

LOSSIEMOUTH HIGH SCHOOL



Coulardbank Road

Lossiemouth

IV31 6JU

Tel: 01343 812047

Fax: 01343 814343

E-mail: admin.lossiehigh@moray-edunet.gov.uk

Website: www.lossiehigh.co.uk

For further information and to arrange a visit to the school, telephone the School Support Co-ordinator on Lossiemouth (01343) 812047



The information contained within this Handbook is correct at the time of publication and is updated annually. This Handbook follows guidelines set out by Moray Council.

Moray Council has produced a "Notes 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, Housing & Communities, or the Moray Council website www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

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What we do

Education, Housing & Communities is an integrated department which brings together Education; Housing, Property and Communities and Leisure and Culture.

Our aims:

- Ensuring people's outcomes remains 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

Education is responsible for:

- Schools
- Policy, Performance & Resources
- Excellence & Equity
- Children & Young people
- Early Years
- Educational Psychology

Contacts

If you have a general enquiry, please contact

Tel: 01343 563374

Email: education@moray.gov.uk

SCHOOL VALUES

Respect Effort Resilience Responsibility

WELCOME TO LOSSIEMOUTH HIGH SCHOOL

A warm welcome to the Lossiemouth High School community.

At Lossiemouth High School, we are ambitious for our young people, and believe that by combining high expectations with respect, support and warmth, we can support young people to give their best and achieve their potential. This ethos is underpinned by our values of:

- Respect
- Effort
- Resilience, and
- Responsibility

These are central to everything we do.

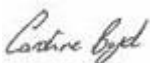
We are committed to providing young people with a range of learning experiences which develop skills for learning, life and work and prepares them for the world beyond the classroom - we cannot achieve this on our own. Our mission of 'working together to make ambitions a reality', sits at the heart of our approach. Only by working in partnership with pupils, parents, partners and the wider school community can we meet the needs and aspirations of our young people.

Parents, carers and family members are by far the most important influences on young people's lives, and we are committed to working with you to ensure that your young person feels included and achieves their potential.

I hope you find this handbook useful. If you have any questions, please do not hesitate to contact the school.

I look forward to working with you in the years ahead.

Best wishes,



Caroline Boyd
Head Teacher

SECTION 1 – General Information & Contact Details

Lossiemouth High School has been a full six-year comprehensive school since 1974, and a Community School since 1979. It serves the area including Roseisle, Burghead, Cummingston, Hopeman and Duffus as well as Lossiemouth. There are four associated Primary Schools - Burghead, Hopeman, Hythehill and St. Gerardine.

Our new school building, opened in April 2021, provides our learners with a wonderful and inspiring learning environment in which they may reach their potential in achievement and attainment. State of the art facilities, break-out areas and learning plazas ensure our learners have the conditions to optimise their learning.

The school is committed to setting high academic standards within an ethos of achievement and celebration of success. We are a value driven organisation, promoting nurturing relationships among all who work and study within our community.

At Lossiemouth High School we aim to:

- Provide a friendly, secure, well-ordered environment in which the school community can work harmoniously and for the benefit of all
- Foster the development of individual responsibility, and an appreciation of the needs of others both in school and in the community
- Build a partnership with parents through communications, consultation and parental involvement
- Be aware of the needs of our young people as they prepare to take their place in a constantly changing world and to provide, as far as possible, courses and activities which best support them to play a full and positive role in society
- Provide a range of courses and educational experiences which allow each young person to develop his or her individual abilities
- Encourage our young people to participate fully, not only in the classroom, but also in after school clubs and the wider life of the school

Contacting the School – General

Parents and carers are welcome and encouraged to contact the school at any time to discuss their child's progress or other relevant issues. In most cases the first point of contact is the relevant Guidance Teacher.

The Head Teacher together with the Depute Head Teachers and the Guidance Staff are available for consultation at any time during the term and families should not hesitate to contact the school (01343 812047) to arrange a meeting at a time suitable to everyone.

Contacting the School – Illness/Absences/Accident

If your child is going to be absent from school for any reason, parents/carers are asked to contact the school as soon as possible, preferably by 8.45 am on the morning of the first absence from school. The school office is staffed from 8am. This can be done by phone, email or via the ParentsPortal.

If you do not contact the school, you will receive a text message reporting that your child is absent. Please respond to these text messages as soon as possible.

If you have been unable to contact the school during the absence, please give your child a letter to hand in to the school office on the first day back. If an explanation of absence is not provided, the period will be marked as unauthorised absence and parents and carers will be contacted by text message, letter or telephone call.

Whilst it is never educationally desirable for pupils to be taken on holiday during the school session this may occasionally be unavoidable; however, unless there are exceptional circumstances, family holidays are defined as Unauthorised Absence. Definitions of Authorised and Unauthorised Absence are provided in the Moray Council 'Notes for Parents and Carers' booklet. Parents are asked to notify the school before any planned absence. The pupil (and parents/carers) must then ensure that work missed is made up quickly once the pupil returns to school.

If a pupil takes ill during the school day, they should go to the school office. A First Aider or the duty person will then be called. If the pupil is not well enough to return to class, you will be contacted and asked to collect the young person. Pupils should not contact home themselves.

In the event of an incident, the school may call an ambulance as well as the parents/carers. It is therefore very important that the school always has up-to-date and accurate telephone numbers and contact details for every pupil.

Complaints Procedure

Families with any concerns or complaints should contact the school without delay. The point of contact should be the appropriate Guidance Teacher who will try to resolve the issue. If this is not successful, the Depute Head Teachers can support. In the final instance the Head Teacher may become involved. We make every effort to resolve issues quickly. Anyone who is not satisfied with the action taken is entitled to use The Moray Council complaints procedure.

Members of the public wishing to make a complaint in relation to the school should contact a member of the Senior Leadership Team.

Enrolment

Families who are considering enrolling their child at Lossiemouth High School should contact the school office to arrange an initial meeting and a tour of the school. This will usually be with a Depute Head Teacher. Once the final decision has been made, a follow-up meeting will be arranged to organise the learner's personal timetable.

A pupil coming from the English system is considered first for the appropriate academic year according to the table below.

Scottish/English Education Organisation Age/Class Equivalence

Age	Scottish	English	Age	Scottish	English
5/6	Primary 1	Year 1	12/13	Secondary 1	Year 8
6/7	Primary 2	Year 2	13/14	Secondary 2	Year 9
7/8	Primary 3	Year 3	14/15	Secondary 3	Year 10
8/9	Primary 4	Year 4	15/16	Secondary 4 (Level 3-5/N)	Year 11 (GCSE)
9/10	Primary 5	Year 5	16/17	Secondary 5 (Level 3-6/H)	Year 12 (AS level)
10/11	Primary 6	Year 6	17/18	Secondary 6 (Level 5-7/AH)	Year 13 (A Level)
11/12	Primary 7	Year 7			

School Dress

The school dress code for pupils is as follows:

- White shirt with the school tie
- Black jumper/black cardigan/black hoodie (all available with the school logo)
- Black trousers/skirt – self colour black – **no jeans or sports leggings**
- Black shoes or trainers.

School uniform can be ordered via <https://price-buckland.co.uk/lossiemouth-high-school>. Ties are available from the school office. Clothes and footwear must not be extreme in style. You should not come to school in jeans, leggings, denim jackets, t-shirts with slogans, football scarves and shirts with badges, tracksuits and similar items. Outdoor jackets and scarves must be removed in all classrooms. Information on applying for uniform and clothing grants can be found at the [Moray Council website](#)



School Dress – PE Kit

In the interests of Health and Safety, as well as comfort it is essential that all pupils should change clothes and footwear for Physical Education. Parents are asked to ensure that the essential items of PE Kit are brought to school as required. Please contact your guidance teacher if we can support with uniform or PE kit.

As part of the PE Health & Safety Policy, should your child be unable to take part in the lesson they should provide a letter from you. Suitable alternative activities will be given.

Swimming lessons are compulsory for S1 and S2; children should bring with them a towel and swimming trunks or a swimming costume. Parents are asked to support full participation in swimming.

Jewellery & Valuables at PE. In the interests of health and safety items of jewellery should be removed or even better left at home on PE days. All valuables including mobile phones should be handed into the PE Department for safe keeping before the lesson.

The PE Department will not accept responsibility for any valuable items lost or left in the changing room.

SECTION 2 – Parental & Family Involvement

Parents and carers play a vital role in the education of their children, and we strive to ensure that you are involved in our work. There are many ways in which you can play a part in your child's education, and these include:

- Supporting learning at home. This can be done in a variety of ways e.g. ensuring that there is a suitable quiet area in which to learn or complete homework; discussing homework with your child; discussing issues and concerns your child may have; checking the homework on Teams
- Contacting Guidance Staff as soon as you become aware of a concern or to make sure that we know about an achievement we should be celebrating
- Attending our Parents' Evenings to meet your child's teachers
- Taking part in the Parent Partnership
- Helping with extra-curricular activities
- Supporting us with fund-raising activities
- Attending Information for Choice Evenings where valuable advice and support on subject choice will be shared by DHTs, partners and staff
- Attending school events

LHS Parent Partnership

All parents or carers who have a child attending Lossiemouth High School are automatically members of the Parent Forum of the school. One of the ways parents in the Parent Forum can express their views is through the Parent Partnership.

Lossiemouth High School Parent Partnership represents all parents of children at the school, promotes parental involvement and seeks to support the work done in the school. All families are encouraged to take an interest in the work of the LHSP.

The Partnership is currently led by Ruth Cochrane, Chairperson. Teacher and pupil representatives are also members of the Partnership, and we welcome the support given to the Partnership by our local Councillors.

Communications

At Lossiemouth High School we have a variety of ways in which we communicate with families about what is happening in the school:

Facebook (@Lossiemouth High School) – please follow us so that you can keep up to date with events and join us in celebrating successes.

Website (www.lossiehigh.co.uk). Here you will find key information about the school.

Head Teacher Letters/Newsletter for important updates and to celebrate success

SEEMiS/Groupcall. This is a text messaging service which we use to contact families to alert them to specific issues, e.g. forthcoming parents' meetings etc.

Phone Calls, E-mails and Letters are also used to contact home.

Homework for all pupils may be found on Microsoft Teams which all pupils can access via their Glow account.

Pupil Bulletin. This is a daily publication which gives details of what is happening in the school and is published to be read to pupils each morning period 3.

SECTION 3 – School Ethos

Lossiemouth High School Vision

Lossiemouth High School is committed to striving for success, ensuring everyone feels included and valued and achieves their potential in a welcoming and safe environment.

We aim to achieve this through our values, *Respect, Effort, Resilience and Responsibility* with the aim of developing respectful, resilient and aspirational young adults.

We are united in our mission of ‘working together to make ambitions a reality’.

Promoting Positive Behaviour

The starting point for wellbeing and learning is a calm, respectful, inclusive and ambitious ethos. Our positive relationships system rewards appropriate choices and effort and provides clear consequences for disrespectful or inappropriate choices. There are two main elements to the system: ‘Celebrating Success’ and ‘Achieve your Potential’, with our values of ‘Respect’, ‘Responsibility, Resilience’ and ‘Effort’ (‘The Lossie Way’) sitting at the centre. This was co-created with pupils.

The Lossie Way		
Respect	• Listening to others • Being kind and caring to others • Accepting differences	
Responsibility	• Being organised and prepared for lessons • Taking ownership of mistakes • Making good choices	
Resilience	• Keep trying our best even when things go wrong • Find solutions to problems • Learning from our mistakes	
Effort	• Trying our best • Getting involved and trying new things • Asking for help if needed	

Celebrating Success

An ethos of encouragement is central to the promotion of positive behaviour choices. As well as ongoing verbal praise, staff will also acknowledge pupils positively through our Monthly Merit Scheme and Termly Praise Postcard Scheme.



As a school, we also celebrate pupil success through school assemblies, social media, newsletters and celebration events.

Achieve your Potential

'The Lossie Way' forms the basis of our expectations and interactions. By making it clear to pupils the ways in which they are expected to behave, and supporting them to understand what this looks like, they are more likely to be successful in regulating their behaviour. Pupils are encouraged to have high expectations of themselves.

Staff will use a range of strategies to support pupils to make positive choices. A staged approach will be used to address any behaviour that interrupts learning or does not uphold our values. This ensures that our response is proportionate.



Achieve your Potential!

Staff will use '*The Lossie Way*' to create a calm, respectful and ambitious ethos

- Teachers will use a range of strategies to support pupils to make positive choices



- If a pupil continues to make poor choices, they will be moved to another classroom with their work. A text will be sent home
- Refusal will result in Duty being called and a consequence applied
- If the behaviour continues, PTs will use a range of strategies to support pupils to make positive behaviour choices
- The PT of Guidance and parent will be informed



Positive choices and effort



Achieve your Potential!

Staff will use '*The Lossie Way*' to create a calm, respectful and ambitious ethos

- If the behaviour continues, Guidance Teachers will work with pupils, parents, staff and partners to support pupils to make positive behaviour choices



- If the behaviour continues, the Year Head/SLT will put appropriate consequences in place

Dangerous, threatening or abusive behaviour will be dealt with by Duty/SLT



Positive choices and effort

A copy of our Positive Relationships Policy: 'The Lossie Way', can be found on our website.

Anti-Bullying Advice

In all schools, young people can cause each other hurt, sometimes intentionally, sometimes without meaning to. They call other people names; they stop talking to someone who was a friend; they damage other people's belongings; they threaten others; sometimes they hit other people. Bullies pick on others for all sorts of reasons. People who want to bully others will always find an excuse.

If you feel that you are bullied, the most important thing to remember is that it is not your fault and you do not need to change. Bullying is not acceptable in Lossiemouth High School, or anywhere else. For further guidance, refer to Admin Handbook document ["Bullying – Building Better Relationships – Anti-Bullying Guidance"](#).

What to do:

- Talk to someone you can trust. Please don't keep this to yourself, as it's important to get help immediately. Speak to a friend, your Guidance teacher (or another teacher you trust), your Head of Year or a relative. We also have Peer Supporters – older pupils who have had special training to help you
- If possible, write down what is said to you or what was done

What not to do:

- Don't try to deal with the problem on your own; it's much easier if someone helps you
- Don't retaliate; that just makes you a bully too and could result in you getting into trouble
- Don't tell lies or exaggerate
- Don't believe what the bullies say about you
- Don't keep it secret
- Don't stand back if you see someone being bullied. Help them by taking them away from the situation; talk to them

In Lossiemouth High School, we will always help you and ensure you feel safe and valued in a welcoming environment.

A copy of the anti-bullying policy can be found on our website.

Visits, Clubs and Activities

The school offers a range of experiences outside the classroom to reflect the skills and expertise of the staff of the school and the interests and wishes of our pupils. The School Clubs and Activities have included – Basketball Club, Book Club, Boys & Girls Football, Choirs, Duke of Edinburgh Award Scheme, Fiddle Group, Homework Club (Wednesday lunchtimes), Netball, Orchestra, Science Club (Wednesdays), Woodwind Group.

Trips may be offered during the session, and details are shared with the school community.

Some of the activities take place during the lunch break, and some are after school.

School Clubs	2025-2026			
	Year group	Activity	Location	Time
Monday	S1-S6	Easy Listen-along Session (e-audiobook)	Library	10:25-10:40
Monday	S1-S6	Scripture Union	Rm 19	13:30-14:00
Monday	S1-S6	Recycling team	Room 12	13:20-14:00
Monday	S1-S3	Miss Gordon & Miss Quigley's Amazing Reading Group	Library	13.30
Monday	S1-S6	Physics Revision Sessions	Room 223	13:20
Monday	S1-S6	Rugby Club	Astro Pitch	13:25
Monday	S1/2	Girls football training	Small Hall	15.40
Monday	S1	Boys Football	Astroturf	15:45-16:45
Monday	S1-S6	Badminton	Games Hall	15.40
Monday	S1-S6	Netball	Games Hall	16:00-17:00
Monday	S1-S6	Homework Club	Rm 159	15:40
Tuesday	S5-6	English Revision R.U.A.E.	Rm 121	13:10-14:00
Tuesday	S1-S6	Easy Listen-along Session (e-audiobook)	Library	10:25-10:40
Tuesday	S1-S6	Creative Writing Club	Library	13:30-14:00
Tuesday	S1-S6	School Nurse Drop-In	Library Meeting Rm	13:10-14:00
Tuesday	S2-S3	Boys Basketball Club	Games Hall	13:30-14:00
Tuesday	S1-S6	Warhammer	Rm 29	13:30-14:00
Tuesday	S1-S6	Maths Homework Club	Maths Break Out Area	13.30
Tuesday	S4-S6	Physics Revision Sessions	Rm 223	13:30
Tuesday	S4-S6	Geography Supported Study	Geography Department	13:30
Wednesday	S1-S2	Gaming Club	Rm 147	13:30-14:00
Wednesday	S1-S6	Drama	Drama Rm 76	13.30
Wednesday	S1-S6	Chess Club	Rm 229	13:25
Wednesday	S4-S6	Physics Revision Sessions	Rm 223	13:30
Wednesday	S4-S6	Chemistry Sessions	Rm 217	13:25
Wednesday	S1-S6	Choir	Room 19	13.30
Wednesday	S1-S3	Rugby	PE Department	15.40
Wednesday	S1-S6	Badminton	Games Hall	15:45-16:45

Thursday	S1-S6	Orchestra	Rm 19	13:30
Thursday	S1-S6	Philosophy Club	Rm 129	13:30
Thursday	S1-S6	Duke of Edinburgh Silver Award	Rm 147	13:30
Thursday	S1-S6	Dungeons and Dragons club	Rm 127	13:30
Thursday	S2-S3	Girls Basketball Club	Games Hall	13:30-14:00
Thursday	S1-S6	English Homework Catch-up	Room 125	13:30
Thursday	S4-S6	Physics Revision Sessions	Rm 223	13:30
Thursday	S1/2	Games Club	Room 151	13.30
Thursday	S4-S6	PE Supported Study (N5/Higher)	Rm 169	13:30
Thursday	S1-S3	Girls Football	Games Hall	13:20-13:55
Thursday	S2-S3	Boys Football Training		15:45-16:45
Friday	S1-S2	Indoor 5-Aside Football with Active Schools	Games Hall	13:30-14:30



SECTION 4 – Curriculum

Curriculum for Excellence

Curriculum for Excellence places learners at the heart of education. At its centre are four capacities aimed at helping children and young people to become Successful learners; Confident individuals; Responsible citizens; Effective contributors

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. Learners experience these across four contexts: Curriculum areas and subjects; Interdisciplinary learning; Ethos and life of the school; Opportunities for personal achievement.

Every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability
- a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school.

The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow pupils to take qualifications and courses that suit their abilities and interests.

Curriculum areas

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gàidhlig, Gaelic learners, modern languages and classical languages)
- Mathematics
- Religious and Moral Education
- Sciences
- Social studies
- Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the 'responsibility of all' staff.



Background information materials can be found in the CfE section of the Education Scotland website <https://education.gov.scot/scottish-education-system>

Broad General Education in the Secondary School

One of the key entitlements of CfE is that all children should receive a rounded education, known as a broad general education (BGE), from early years through to the end of S3, before moving on to a senior phase in S4 to S6 which will include studying for qualifications. This broad general education should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

Source: A Guide for Parents & Carers CfE Briefing

<https://www.education.gov.scot/Documents/cfe-briefing-6.pdf>

In S1 and S2 pupils study Art and Design, Drama, English, French, Spanish, Geography, History, Home Economics, ICT/Business, Mathematics, Modern Studies, Music, PE, PSE, RME, Science and Technical. They also have 2 periods of Interdisciplinary Learning. A dedicated period is also allocated to Literacy, Numeracy and Tutor.

In S3 there is the opportunity for pupils to have more choice in the subjects which they take. All pupils continue to study English and Mathematics 4 periods per week, a language for 3 periods, Physical Education 2 periods a week and 1 period a week each of Personal & Social Education and Religious & Moral Education. Pupils then have an element of choice in their remaining subjects. They will choose 6 subjects in each of which they will have 3 periods a week. They must have at least one subject from each of the curricular areas — Creative & Expressive Arts; Health & Wellbeing; Language & Literacy; Social Subjects; Sciences; Technologies. S3 pupils also have study a Wider Achievement Course for 2 periods per week.

All S3 courses develop skills and experiences which would allow the learner to continue with the subject into the Senior Phase, if desired.

The Senior Phase – S4, 5 and 6

The Senior Phase covers S4-S6 in secondary education. We encourage all pupils in S3 to consider not just their choices for S4, but to plan for 2-3 years.

Young people entering S4 will choose six certificate courses. These will be at the appropriate level of SQA presentation and, in advance of making their choices, all pupils will receive a statement showing what level would be appropriate for them personally.

Full details of all the courses available are provided to pupils and parents in the period November to February.

Choices made for S5 should be a coherent part of each learner's overall plan for the three years of the Senior Phase. Courses are negotiated individually with each pupil. The process of choice is conducted from late January onwards with Guidance Teachers, in consultation with subject teachers.

Pupils are required to select five or six subjects, depending on the level of courses selected. In addition pupils will attend a Personal and Social Education class and Private Study (Raising Attainment). In S6 the number of courses chosen will also depend on the levels of courses. All pupils are required to attend full-time in S5 and S6. In S6 all pupils are allocated one 'service' period where they will take part in activities that benefit the wider school or community.

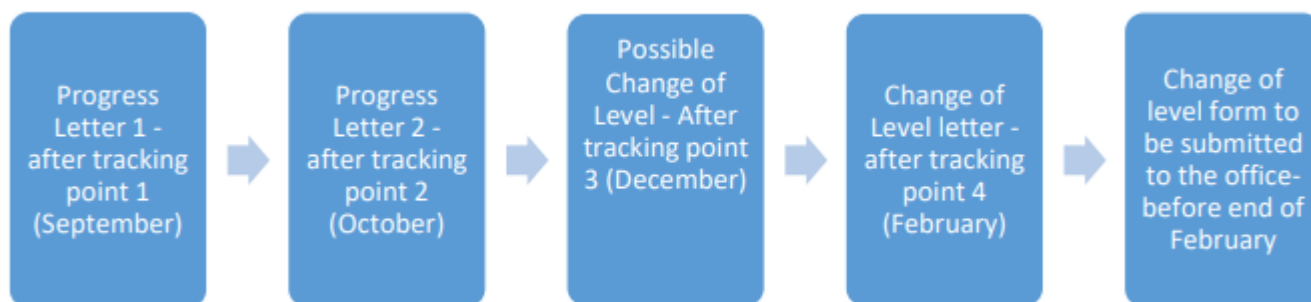
At all levels classes will be run subject to demand with a minimum level being set each session.

Presentation Policy

All pupils who are coping with the demands of their course are presented for the final examination.

Intervention Policy

Should teachers be concerned about a pupil's progress in S4-6 and feels they may not be successful at the current level they are studying, parents will be advised through letter which will indicate what pupils could do to improve further. These letters are usually sent after each tracking period should there be a concern about a pupil's progress.



If there is still no improvement after 3 letters have been sent, a change of level will be recommended by the depute head teacher of S4 or S5/6.

For full details of our curriculum offer, please see our Curriculum Rationale which can be found on our website.

Raising Attainment periods. If your child is in S5 or S6, it is likely that they will have Raising Attainment periods. These are timetabled periods supervised by a teacher where your child will have the opportunity for silent study and consolidation of learning. In their raising attainment periods, pupils can study or do homework - anything they need to do to keep up to date with their studies. Most raising attainment periods take place in a learning plaza where pupils have access to laptops, so would also be able to access Achieve or Scholar. Given that the SQA recommends that candidates should spend at least 2 hours of study time for each subject they study, on top of their timetabled lessons in school, it is very much in learners' interest to utilise raising attainment periods as fully as possible.

Mentoring

Some of our young people across S5 and S6 are assigned staff mentors to help them plan their time in the Senior Phase and achieve their full potential. The idea is that pupils will meet with their mentor regularly throughout the year. We hope this will make a positive difference to their tracking as the year progresses.

Literacy, Numeracy and Health & Wellbeing

In line with the experiences and outcomes set out in Curriculum for Excellence all teachers are encouraged to develop skills of Literacy – talking, listening, reading and writing (including using digital communications); Numeracy – including money, time, and measurement and Health and Wellbeing across learning – including making informed choices for a healthy lifestyle.

Personal & Social Education (PSE)

As pupils do not follow a common course throughout their secondary career, in order to ensure that certain important issues receive systematic coverage, a programme of Social Education is provided from first year through to sixth year. Within this course topics such as sex education, drugs education, parenting, course choice and careers education are addressed and revisited in line with the level of pupil maturity.

It is hoped that by the end of their school career, pupils will have developed the following qualities:

- Increased self-esteem and confidence
- Self-awareness leading to self-assessment
- Effective personal relationships and communication
- Skills for creating and using opportunities
- Skills for decision making and problem solving
- Clarification of Personal Attitudes and Values
- Increased independence and inter-dependence



16+ Learning Choices

It is the intent of the Scottish Government that every pupil 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 pupils' long-term employability. Schools, Colleges, Skills Development Scotland (Careers) and the private, voluntary and other public sectors work in partnership to translate that vision into reality.

For many pupils' 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.

Guidance teachers and Skills Development Scotland (careers) staff are in frequent discussion with pupils to identify the most appropriate individual pathway.

Careers Education

Throughout S1 to S6 pupils receive support to help them make important choices about their future. One key site for information is www.myworldofwork.co.uk which has excellent links to careers information and to college and university websites.

Study Skills

During study skills week in September, we promote study skills to help pupils develop the relevant independent study skills enabling them to be successful in the Senior Phase. This is in response to feedback we've received from parents and pupils that indicates many pupils lack confidence with studying, especially towards exams, and would appreciate some suggestions as to study techniques they can use to help them meet their full potential within each subject area.

A study skills booklet is in development to help students, parents and carers to develop and experiment with different tried and tested study techniques. The booklet will be divided into different subject sections so pupils and parent/carers can look up what study techniques are recommended for all of the subjects they study.

During study skills week in September, we also host a parents' info evening to give parents and carers more information about the standard that learners aspire towards in the Senior Phase (National 5, Higher, Advanced Higher), and how school and home can help to support independent study skills enabling learners to be successful in their academic qualifications. It's never too early to start thinking towards the senior phase so our learners can develop good study habits that will stand them in good stead for their formal qualifications, so this evening is open to parents and carers of all learners, not just those in the Senior Phase.

Information for Choice

To further support subject choice, information for choice evenings take place in November for S2/3/4/5 pupils. Advice and support will be provided by the Senior Leadership Team, departments and/or partners (Developing the Young Workforce, Skills Development Scotland, College, University of the Highlands & Islands and employers).

Religious & Moral Education (RME)

Courses in Religious & Moral Education are provided at all stages for all pupils. Courses delivered aim to raise the awareness of all pupils to the importance of religion, both to the individual and to the wider community. Throughout the Broad General Education (S1-3) pupils have the opportunity to study all aspects of religious experience, knowledge and values as they relate to their own lives and of the lives of people in their own communities. All the relevant RME experiences and outcomes are covered throughout the BGE in a variety of challenging and thought-provoking units. Pupils in S4, S5 and S6 will receive RME via a rota of lessons delivered during Tutor.

Religious Observance

National and Local Authority policies require secondary schools to follow a programme of religious observance. All year groups meet at regular intervals for assemblies where members of the local clergy lend their support.

Parents/carers, of course, have the right on grounds of conscience to request that their children be excused from participating in acts of religious observance. This decision will only be finalised following discussion and agreement with the Head Teacher. In the event of a pupil being withdrawn from religious observance, the school will make adequate supervisory provision and alternative educational provision for these pupils. For further guidance, refer to Admin Handbook document ["Religious Observance in Schools"](#)

Curriculum – Adults in School

We are often able to make provision for adults to attend our day school classes.

Further information and support for members of our local community who wish to explore this possibility can be provided by Mrs Petrie, Depute Head Teacher, Lossiemouth High School.

Curriculum – Further Information

Curriculum – Further information on the rationale of our curriculum and course infographics can be found on the school website [Lossiemouth High School - LHS Curriculum](#).

SECTION 5 – Assessment

Assessment of pupils' progress is mainly continuous and is based upon classwork, assignments and tests of various kinds. In First, Second and Third Year, teachers are assessing pupils' progress throughout the year and in a variety of ways. Through this, next steps for success are identified. Many courses are divided into units with assessment built in at the end.

In certificate courses this style of assessment continues. However, there are also more formal assessments, depending on the requirements of the Scottish Qualifications Authority.

Pupils experience their first formal examinations during S3 and during S4, S5 and S6 there are formal diets of preliminary exams (prelims) to give everyone experience of the final examinations at the end of each National 5, Higher and Advanced Higher course.

Scottish Qualifications Authority

The Scottish Qualifications Authority is the national body in Scotland for the development, accreditation, assessment, and certification of qualifications other than degrees. Their qualifications include National 1, 2, 3, 4 and 5; Higher; Advanced Higher; SCQF Level 4, 5 and 6 courses and National Progression Awards;

National 1 units, **National 2**, **National 3** and **National 4** and SCQF Level 4, 5 and 6 courses are marked and assessed within the school. **National 2 and National 3** courses are made up of 3 units; **National 4** courses have an additional unit, known as the **Added Value Unit**. To achieve a Course at **National 4** pupils need to pass all of the Units plus the Added Value Unit. This Added Value Unit assessment is marked by the school.

Should pupils find the demands of National 5, Higher and Advanced Higher courses too much, they can complete unit awards instead to gain recognition for what they have achieved.

Course assessments at National 5, Higher and Advanced Higher are marked by SQA or, where appropriate, assessed by the school and moderated by SQA. They normally consist of a question paper exam and/or Coursework (assignments, projects, portfolios, etc.)

Making Progress through the National Qualifications System

The National Qualifications system is designed to accommodate the needs and wishes of all pupils. As a result pupils may well be studying at different levels in different subjects, depending on their strengths and earlier achievements: progressing from a National 4 award to National 5 in fifth year then Higher in sixth year; continuing from National 5 units to a course award the following session; progressing from a National 5 award to Higher; progressing from Higher to Advanced Higher; continuing sideways from e.g. National 4 History to National 4 Modern Studies.

Assessment Arrangements

Assessment takes place by means of **Unit Assessments** and **Course Assessments**.

Unit Assessments: For courses where there are unit assessments, the assessment materials have been developed by and marked by teachers. Pupils are awarded the unit when they have passed all of the outcomes satisfactorily. If pupils do not pass the test at the first sitting, they can re-sit the unit later in the session. However, in any session, pupils usually only have two opportunities to pass a unit test.

Course assessment: Pupils need to pass the external assessment, where their work is assessed by appointees of the Scottish Qualifications Authority. The type of assessment varies with the subject, but it will include written examination papers, course work, project work, or practical performances.

Courses at **National 2**, **National 3**, **National 4** and **National 5 Skills for Work** courses and National Progression Awards (NPAs) are not graded; pupils either receive a Pass or a Fail. All other courses at **National 5**, and all courses at **Higher** and **Advanced Higher** are graded A (70% or more), B (60% to 69%), C (50% to 59%), D (40% to 49%) or 'No Award' (less than 40%). A, B and C are all passes; D is a course award but is not a pass.

Certification

The SQA issues each pupil with a Scottish Qualifications Certificate (SQC). This provides a complete record of the pupil's achievement, listing all units and courses achieved in any type of qualification awarded by SQA. Where a course is ungraded, the certificate does not state "Pass". If a subject is stated on Page 1, that means that the pupil has passed the course.

The Certificate is automatically updated to record new achievements. Every year pupils receive a new certificate on the second Tuesday of August. However, if a pupil is taking an NPA (National Progression Award) course, as soon as the course has been passed, a fresh certificate is issued.



Moray UHI

Lossiemouth High School works with the local college in Elgin, Moray UHI, to provide a range of courses available to pupils in S4, S5 and S6 as part of their Senior Phase Curriculum. At present, pupils who choose a college course as part of their studies in the senior phase attend college on a Wednesday period 1 to 6 and return to school for period 7.

There is a wide range of courses available from vocational based courses in Construction, Automotive, Beauty, Hairdressing and Hospitality to Foundation Apprenticeships and some Advanced Higher qualifications.

For further information on the range of courses available, please visit <https://www.moray.uhi.ac.uk/for-schools/>

SCQF

Lossiemouth High School is proud to be a Silver level accredited SCQF Ambassador school. The SCQF (Scottish Certificate and Qualifications Framework) helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

We are always striving to widen the range of qualifications available at Lossiemouth High School and have already started to offer more varied courses. We are looking to have more courses available to our learners both in school and in partnership with moray UHI and other providers.

Being an ambassador school is allowing us to learn more about the benefits of the SCQF and the wider ways in which it supports learners. These include recognising wider achievement, developing senior phase learning pathways and demonstrating equality between vocational and academic qualifications. You can find out more about the SCQF and our journey to becoming a SCQF Ambassador school here: [Lossiemouth High School - SCQF Ambassadors](#)



SECTION 6 – Reporting & Parents’/Carers’ Meetings

Reporting on pupil progress is an important link in communication between school and home.

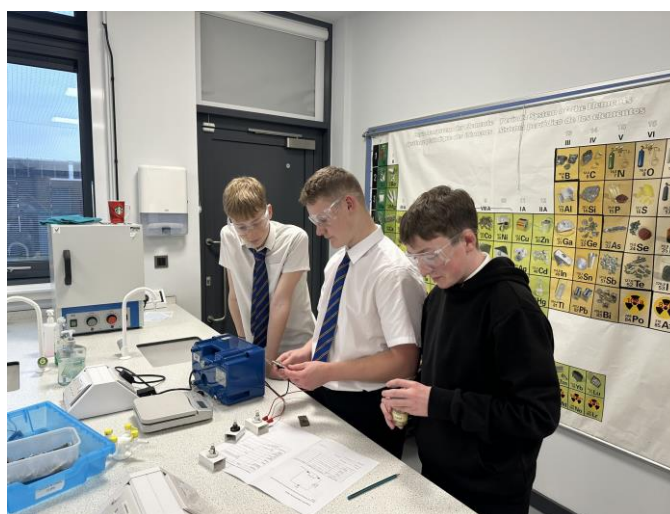
Tracking & Monitoring reports are issued to each year group during each session. The timetable for the issue of these in session 2025-26 is as follows:

S1	12 Nov, 3 Feb, 6 May
S2	25 Nov, 10 Mar, 12 May
S3	2 Dec, 15 Jan, 18 May
S4/5/6	16 Sept, 16 Nov, 2 Dec, 24 Feb, 21 Apr

Each year group also has two formal rounds of meetings between parents/carers and teachers during the session. These meetings take place from 4.00 pm to 6.30 pm for each year group.

S1	2 Dec, 7 May
S2	1 Oct, 4 Feb
S3	17 Sept, 15 Apr
S4/5/6	12 & 18 Nov, 25 Feb & 3 Mar

At any time of the school year parents/carers are welcome to contact Guidance Staff, if they would like an informal report on the progress of their son or daughter. Similarly, Guidance Staff may find it necessary to contact parents/carers regarding pupil progress out with normal, formal reporting times.



SECTION 7 – Transitions

Most pupils in Lossiemouth High School come from our associated Primary Schools. These are:

- St. Gerardine Primary School
- Hythehill Primary School
- Hopeman Primary School
- Burghead Primary School

P7 pupils are provided with opportunities to meet their new classmates at several activities and events throughout their P7 year culminating in two days at Lossiemouth High School in June. They are allocated into classes based on an even spread of ability, previous primary school and House attachments of any brothers or sisters. Advice is also sought from primary staff on the suitability of certain groupings.

At an early-stage pupils who require additional support or special accommodation arrangements are identified and secondary staff attend transition meetings in primary schools.

In February a Principal Teacher of Guidance visits each Primary school to meet Primary 7 classes. In May Guidance staff visit Primary schools to meet their new groups to discuss the move from Primary to Secondary.

S6 pupils are trained in the summer term to be peer supporters to S1 pupils.

A user-friendly Welcome Booklet, which answers many questions which P7 pupils are likely to have in mind, is prepared each year and issued to all incoming P7 pupils.

A consultation evening for parents of incoming P7 pupils is held in January. At this meeting, members of the Senior Management Team describe what secondary education is about and outline to parents the induction process which their children will experience over the next few months. In June, once classes have been formed, there is another opportunity for parents to attend an open evening.

The aim of all this is to ensure that the transition from Primary to Secondary school is made as smooth and stress-free as possible.

Organisation of Classes

Pupils are placed in register classes of up to 20 pupils. These classes also make up the groupings for all practical subjects such as Home Economics, Science and Technical. In addition, register classes combine for non-practical classes such as English, History, Mathematics. These classes have a maximum of 30 pupils.

Considerable care is taken when allocating pupils with careful attention paid to pupils' interests, likes and dislikes and progress at Primary School.



SECTION 8 – Support for Pupils

Guidance & Pastoral Support

Our Guidance Teachers are the key staff in liaison between home and school. They oversee the induction of pupils into the school and look after their general welfare. They have a complete picture of the progress of pupils and pupils during their secondary school careers. They provide support and guidance of a personal nature and assist the young people in their decision-making as they move through the school. The Guidance teachers are also the link between the school and other organisations, such as:

- Social Work Department
- Psychological Services
- Employers
- Skills Development Scotland
- Universities
- Children's Panel
- Health Services
- Associated Primary Schools
- Further Education

Guidance teachers conduct routine interviews with pupils at each stage of their school career and are involved in the writing of references for external agencies, employment, Further Education and Universities.

Any pupil who has an issue of any kind should go to see their Guidance teacher.

Whenever there is concern about a pupil, Guidance teachers contact parents by telephone or letter. Parents are also asked to inform Guidance teachers of any circumstances which may affect their children. Staff at Lossiemouth High School value this partnership between home and school.

Getting it right for every child (GIRFEC) is a national policy to help all children and young people grow, develop and reach their full potential. It aims to improve outcomes for children and their families based on a shared understanding of their wellbeing. Most children will receive all the support they need from their own families and community.

As part of the GIRFEC approach each child or young person is allocated a **Named Person**. In Lossiemouth High School a member of the Guidance team is usually the **Named Person**. Their **Named Person** will remain the same throughout their school career and will be the key point of contact for the pupil, their parents/carers and the professionals who work with the child.

The Guidance Teacher is involved in many aspects of your child's education including attendance, absences, reports, course choices, individual interviews, additional support needs and generally ensuring their wellbeing needs are being met. The role of the Guidance Teacher is to support their pupils as they progress through the various stages. As Guidance Teachers have been allocated the role of Named Person, they should be your first point of contact. The best way to make contact is by phoning 01343 812047 or by leaving a message on the school's answering service: 01343 812047. Alternatively you can send a letter or e-mail the school on admin.lossiehigh@moray-edunet.gov.uk marked for the attention of the relevant Guidance Teacher.

Our Guidance staff are:

- Mr Mackie — Poseidon House
- Mrs Russell — Typhoon House
- Ms Williams/Mrs Bartlett — Tornado House
- Mrs Sparkes – Shackleton House

Getting it Right for Every Child (GIRFEC)

The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children, young people and their families based on a shared understanding of wellbeing. Most children and young people 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, GIRFEC aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how safe, healthy, achieving, nurtured, active, respected, responsible and included wellbeing indicators they are, to ensure that each and every child or young person gets the right support, at the right time, from the right people.

As part of the national GIRFEC approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In secondary schools this will usually be provided by a Principal Guidance Teacher and will remain throughout their time at school. The Guidance Teacher 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. Should you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact your child's Guidance Teacher either by phone, email or alternatively a letter marked for the attention of your child's Guidance Teacher.

Houses

Our guidance structure consists of four Houses containing equal numbers of pupils from S1 to S6 under the care of one of the Principal Teachers of Guidance. Each pupil (and younger brothers and sisters) will remain in that House throughout their school career. All pupils are encouraged to become actively involved in House Activities e.g. as a class representative on the Pupil Council, or as a participant in Inter-House Competitions, both sporting and non-sporting.

Peer Support Programme

The Peer Support Programme is a method whereby senior pupils volunteer to provide advice and guidance to pupils in our new first year. Pupils who agree to undertake this role are given training in carrying out these duties by Guidance Staff and members of the Senior Management Team. This arrangement helps to create a family atmosphere within the school and provides opportunity for S1 pupils to share any problems or anxieties in a more informal setting. Peer Supporters also help in classes around the school and assist with paired reading with S1 pupils.

Prefects

Pupils from S5 and S6 are appointed after interview to assist staff to maintain good order and to support pupils outwith the classroom. Prefects are led by two Head Prefects. There are also different sub-groups within the prefect team that will lead in a particular area.

Our prefects help in the atrium at break and lunchtime to ensure order and provide additional supervision - a great way to bolster our prefects' leadership skills and overall confidence. They interact with students at break and lunch on a rota system (ensuring there are always prefects on duty), help to reinforce the school expectations and support younger pupils if required. We see our prefects as part of our extended leadership within the school, and we therefore expect pupils in our younger year groups to respect the prefects and comply with their instructions at all times. We are very appreciative for parents' support should any of our younger pupils not demonstrate respect towards our prefects.



LHS Prefects
@LHS_Prefects

Follow

What a successful evening! Thank you to our Senior Prefects who volunteered to help out at tonight's Study Skills Support for parents and students! We had such a wonderful evening and were so thankful for the help and support we received tonight!

@LossieHigh @HTLossieHigh



Service Period

If your child is in S6, they will have a 'service period' on their timetable. This is a period where pupils are given time to develop their leadership in school. It will also enable pupils to demonstrate skills employers and Universities want. Pupils are encouraged to work in committees to make a positive change to the school and community.

Additional Support Needs

Please refer to the Moray Council's 'Notes for Parents and Carers' booklet for general information.

Staff in the Support for Learning Department are committed to the inclusion policy endorsed by the Moray Council. We believe that pupils work best in an environment which suits their individual learning needs and provides opportunities for success. Pupils are encouraged to be independent and to achieve their full potential.

Courses are offered in a wide range of subjects by the Support for Learning team to suit the specific needs of individual pupils. Support for Learning teachers work collaboratively with colleagues in all departments to produce teaching materials which enable learners to access the curriculum. Sometimes pupils will be taught in a small group in the Support for Learning Department to best meet the needs of the individual.

Outdoor activities and residential excursions are offered when appropriate.

Individual Educational Programmes (IEPs) are provided for pupils as appropriate.

Counsellors

An authority funded counsellor provides support one day per week. Please contact your child's Guidance Teacher for further information,

Enquire - The Scottish Advice Service for Additional Support for Learning

Enquire offers independent, confidential advice and information on additional support for learning through:

- Telephone Helpline: 0845 123 2303
- Email Enquiry service: info@enquire.org.uk
- Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning. If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Accessibility

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

EMA

(Educational Maintenance Allowance) provide financial support to young people from lower income families to stay on in post-16 education, either in school or at college.

EMA is an entitlement and demand led programme which is delivered by local authorities and colleges on behalf of the Scottish Government. A weekly payment of £30 is made to a young person and is subject to attendance and agreement of a learning plan. To find out more pupils should speak to their Guidance Teacher.

SECTION 9 – School Improvement

Context of the School

Lossiemouth High School has a roll of 644 pupils. Our catchment area covers the following primary schools: Burghead, Hopeman, Hythehill and St Gerardine. The RAF base at Lossiemouth (active, reserve and veteran) accounts for approximately 20% of our role, creating significant movement in and out of the area and additional family issues when parents are deployed to war zones around the world.

Of our current pupils, 46% have recognised additional support needs and 9% are registered for free school meals. Our attendance rate sits around 88.1%, in line with the Moray Average and national average.

These tables show the attainment of our Senior Phase pupils over the most recent three sessions:

S4	1 @ LEVEL 5			3 @ LEVEL 5			5 @ LEVEL 5		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
LHS	83.3%	78.9%	80%	65.8%	49.5%	64%	46.5%	25.7%	39.2%
MORAY	81.2%	76.5%	74.7%	58%	54.1%	53.3%	37.7%	33.5%	35.6%

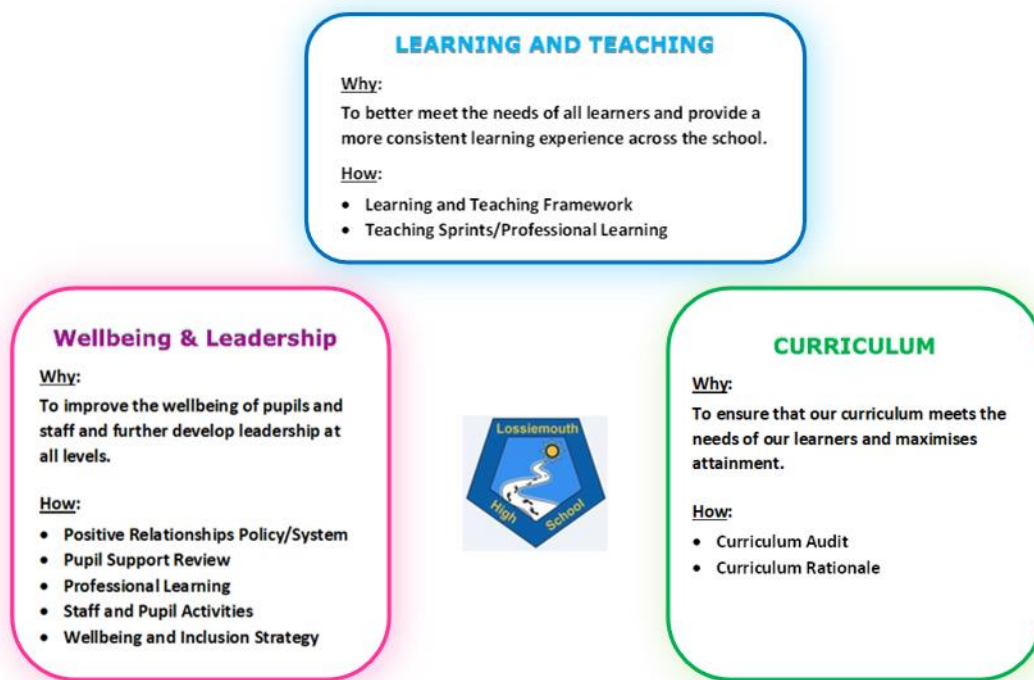
S4	6 @ LEVEL 5			7 @ LEVEL 5		
	2023	2024	2025	2023	2024	2025
LHS	29.8%	18.3%	21.6%	18.4%	5.5%	8.8%
MORAY	27%	24.9%	23.7%	16.2%	15.9%	13.9%

S5	1 @ LEVEL 6			3 @ LEVEL 6			5 @ LEVEL 6		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
LHS	65.8%	59.8%	43.8%	34.2%	37%	21.3%	15.2%	7.6%	5%
MORAY	61%	61.2%	57.3%	35%	33.6%	33.4%	14.9%	12.7%	11.7%

S6	3 @ LEVEL 6			5 @ LEVEL 6			1 @ LEVEL 7		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
LHS	33.8%	37%	28.3%	20.8%	0%	0%	11.7%	34.8%	24.5%
MORAY	36.4%	27.1%	25.7%	23.5%	0.9%	0.7%	16.8%	32.3%	24.6%

Within the Broad General Education where most young people are expected to have achieved Third Level by the end of S3, in 2025 83% of our S3 achieved this in all elements of Literacy (Reading, Writing and Listening and Talking), while 83% achieved Third Level Numeracy. Meanwhile 59% of the year group achieved Literacy at Fourth level and 62% achieved Numeracy at Fourth Level by the end of S3.

SCHOOL IMPROVEMENT PLAN SUMMARY



The School Improvement Plan and Standards and Qualities report can be found on our website.

Section 10 - School Policies and Practical Information

Details of Moray Council policies and procedures relating to education can be found in the booklet “Information for Parents and Carers” and on the website www.moray.gov.uk.

Canteen

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

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

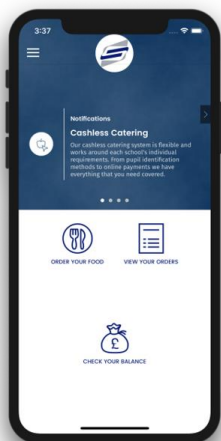
Pupils entitled to free school meals will automatically have their card topped up. The allowance of £2.75 is available to spend at break time and lunchtime. Information on how to apply for free school meals is available from the [Moray Council website](http://www.moray.gov.uk)

Click link below to watch video on how the NEC cards work: (<https://youtu.be/3UI7YZypxYA>)

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

http://www.moray.gov.uk/moray_standard/page_84855.html

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



Child Protection

Child Protection Indicators

You must include the following statement:-

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)

Moray Council is committed to safeguarding all children and young people. It is the responsibility of every member of staff to take all reasonable steps to protect children from harm and abuse in all its forms. These include:

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

When school staff have concerns that a pupil may be at risk of harm, these concerns will be reported immediately to the school's designated Child Protection Co-ordinator (CPC). The CPC will then consult with Social Work and/or Police Scotland to clarify and assess the level of risk or harm to the child and determine the appropriate course of action.

Any decision about informing a child's parent or carer should be made in partnership with Social Work and/or Police Scotland as part of the referral process. School staff, including the CPC, will not contact parents or carers prior to this multi-agency discussion as doing so may compromise the child's safety and the integrity of any subsequent investigation.

If you have an immediate child protection concern and cannot contact education, please contact Social Work directly on **01343 554370** or if it is out with working hours call the Out of Hours Social Work Team on **03457 565656**. If you cannot contact Social Work, please call Police Scotland on **101**. If it is an emergency call **999** immediately.

Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021 – updated 2023\)](#)

Cyclists

The school has a covered bike shed which pupils are welcome to use. Pupils must padlock their bikes when they leave them in the shed. While all reasonable precautions will be taken, the school cannot take responsibility for any damage and parents are recommended to have insurance for the bike.

Excursions, Trips and Visits

Lossiemouth High School offers a range of excursions, trips and visits. Some link directly to classwork; others provide the opportunity to broaden their experiences. Information about current trips will be available through the Weekly Bulletin or the school website.

Emergency Contact & Parent Portal

All contact information about pupils and pupils is held on the computer-based SEEMiS Management & Information system. Once a year we issue up-date forms to all pupils to allow parents and carers to check that the information held about the pupil and their family is accurate. Please do make sure that these are returned to us, as it is especially important that we have up-to-date information about home and workplace telephone numbers, mobile phone numbers, e-mail addresses and emergency contacts. This information can also be updated through Parent Portal.

It is important that you advise the school immediately if, at any time over the year, your home or work details change or if you wish to nominate a different emergency contact. You can telephone the school with this information, or you can e-mail it to admin.lossiehigh@moray-edunet.gov.uk. Please include your name and your child's name when you are up-dating information.

Emergency Procedures

Educational Services has a very clearly prepared emergency procedures. The Head Teacher has complete discretion to close the school in emergency situations which would put pupils at risk.

When this happens during the school day, a Groupcall message is sent to all parents and carers. The bus contractor is responsible for transporting bus pupils home or into the care of a responsible adult.

It is important for parents of pupils who live in isolated houses to arrange a "storm address" in Lossiemouth and to notify the school of this.

In the event of emergency closure of the school all pupils must go directly home. All extra-curricular activities for that day will automatically be cancelled.

Adverse Weather

Information relating to school closures can be found on the Moray Council website: <https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx>

Please also check our Facebook page.

Health Promoting School

Lossiemouth High School seeks to promote the wellbeing of all members of its community in several ways. Staff and pupils are constantly seeking to develop a positive and healthy environment. All S1-6 pupils take part in regular physical education. A wide range of extra-curricular activities is available to allow pupils to develop physical, emotional and social skills. Key topics such as alcohol and drugs, diet, mental health and wellbeing, physical health/fitness, smoking and sexual health and relationships education are covered in many areas of the curriculum. In particular, the Personal and Social Education programme, delivered by the Guidance staff, provides comprehensive coverage of these and other relevant topics.

Parents who would like more information about any aspect of the Health Education programme are welcome to contact their child's Guidance Teacher.

Homework

Homework is issued to all pupils in line with the School Homework Policy, which can be found on the website. It is a very important part of the learning experience. Homework can take a number of forms: Projects done over a long time; Finishing a piece of work started in class; Reading; Preparing for a talk; Learning work completed in school; A special task given for doing at home; Going over and revising work done earlier.

Guidance teachers are advised about pupils who frequently do not complete homework by the deadline. They will contact parents to ensure they are aware of the problem. Parents will be invited to a meeting if homework problems are not resolved.

Homework will be set predominantly on Teams.

Internet Use

Pupils are responsible for good behaviour on the internet and general school rules apply. The Internet is provided for pupils to do school-related work, including research and communication with others. For internet access, parental permission is required.

The following are not permitted:

- Sending offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, systems or networks
- Violating copyright laws
- Using others' passwords
- Trespassing others' folders, work of files
- Intentionally wasting limited resources

Please refer to ["Internet – Guidelines for Pupil Use"](#) for more details.

Library and ICT Facilities

The library is shared with the community and stocks a wide range of fiction and non-fiction, reference books and DVDs. There are several ICT suites and sets of laptops which are also available for use by pupils.

Instrumental Instruction

This can be offered on strings, woodwind, brass and percussion instruments through the Moray Music Instruction Service. Bagpipe and guitar instruction is also available through the school. In addition The Moray Council offers free instruction to pupils in S3-S6 doing an SQA course in Music.

Parents who are interested in either of these services should inform the school when their child is enrolled. The school also offers tuition in other instruments. Details will be given to pupils in the Music Department.

Number of Pupils

644 as at December 2025.

Leaving School

In Scotland the stage at which young people may leave school depends on when their 16th birthday falls. The leaving date for pupils born between 1 October 2009 and 28 February 2010 is 18 December 2025. For pupils born between 1 March 2010 and 30 September 2010 the leaving date is 31 May 2026.

Thereafter a young person may leave school at any time, e.g. to take up employment.

Lost Property

Any items of lost property will be given to the office. There are regular displays of lost property items, but anything not claimed after a reasonable period will be disposed of.

Medical and Dental

Pupils who have dental or medical appointments during the school day should take their appointment card or a letter from their parent/guardian to the school office. It would be helpful if this could be done prior to the appointment so that information can be included on the computer system.

The School Health Service aims to promote the physical and emotional health of all pupils in line with Curriculum for Excellence.

They also administer all the nationally recommended immunisations for secondary school aged pupils.

A copy of the "Supporting Pupils with Medical Needs in Schools including the Administration of Medicines" guidance document is available at the school. In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category and will therefore not be administered on pupil request.

Mobile Phones

In line with Moray Council policy, Lossiemouth High School is a mobile phone free school. Mobiles phones must be **off** and **out of sight** at all times **within** the building. Mobile phones can be used outside before 8.45am and outside during break and lunch. Smart watches can be worn, but they must be disconnected from your mobile phone.

The purpose of this policy is to reduce distraction, enhance learning and support wellbeing. It is also important that we support young people to learn boundaries expected in life and work.

The information below outlines the protocol for each group within our school community.

Pupils	Staff
Pupils must switch off their phones and put them in their bag <u>before entering</u> the building. If a young person forgets their bag, their phone will be required to be placed in a locker or left at the school office. Any pupil who needs to make contact with home should go to the office. <u>In Class</u> Pupils with a mobile phone out or switched on in <u>class</u> will be required to place their device in the storage box. The phone will be handed in to the office by the member of staff at their earliest convenience. First incident, pupil collects phone from a member of SLT (school office) at the start of lunch or the end of the day. A warning will be issued and text sent home. For every subsequent incident, a detention will be issued and the parent will be required to collect the phone at the end of the day. <u>Social Space</u> Pupils with a mobile phone out or switched on in any <u>social space</u>, including in corridors, will be asked to put it away. First incident, a warning will be issued and text sent home. For every subsequent incident, a detention will be issued and the parent will be required to collect the phone at the end of the day. Pupils should ensure that they have money on their Young Scot card or have cash/card for food in the event that their phone has been confiscated. The school's positive relationships/discipline system will be used for ongoing issues or refusal to co-operate.	Staff should model responsible behaviour with mobile phones. Staff should put their phones away before 8.45am. Staff should not be using mobile phones in view of pupils, including classrooms or in any social spaces e.g. corridor, canteen/atrium, staffroom. Staff are encouraged to update their emergency contact details to the school number. Staff requiring to use a mobile device in an emergency should either go outside or go to a private space to do so. N.B the duty person will carry a school mobile (not a smart phone).
	Visitors and Partners
	On arrival, all visitors and partners will be reminded that we are a mobile free school and mobile phones should not be in view of pupils and staff. Visitors and partners requiring to use a mobile device in an emergency should either go outside or ask for a private space to do so.

Safety and Security

There is a clearly defined Emergency Evacuation Drill which is practised at least once a term. Fire alarms are tested on a weekly basis.

A visitor pass system operates whereby all visitors to school are required to sign in to reception when they arrive and when they leave the building. All members of staff wear security badges with their photographs on them. All visitors are issued with a green lanyard which they must wear and return to reception when leaving the building.

Dangerous Weapons

Dangerous weapons are strictly forbidden in school. The term 'dangerous weapon' refers to any gun, pyrotechnic or explosive device, knife, sword, crossbow, slingshot or other item which can cause bodily harm to people, including martial arts items such as Kung Fu sticks. It should also be noted that many household items can be adapted and could be used as a weapon rather than their identified purpose or function e.g. scissors. Staff will be expected to use their discretion in applying the terms of this policy to items which clearly fall at the more minor end of the spectrum.

School Day

The school day is made up as follows:

Monday to Thursday

Period 1	08:45 – 09:35
Period 2	09:35 – 10:25
Interval	10:25 – 10:40
Period 3	10:40 – 11:30
Period 4	11:30 – 12:20
Period 5	12:20 – 13:10
Lunch	13:10 – 14:00
Period 6	14:00 – 14:50
Period 7	14:50 – 15:40

Friday

Period 1	08:45 – 09:35
Period 2	09:35 – 10:25
Interval	10:25 – 10:40
Period 3	10:40 – 11:30
Period 4	11:30 – 12:20
Period 5	12:20 – 13:10

School closes at 13.10

Term Dates

These are also available from the Moray Council website:

Mon 5 Jan 2026	Start of new term
Fri 13 Feb 2026	Mid-term break
Mon 16 Feb 2026	Mid-term break
Tues 17 Feb 2026	Occasional Day holiday
Fri 27 Mar 2026	Last day of term
Mon 13 Apr 2026	Start of new term

School Transport

Details about free transport are to be found within the Moray Council's 'Notes for Parents and Carers' booklet.

Should the bus fail to turn up at the normal time, pupils should follow this procedure:

- Wait at the normal bus stop for a further 15 minutes in case the bus has been delayed.
- Thereafter they should return home.
- They should then await further information from the school. This will be sent to parents by means of Groupcall.

CCTV

The school works closely with the Moray Council Public Transport Unit and the bus contractor to maintain good behaviour on school transport. CCTV cameras may be in operation at any time and video clips can be sent to school to identify pupils who are misbehaving. When signing for a bus pass, parents agree to support us in maintaining the standards set out in the charter.

“What If” Information for Pupils

What if I miss the bus on my way to school – Go back home and ask your parent to phone the school and let the office know what has happened. You must then arrange to come into school. NEVER HITCH HIKE. Missing the bus is not a reason for staying off school.

What if I miss the bus after school – Report to the School Office and parent will be contacted and arrangements will be made to get you home.

What if I am late – If the second bell in the morning rings and you are not in your class you are considered to be late. Report to the School Office where you will be recorded as late. A text will be sent to your parent.

What if I lose my bus pass – Report that you have lost it as soon as possible to the Depute Head or the School Office. You will be charged a fee for a replacement pass and can apply for this online.

What if I have a doctor's or dentist appointment – Take your appointment card or a letter from your parent/carer to the School Office before the day of the appointment or get your parent/carer to contact the school.

What if I am absent – Get your parent/carer to ring the school to notify them of your absence. You can also email the school at admin.lossiehigh@moray-edunet.gov.uk or reply to texts. Your parent can also use Parent Portal.

What if I am leaving school or changing address – The School Office need to know if you've moved house, have a new telephone number, have changed your doctor etc. Write any changes on a piece of paper and give it to the School Office. If you are leaving Lossie High, contact your Guidance Teacher and the School Office who will make the necessary arrangements.

What if I am being bullied – Tell your Guidance Teacher, one of your subject teachers or any other member of staff as soon as possible.

What if I see any vandalism – Report it to any member of staff or a Prefect. It's your school – keep it in good condition and be proud of it.

What if I feel sick – If you feel sick in class tell your teacher who will send you to the School Office. If you feel sick during interval or lunch go to the School Office. You must NEVER go home without a member of staff's permission. You should also not phone home yourself. The school office will phone home once a decision has been made.

Members of Staff

Head Teacher	Miss C Boyd
Depute Head Teachers	Mrs L Bayliss; Mrs L Petrie; Vacancy
Art & Design	Ms F Shearer (Principal Teacher); Ms D Cruden
Biology/Science	Mr T Chambers (Principal Teacher); Mr J Laurie; Mrs G Gunter
Chemistry	Dr R Campbell (Principal Teacher); Mr S McInnes
English & RMPS	Mr C Watson (Principal Teacher); Miss A Buckley; Mrs J Bartlett Mr B Dick (RMPS); Dr L Lukasiewicz (RMPS); Vacancy (Eng)
Geography	Miss C Cusack (Principal Teacher)
Guidance PTs	Mr F Mackie (Poseidon); Ms M Williams/Mrs J Bartlett (Tornado) Mrs D Russell (Typhoon), Mrs R Sparkes (Shackleton)
History & Modern Studies	Mrs N Mitchell (Principal Teacher); Miss A Catterson; Miss A Buckley; Mr T Beattie
Home Economics	Miss K Dewar (Principal Teacher), Miss L Thomson (NQT)
ICT & Business Education	Mr H Stagg (Principal Teacher); Mr N McCarley
Mathematics	Ms T Young (Principal Teacher); Mrs V Pickering; Mr T Hardwick; Mrs I Pedley, Ms S Young, Ms C Gibson
Modern Languages	Miss J Munso (Principal Teacher); Mrs L Harding; Miss C Keeley
Performing Arts	Ms H Scott (Principal Teacher) (Drama); Miss L Holmes (Drama) Mrs A Stewart (Music); Mr A Csenki
Instrumental Instructors	Mr L Anderson (Guitar); Ms F Campbell (Percussion); Mrs J Theron (Woodwind); Mr A Davidson (Fiddle); Mrs F Caldwell (Bagpipes); Mr D Caldwell (Pipe band snare drumming)
Physical Education	Mr B Chambers (Principal Teacher); Mrs K Main; Mr M MacGregor
Physics	Mr A Riddell (Principal Teacher); Mr G Byrne
Support for Learning	Mrs A Muckle (Principal Teacher); Mrs M MacLeod; Mrs R Hoyle; Vacancy
Pupil Support Assistants	Mrs G O'Shane; Mr I Roberts; Mrs S Quilliam; Mrs S Owen; Ms R Colville; Mrs S McPherson; Mrs H Ralston; Vacancy

Pupil Support Worker (MOD)	Ms A Dillon
Technical Education	Mr S Pattison (Principal Teacher)
Inclusion Support Co-ordinators	Mrs K Erker; Mrs C Musgrave
Home School Link Worker	Vacancy
Admin Team	Mrs R McDowall (School Support Co-ordinator) Mrs A Owen (Senior Clerical Assistant) Clerical Assistants: Mrs D Coull; Mrs L Main
Group Supervisory Janitor Janitor	Mr M Inkson Mr N Stewart
Librarian	Miss E Quigley
Supervisory Technician Technician	Mr A Kelly (Supervisory Technician)
Technical Assistants	Miss D Phelps Mrs J Wilson; Ms S Paterson
Catering Unit Supervisor	Mr A Junor
Skills Development Scotland	Ms J Porter
DYW Co-ordinator	Ms J Young
Teacher of Raising Attainment and BGE Behaviour	Ms C Gibson

SECTION 11 – Miscellaneous Information

School Performance Information

This is available on the Education Scotland website at:

<https://education.gov.scot/parentzone/find-a-school/moray/5203139>

Information for Parents & Carers Leaflets

Moray Council has produced a “Notes 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, Housing & Communities, or the Moray Council website www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

Transferring Educational Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. Pupils' names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Further Information

Further details about ScotXed data exchange are available on the ScotXed website www.scotxed.net. The website also contains answers to commonly asked questions about ScotXed. If you have any concerns about the ScotXed data collections you can e-mail the Senior Statistician at peter.whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, ED6 6QQ. The ScotXed contact for Moray is Fiona Michie—telephone 01343 563113, e-mail fiona.michie@moray.gov.uk.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 aims to increase openness and accountability in the Public Sector by giving people a right of access to information held by Scottish public authorities. The Act applies to almost all public bodies in Scotland including local authorities, the NHS, colleges the Scottish Parliament and The Scottish Executive.

The Moray Council aims to make as much information as possible directly available to the public through its website and through its Publication Scheme. If you can't find what you are looking for then you can contact any department of the Council directly or complete an on-line form. The web site address is www.moray.gov.uk

Data Protection Act

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 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.

Privacy Statement

Lossiemouth 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 require 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 require this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school – this will include data about progress, assessments and exam results. It will also include records of attendance, absence, and any exclusions. We require 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 when we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school 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, 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 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 Lossiemouth 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, we have a legal obligation to pass on information to their new school/education authority about their education at Lossiemouth 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 authorised. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights, including who to contact if you have a concern, see the Moray Council's Information Management webpages.

Sharing personal data to support Wellbeing – In addition to the above, Lossiemouth 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, 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 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.

Privacy Notices are available to explain how personal information may be collected, used, stored, shared and securely disposed of, the legal basis for doing so, and what your Data Subject Rights are. Privacy Notices are available from our website at www.moray.gov.uk/moray_standard/page_142831.html

Moray Council

Further information about The Moray Council Educational Services department, service values, policies and arrangements is available on the website: www.moray.gov.uk.



Moray Council
Education, Housing & Communities

Address: Council Office, High Street, Elgin IV30 1BX

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 18/11/2025

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	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	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:	childrensaccessteam@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:	childrensaccessteam@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

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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

