents/Carers can support their child's learning by ensuring that their child has the necessary equipment such as a pencil, ruler and calculator. Parents/Carers can also check spelling, listen to new words and discuss homework tasks with their child. If your child is finding a task challenging, you may be able to provide them with some support. Alternatively, encourage them to seek help from their teacher, school librarian or online. Please get in touch with your child's Guidance Teacher if you have any concerns about homework.



BULLYING

Bullying is something we take very seriously. Bullying can seriously affect the quality of a young person's life. Bullying can be physical, verbal, psychological or cyber. Bullying can happen anywhere but what is important is what is done about it and at Speyside High School we will always act on any information that we receive. Therefore any type of bullying must be reported.

A copy of our policy on bullying is available on the school website, www.speysidehighschool.net and can also be obtained by contacting the School Office.

We are proactive when dealing with any reported bullying related issues and where appropriate it can result in an exclusion from school or a matter for Police Scotland.

Our aim for all young people at Speyside High School is that they feel happy and safe and do not experience bullying during their time here. Considerable work is done through Personal and Social Education, House Assemblies and through our school values to encourage an anti-bullying ethos.





POSITIVE RELATIONSHIPS

The starting point for learning is a positive ethos where relationships are built upon a culture of mutual respect and trust in line with the UNCRC, centred upon shared values – ‘Ambitious’, ‘Responsible’, ‘Respectful’ and ‘Creative’. The whole school community including the young people themselves should have high aspirations in terms of both their learning and behaviour.

Positive Feedback and Celebrating Success

Praise and positive feedback are vital in building positive relationships. ‘Merits’ are awarded to young people for criteria relating to the school values ‘Ambitious’, ‘Responsible’, ‘Respectful’ and ‘Creative’ and our school vision – ‘Happy, Healthy & High Achieving’. The focus rotates monthly as outlined below:

Month	Vision/Value	Criteria – One Merit can be issued for one or more criteria per lesson
June, December	Happy - Respectful	<ul style="list-style-type: none"> Talking respectfully to staff and peers Participating in respectful behaviour in class Showing kindness and being considerate toward others
August, January, May	Healthy - Responsible	<ul style="list-style-type: none"> Showing perseverance in class Displaying a positive mindset Taking on feedback and using it to improve Goal setting and working towards it positively
September, February	High Achieving - Responsible	<ul style="list-style-type: none"> Taking responsibility for being prepared for their lesson – bringing equipment, being ready to learn at the start of lessons Following classroom safety rules responsibly Taking responsibility for class participation and work – being on task, asking for help when needed, supporting others when needed Taking responsibility for leaving workspaces tidy and clean for others Taking responsibility for conduct at social times
October, March	High Achieving - Ambitious	<ul style="list-style-type: none"> Taking on board feedback and using it to improve Overcoming barriers or obstacles Asking for help and implementing advice Being prepared to take on a challenge Produced an excellent piece of work
November, April	High Achieving - Creative	<ul style="list-style-type: none"> Successful problem solving Use of imagination to generate ideas Thought and care put into work/relationships.

Emails will be sent home monthly to the parent/carers of young people who have received merits. Those who receive 15 or more merits in a term will receive a Praise Postcard sent home by their Principal Teacher of Guidance. Young people who receive 20 or more merits a term will receive a canteen reward voucher for a free item of their choice and a termly certificate will be emailed home for those who have attained merits equating to a Bronze, Silver or Gold award.

As well as using the ‘merit’ system, staff can make use of praise postcards where young people have shown particular hard work, motivation or support in areas that are not the monthly focus, helping at a school event for example.



Positive Relationships & Restorative Practice

On the occasions when a young person makes a misjudgement, our Positive Relationships system, which promotes the use of Restorative Approaches, is used. Restorative practice is based on a philosophy of social responsibility and self-awareness. Individuals are encouraged to accept responsibility for their actions and are supported in making amends.

As a Rights Respecting School and in line with the UN Convention on the Rights of the Child (UNCRC), any behaviour which impacts negatively upon others right to their education is challenged.

Demerits

Young people are awarded 'Demerits' for:

Homework/Deadlines - failure to submit homework/coursework to a given deadline.

PE Kit - failure to bring the required clothing for PE.

Warning 1 - low level disruption which interferes with learning and teaching.

Warning 2 - continuation of low level disruption which interferes with learning and teaching.

Time-Out

Following **two** warnings and the **continuation** of low level disruption which interferes with learning and teaching, the young person will be informed of the need for 'Time-Out' (young people sent to work in another room). This ensures that the lesson can continue without further disruption from the young person. The young person will be given classwork or a reflection exercise to complete.

Parents/Carers are informed of 'Time-Outs' via a text message. The Principal Teachers of Guidance and the Senior Leadership Team are also made aware of young person 'Time-Outs'.

Departmental Restorative Activity

Restorative Activities are used when an isolated incident requires more than a demerit e.g. drawing on a desk, misusing equipment or cheating on a test. The teacher will have a restorative conversation with the young person and arrange for them to engage in an activity that makes amends for what they have done e.g. drawing on desk – clean the desk; misuse of equipment – sort/clean equipment; cheat on test – redo test.

This activity will be arranged between the teacher and young person at a mutually agreeable time e.g. break, lunch or after school. The amount of time set aside for this activity is flexible and will depend on the nature of the initial behaviour and relevant restorative activity.

Behaviour Transfer

Young people displaying **aggressive/abusive/dangerous behaviours** will be asked to leave the classroom immediately – no previous warnings are required. They will be given classwork or a reflection exercise to complete. A member of the Senior Leadership Team will be contacted to come and speak to the young person about the incident. Before the young person returns to the department, a restorative conversation is required between the teacher and young person.

Depending on the nature of the incident, further action may also be required. This may include: a restorative activity; a parental phone call or meeting; removal of break and/or lunch social time; a Reflect and Resolve Day (young person will engage in set work, wellbeing walks and completion of a Reflect & Resolve Workbook with our Inclusion Project Coordinator/Principal Teacher of Guidance/SLT to allow them to reflect on the situation and for strategies to support to prevent it occurring again to be identified) or in extreme cases exclusion from the school. Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education Communities and Organisational Development, and the Police may also be involved.

Parents/Carers are informed of 'Behaviour Transfers' via a text message. The Principal Teachers of Guidance and the Senior Leadership Team are also made aware of young person 'Behaviour Transfers'.



Developing Positive Relationships

Guidance Teachers monitor closely the behaviour and conduct of all young people including the number of 'merits' and 'demerits' that young people receive. This allows for interventions/support to be put in place in times of difficulty and celebrate a success. This may involve accessing support from other agencies such as Youth Workers, Social Work, Moray Youth Justice, or psychological services.

The Guidance Teachers and Senior Leadership Team also receive weekly printouts of 'Time-Outs' and 'Behaviour Transfers'. This information is used as follows:

- 5 'Time-Outs'/'Behaviour Transfers'** - parental meeting with PT Guidance and Year Head to discuss support strategies to modify behaviour.
- 10 'Time-Outs'/'Behaviour Transfers'** – parental phone call and Reflect & Resolve Day (young person will engage in set work, wellbeing walks and completion of a Reflect & Resolve Workbook with our Inclusion Project Coordinator/Principal Teacher of Guidance/SLT to allow them to reflect on the situation and for strategies to support to prevent it occurring again to be identified).
- 15 'Time-Outs'/'Behaviour Transfers'** - parental meeting with the Head Teacher, Year Head and Guidance Teacher to discuss behaviour with the aim of avoiding exclusion in the future.

Behaviour during Social Times

Inappropriate behaviour during breaks and lunchtimes is usually dealt with by a member of the Senior Leadership Team. Depending on the nature of the incident, this may involve a restorative conversation and/or activity; a parental phone call or meeting; removal of break and/or lunch social time; a Reflect & Resolve Day (young person will engage in set work, wellbeing walks and completion of a Reflect & Resolve Workbook with our Inclusion Project Coordinator/Principal Teacher of Guidance/SLT to allow them to reflect on the situation and for strategies to support to prevent it occurring again to be identified) or in extreme cases exclusion from the school. Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education Communities and Organisational Development, and the Police may also be involved.

Parental/Carer Support

When informed of an incident, we ask that parents/carers talk about it with their young person. Please do not hesitate to contact your young person's Guidance Teacher if you wish to clarify or discuss any matter. The school staff appreciate, and rely on, and are keen to work in partnerships with parents/carers in creating a positive environment in which every young person's right to learn is protected.





YOUNG PERSON CONSULTATION & RESPONSIBILITY

There are many opportunities for young people to take responsibility and contribute to the wellbeing of their school and all the people within it. Students can be co-opted to the Parent Council, to the Young Person Senate and the local Community Councils. Others take on important responsibilities in participating in peer support and social enterprise companies.

The Young Person Senate—is a group comprising of volunteer young person representatives from across the whole school. The Young Person Senate are involved in activities concerned with the Positive Relationship System, Learning and Teaching, School Facilities and in our current climate, COVID recovery.

Mentor Support – as part of the transition process senior young people are given the opportunity to be involved in a buddying programme. Throughout the year further buddying opportunities are available.

Head Students – are voted for by the whole school and candidates are required to campaign in the election process.

House Captains – senior prefects are invited to apply for the role of House Captain or Vice-Captain. This is a role in which they support the Principal Teachers of Guidance and act as the main link between the school staff and the pupils within their House. They are part of the school's structure, network, and support. They are part of what makes Speyside High School a special place to be.

Sports Ambassadors – are chosen at the start of the year by their PE teachers and organise extra-curricular sports clubs in school, they run the Sports Committee and discuss changes that they'd like to make with the PE Department.

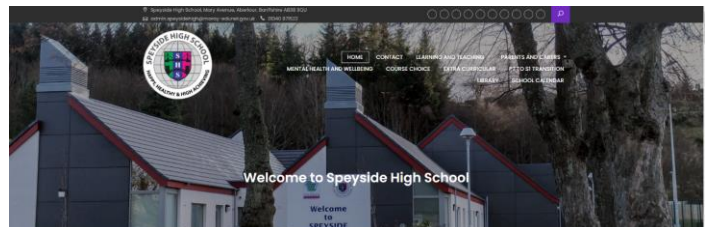
Prefects – opportunities exist for fifth and sixth year students to apply to become house or school prefects. Prefects would play a key role in the smooth running of the school. Prefects would supervise social areas, help at school events and help first year young people find their way around the school.

SCHOOL WEBSITE AND SOCIAL MEDIA

We would like to develop the website so that parents/carers and young people in the Speyside 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 young person about their school work. Young people themselves have free website access at school every lunchtime and after school.

www.speysidehighschool.net



The School use our Facebook page (Speyside High School) to provide an accessible way for people to follow the excellent work of all at Speyside High School.



EMERGENCY & STORM ARRANGEMENTS

In adverse weather conditions the prime consideration is the safety of young people. Parents and carers are asked to ensure that their young person knows what to do in an emergency situation. All households distant from the school must have their own arrangements. In High School we rely on young people themselves knowing and understanding what they should do in an emergency. Young people will always be allowed to phone a contact number, **providing they ask**. Information about buses not running, any kind of emergency closure, or the early return of buses, will be placed on the Moray Council School Closures webpage http://www.moray.gov.uk/moray_standard/page_53021.html.

Subscribe to School Closure Email Alerts: As a member of the Speyside High School community, you can register for various notifications including school specific closure notices. To sign up for notifications you must first be registered for **myaccount** - a simple and secure way to access a range of online Scottish public services using a single account. More information on myaccount can be found at <https://online.moray.gov.uk/site/wss/help>.



What to do if:

(i) You are worried about safety

Do not send your young person to school – please contact the school office to advise.

(ii) School closes early

If weather deteriorates during the school day, a decision may be taken to send some or all the young people home early. In these circumstances young people 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 young person 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 broadcast on Moray Firth Radio between 6.00 and 8.00am, a message will be recorded on the School's Information Line and on the Moray Council School Closures webpage as mentioned above.

(iv) The bus doesn't come

In storm conditions it is possible that a bus may not get through. Young people 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

Young people will be asked if they have an address in Aberlour where they can go overnight. A stay in Aberlour 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, young people should always return to reception. We will always do what we can to help any young person. It is a wise precaution to make sure your young person knows that messages can be left at reception.

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



SCHOOL MEALS

All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition, the Moray Council has an ongoing commitment to providing healthy options through its snack provision. Full three-course lunch and snacks, are provided in the school canteen. There is a wide and excellent choice of daily dishes. A typical choice of courses is:- Curry, Lasagne, Sweet & Sour Chicken, Macaroni, Vegetarian Dish, Beefburger Rolls, Steak Pie, Filled Baugette (Egg, Cheese, Salad, Tuna, Ham, Egg Mayonnaise), Salad. A typical choice of dessert is:- Fruit Salad, Various Whips, Jelly and Fruit. Fruit drinks and milk are available at the canteen during morning interval and lunchtime at a small extra charge.

We have a pre-ordering service that will allow you to purchase items from the school canteen using the Fusion Mobile App to avoid queuing. An 'onboarding code' can be obtained from the school office. It is really advisable to pre-order particularly at break when the canteen is very busy.

The canteen is also open during the morning interval when, for example, toast, muffins, scones, pancakes, bacon rolls and drinks can be purchased.

All young people use their National Entitlement Card to purchase food at the canteen. Young people entitled to free school meals will automatically have their cards "topped up". All other young people will be able to "top up" their card at machines or at the canteen or this can also be done on-line.

As the school day ends for young people at 1.10pm on a Friday everyone should ensure that they pre-order their lunch before the end of break time on a Friday.

You can make a claim for free school meals or a clothing grant if you are receiving any of 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, with an income of less than £19,995
- Both Child Tax Credit and Working Tax Credit with an income of up to £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £796

If you are aged 16-18 years old, you may make a claim for free school meals and clothing grants, in your own right, if you receive any of the benefits that make you eligible.

If you are eligible for an [EMA](#), you can't apply for a clothing grant but can still request free school meals.

If you are eligible and wish to make a new claim, complete an [application form \(PDF\)](#) and return directly, with the evidence requested on the form, to the Revenues Section. You can [contact the Revenues Section](#) to request an application form by post.





FOOD ALLERGIES

Moray Council has a procedure in place that allows parents/carers to opt in to school meals even though their child has a food allergy.

- Young people with a food allergy will be entitled to receive school meals provided that a parental consent form is completed.
- Should a young person who is suffering from a food allergy be entitled to free school meals but their parents/carers do not wish them to receive these meals, then the parents/carers will be offered the food cost of a school meal to compensate. Parents/carers wishing to claim the cost of a school meal in place of their child receiving free school meals must complete a form to evidence their entitlement. These parents/carers, however, will be expected, should they wish their child to remain in school over lunchtime, to provide an appropriate packed lunch.
- Children who are diagnosed with a food allergy and who are not entitled to free school meals will not be reimbursed as above.

Further information and forms are available from the School Office.

HEALTH CARE/MEDICINES IN SCHOOL

During their school careers, young peoples' 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'/carers' attention with advice as to appropriate action.

A copy of "Medical Needs in Schools: supporting young people with 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 young person request.





REPORTS

Tracking reports for each young person's progress and attainment are sent home three times a session. Parents or carers are asked to sign and return a reply slip each time, and are encouraged to make any comments they wish. Parents and carers should feel free to contact the school at any time if they are concerned about their young person's work, and would like a progress report.

The primary purpose of the reports is to show where young people are at each time in terms of progress in the BGE and the grades they are working towards in the Senior Phase. Effort, Behaviour and Homework are also rated each time.

In the BGE, the third tracking report also comes with learner generated feedback for each subject. These are produced in discussion with their teachers and the young people comment on Successes and How to Improve.

In the Senior Phase, young people collate their own feedback after the prelims again with what has gone well and next steps.

At the start of the year communication will go home to explain these reports.

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. We need to know about –

- Change of address
- Change of telephone number
- Change of mobile number
- Change of emergency contact

Please notify your young person's guidance teacher in writing of any changes.

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

PARENTSPORTAL

As part of our commitment to improve communication with our school community in October 2020 we launched the new online facility called parentsportal. This is an opportunity for the school to send communication, eg pupil reports electronically to you. It also provides you with the facility to report pupil absences, directly access Online Schools Payment (iPayimpact), and view timetables for your young person.

We would encourage our parents and carers to create an account although you may have already done this if you are joining Speyside High from another school within Moray.

Further details and the facility to set up an account are also available via the link www.moray.gov.uk/parentsportal.

parentsportal.scot



ABSENCE FROM SCHOOL

It is really important young people attend school as often as possible. Since COVID absence rates in all schools has increased. Absence from school has a direct effect on achievement. There are times when everyone is unwell and we completely understand this. If there are other reasons for being absent we are here to help so please contact us.

Every morning we try and account for all young people. If a young person cannot be accounted for we assume they are absent and notify parents/carers through our computerised messaging system.

If you know in advance your child will be off school you must:

- Send an email (pupilabsence.speysidehigh@moray-edunet.gov.uk) providing full details of the reason for absence.
- or
- Write a note to your child's Guidance Teacher. Your young person should hand this note to their Teacher during morning registration.

If your child is going to be absent from school due to illness you must:

- Send an email to pupilabsence.speysidehigh@moray-edunet.gov.uk providing full details of the reason for absence.
- or
- Write an absence note for your child to hand in to their Guidance Teacher upon their return to school.

If your child is absent we will confirm this via our computerised messaging system. Please do not feel you have to respond to this message unless you were of the understanding that your child should be in school.

If you think that your young person's absence will be long term we ask that you telephone the school to speak to their Guidance Teacher.

If your young person is absent due to a significant event such as a death in the family, again please speak to their Guidance Teacher.

If your child returns to school earlier than expected, please let the office know so we can correct the attendance record.

What The Law Says

Section 30 of The Education (Scotland) Act 1980 requires parents/carers 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 authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/carer, holiday in term time, truancy or excluded from school).



WHAT TO BRING TO SCHOOL

Where possible young people should bring:

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 from home
- Pack your bag for school the night before.

Pick up a Pencil

General stationery items are available from this scheme and are located at the front door.

Books and Jotters

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

- Text Books and Jotters
- Home reading book for English
- Homework sheets or booklets

Stationery

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 Young People Always Bring to School

- The School Values:
 - Ambitious
 - Responsible
 - Respectful
 - Creative

Some young people will need these every day:

- Library card; Lunch money; Young Scot (NEC) card
- 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, absence notes from parents/carers
- Money for trips and excursions





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. Young people are expected to cover all books and carry them in a suitable bag as a protection against weather. Young people must not leave money or valuables in cloakrooms or changing rooms, in their bags or in desks. Such articles should be carried on the young 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, mobile telephones, is brought to school at the owner's risk.



LOCKERS

Lockers require a £5 deposit, however due to availability of lockers young people are required to share.

Forms can be obtained from the school office and require a parental signature. A member of the administration team will also issue keys to lockers. In the event of a key being lost this must be reported to the school office; a replacement key will cost £5.00.





CHILD PROTECTION

The Moray Council is guided by the framework set out by the Child Protection Partnership. The following statement applies to all Moray schools. "It is the duty of the Moray Council and all 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 have concerns about a young person which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. In these circumstances, parents/carers will not normally be consulted first." The school's Child Protection Co-ordinator is Mrs Amy MacInnes, Depute Head Teacher.

Child Protection Indicators

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

(United Nations Conventions on the Rights of the Child)

It is the duty of The Moray Council and its entire staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms. These include:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Criminal Exploitation
- Trafficking
- Neglect
- Female Genital Mutilation
- Forced Marriage
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Harmful Sexual Behaviours
- Radicalisation
- Domestic Abuse
- Parental Drug Use
- Parental Alcohol Use
- Parental Mental Health
- Child Placing Self at Risk

Where school staff have concerns about a pupil, which suggests the possibility of abuse, these concerns will be passed on immediately to the designated Child Protection Co-ordinator in school, who will then discuss the concerns with a member of the Social Work Team. In these circumstances, parents will not normally be consulted first.

(Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021\)](#))



SCHOOL TRANSPORT

Young people within the Speyside 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. Young people should ensure that they are at their pick-up point in good time. Complete lists of all young people entitled to travel on each bus are held in the school office. At this stage, places on buses can only be confirmed for young people entitled to travel. Young people living within two miles, or living outside our catchment area, cannot be guaranteed places.

A number of companies operate all the major routes into school as follows:

Bus Guidelines	Bus	Route
SCHOOL TRANSPORT For your safety SEAT BELTS must be worn at all times . 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.	ML/981/A	Carron
	ME/981/B	Parkmore, Dufftown (connects with Auchindoun minibus)
	ME/981/D	Roths (from Orton)
	ME/981/E	Auchbreck, Glenlivet, Marypark (connects with Cragganmore minibus)
	ML/981/F	Tomintoul, Glenlivet(connects with minibuses forTomnaleinan and Ballantruan)
	ME/981/G	Archiestown, Knockando(connects with Tamdu minibus)
	ME/981/H	Glenrines, Dufftown)
	ME/981/J	Edinvillie, Tomnabent
	ME/981/K	Dufftown, Craigellachie (connects with Maggieknockater and Cabrach minibuses)
	ME/981/L	Dufftown
	ME/981/M	Roths (from Roths Glen)
	(ML denotes public service bus)	



SPEYSIDE & THE WORLD

Speyside is well known across the world. Our idyllic setting in the Spey Valley makes us to many visitors from across the globe. At Speyside we are beginning to develop our understanding of United Nations Sustainable Development Global Goals. This will provide an opportunity for all our school community to develop as global citizens.

Speyside High School is a Rights Respecting School and has been awarded its Silver Award. This connects us to all other young people across the world via the United Nations Children's Right Charter. We are currently working towards our Gold Award.



FOREIGN TRAVEL

Speyside High School has a history of foreign trips. For many years now, numbers of young people have taken part in recreational and sporting visits to the continent. These visits have always been popular and enjoyable and young people have been excellent ambassadors for their school and community.

In addition to our own visits, we support young people travelling with other organisations e.g. Battlefields Trip, Ski Trips, World Challenge trips.





PRESS

Reports of school activities appear regularly in local papers. These are provided to keep parents/carers 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/Carers enrolling their child at Speyside 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

Speyside High School has an Internet site to provide a link between home and school. The address is www.speysidehighschool.net. 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 young people and publish examples of young peoples' work and achievements. We do not link names to photographs.

Parents/Carers enrolling their child at Speyside 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/carer or young person 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!



CAREER MANAGEMENT SKILLS & DEVELOPING THE YOUNG WORKFORCE

In order that young people may have the opportunity to experience the world of work, the school can arrange for them to spend short periods with firms or organisations. Time is set aside for all Senior Phase young people to experience a work placement. Fifth & Sixth year students have the opportunity to apply for more specialised work shadowing in areas where they might have a career interest.

During work experience, young people are under the supervision of the firm's staff, but no wages are paid, nor are firms under any obligation to offer employment to the young people when they leave the school.

The school values its links with local businesses, who support a range of school activities. Developing our Young Workforce is central to our work at Speyside High School. We are currently developing strong partnerships with local businesses to whom we are very grateful for their support. We hold an annual careers fair where a number of local business are represented. Young people and families are invited to attend this.

In sixth year some young people have an opportunity to be involved in the Business Dynamics programme designed to improve young peoples' understanding of business, open their eyes to a wider range of careers and develop employability skills. The school has received excellent support for these activities from local business people.

Speyside High School is also fortunate to be part of the Career Ready Programme and Johnstons of Elgin Schools Interaction initiatives which provide young people with practical advice and skills and encourage positive employment destinations.

Walkers of Aberlour are working in partnership with us and the Youth and Philanthropy Initiative in a successful project. Members of Walkers are dedicating some of their time to work with our S3 young people to develop their skills.



ADULT EDUCATION

Many adults are now returning to school to join classes during the school day. In the past few years adults across Moray have joined in a variety of classes including English, Maths the European Computer Driving Licence 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.





ENGAGEMENT TEAM

The Speyside Team has two key staffing components: Locality Wellbeing Officer and a Youth Worker.
The Engagement Team will focus on:

- Prevention
- Early intervention
- Community Engagement
- Capacity Building
- Sustainable Services

The emphasis will be on addressing concerns at the earliest opportunity and where possible empowering individuals and communities to view themselves as part of the solution; whether effecting change for themselves or for others.



SCHOOL PERFORMANCE DATA 2024

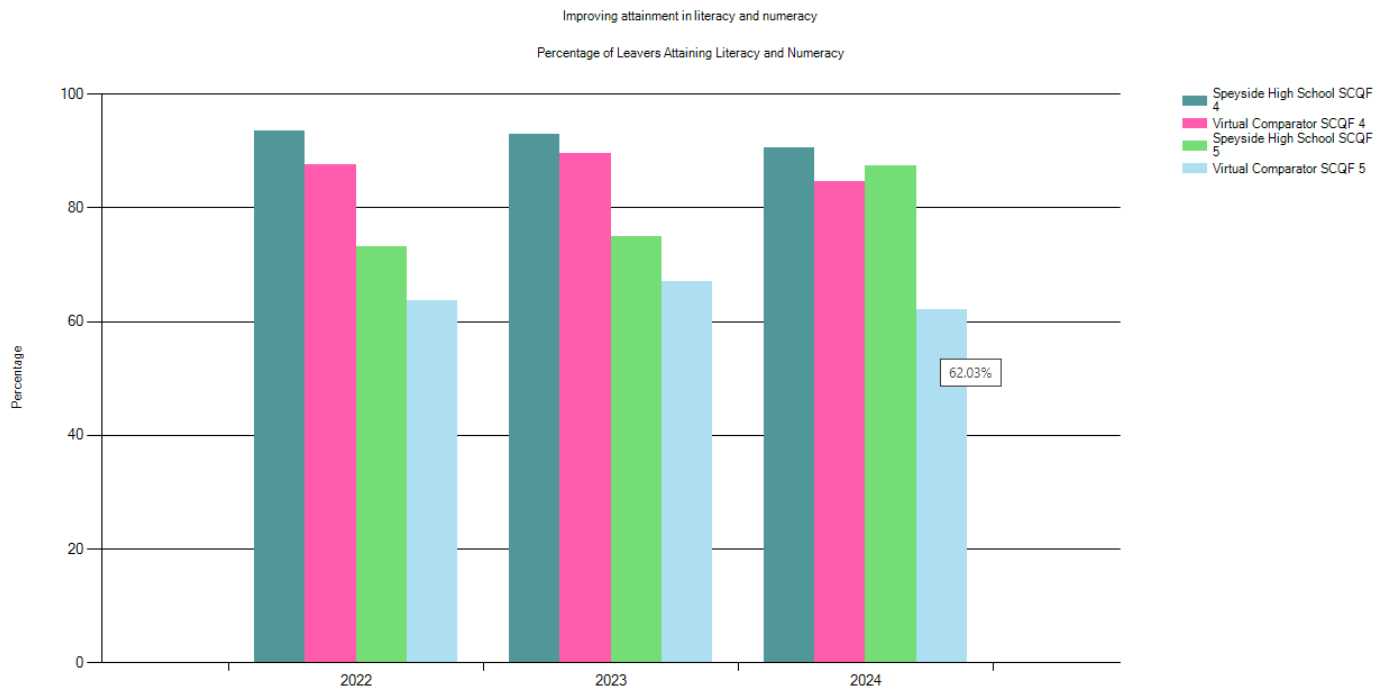
Schools are measured in a number of ways. The information gathered from Senior Phase National Qualification results comprises one important part of this. Every year these results across four national benchmarking measures are published. The four national benchmarking measures focus on:

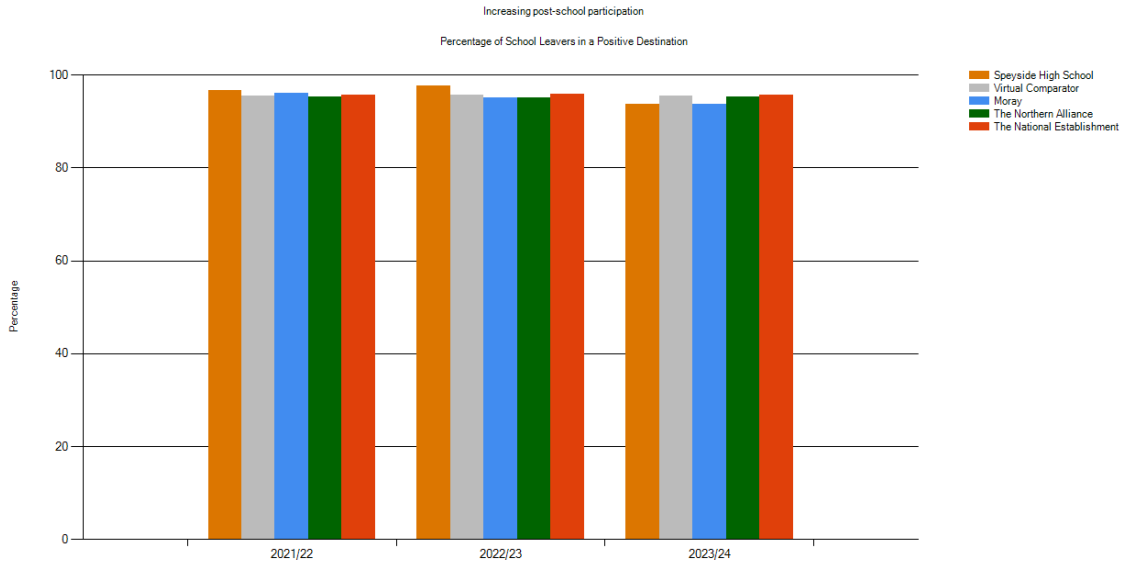
- Improving attainment in Literacy and Numeracy
- Increasing post-school participation
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers
- Improving attainment for all

Please see our information below for our leavers.

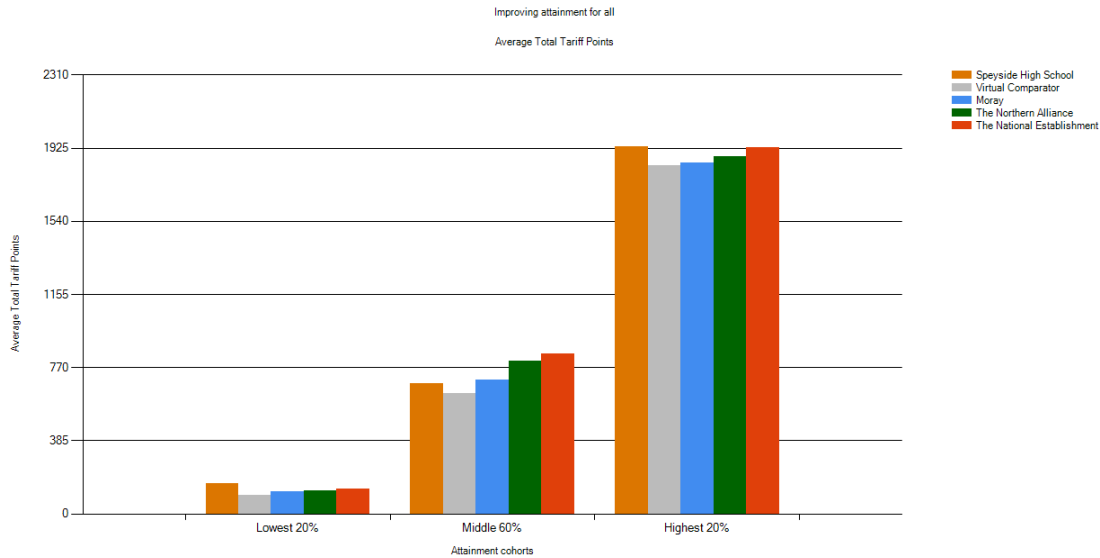
A complete picture of the performance of our school requires data from all four of the key measures to be considered together.

The data that informs the measures above are drawn from a wider range of sources than solely SQA exams. It includes data from Skills Development Scotland about post school destinations of school leavers, wider achievement that is accredited through organisations other than SQA and socio-economic and other data that relate to the characteristics of young people.

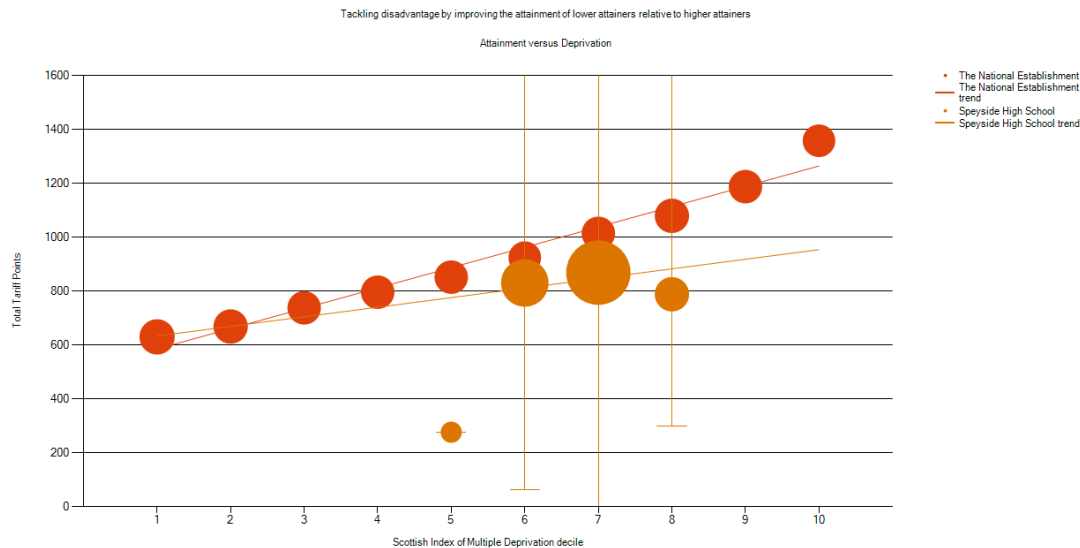




The selected year is 2024



The selected year is 2023/24





PRIVACY STATEMENT

Speyside 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 exclusions. 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 Speyside 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 Speyside 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 the 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 the Moray Council's Information Management webpages.

Sharing personal data to support Wellbeing:

In addition to the above, Speyside 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.

GDPR

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018.

The information may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified.

The Data Protection Act ensures that information is collected fairly and lawfully, is accurate, adequate, up-to-date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice.

More information is available on the Moray Council Internet site at:

http://www.moray.gov.uk/moray_standard/page_75569.html



APPENDIX A

Moray Council Education, Communities & Organisational Development

Address: Council Office, High Street, Elgin IV30 1BX
Telephone: 01343 563374 **Hours:** 8.45am - 5.00pm Monday to Friday
Email: education@moray.gov.uk **Website:** www.moray.gov.uk

Updated 14/08/2023

Moray Council A-Z		
Active Schools	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Email:	Local school or education@moray.gov.uk
	Website:	https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccesssteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	childrensaccesssteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html



Moray Council A-Z		
Data Protection	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability & Inclusion	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Race & Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html



USEFUL ADDRESSES

Speyside High School
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AB24 3FX
Tel: 01224 272000

Robert Gordon University
Garthdee House
Garthdee Road
ABERDEEN
AB10 7AQ
Tel: 01224 262000

www.moray.gov.uk

The Moray Council has also 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 Education, Communities & Organisational Development or the Moray Council Internet Site

http://www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.



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