



ARGYLL AND BUTE COUNCIL
Education Services

Campbeltown Grammar School
Handbook
Academic Year 2026/2027



Committed to success
Aim High



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GENERAL SCHOOL INFORMATION

Contact Details

Kirsty Donnelly
Head Teacher
Campbeltown Grammar School
Hutcheon Road
Campbeltown
Argyll
PA28 6JS

Telephone Number -01586553773

Website - <http://www.campbeltown.argyll-bute.sch.uk>

Email Address – enquiriescampbeltown@argyll-bute.gov.uk

School Roll and Stages

Present Roll: 403

Class Stages: First (S1) to Sixth Year (S6)

Denominational Status Non-Denominational (co-educational)
Secondary Comprehensive

Is there a Gaelic Medium Unit? No Provision

School Staff

Senior Leadership Team	
Ms K Donnelly	Head Teacher
Mrs K Fletcher	Depute Head Teacher
Miss L Tamburrini	Depute Head Teacher
Mrs E Thomson	Depute Head Teacher

Guidance Team	
Mr C Doxsey	Principal Teacher (S1- S4)
Mrs L McCallum	Principal Teacher (S1- S4)
Miss C McLean	Principal Teacher (S5- 6)

Maths and Science	
Mrs R McFarlane	Faculty Head (Teacher Maths)
Mr D Hamilton	Teacher (Maths)
Mr D Macdonald	Teacher (Maths)
Mrs Thomson	Teacher (Maths) Depute Head Teacher
Mrs L Kenny	Teacher (BGE Maths & English, P7 Transition)
Mr J Watson	Teacher (Science)
Mr J Anderson	Teacher (Science)
Mr G Walker	Teacher (Science)
Miss A Orr	Teacher (Science)
Miss A Semple	Teacher (Science)

English and Modern Languages	
Mrs E Kydd-Corr	Faculty Head (Teacher English)
Miss H Spree	Teacher (English)
Mrs L Hamilton- Bryce	Teacher (English)
Mrs L McCallum	Teacher (Drama, Guidance)
Mrs L Kenny	Teacher (BGE Maths & English, P7 Transition)
Ms O Volle	Teacher (Modern Languages)
Mrs C Souden	Teacher (Modern Languages)

Wellbeing and Technologies	
Mrs E McGeachy	Faculty Head (Teacher Business Studies)
Mr McQuaker	Teacher (PE)
Mr F Bainbridge	Teacher (PE)
Mr C Doxsey	Teacher (PE, Guidance)
Miss C McLean	Teacher (PE, Guidance)
Miss E Baird	Teacher (Health & Food Tech)
Mrs A Osborne	Teacher (Health & Food Tech)
Mrs K Fletcher	Teacher (Technical) Depute Head Teacher
Mr D Hamilton	Teacher (Computing)

Arts and Social Subjects	
Mrs B Taylor	Faculty Head (Teacher RMPS, Modern Studies)
Mr M Osborne	Teacher (Geography)
Mrs L Watson	Teacher (Geography)
Mr J Taylor	Teacher (Modern Studies)
Miss C Greig	Teacher (Modern Studies)
Mr P Lewis	Teacher (Art & Design)
Mr L Pilkington	Teacher (Art & Design)
Miss L Tamburrini	Teacher (Art & Design) Depute Head Teacher
Mr D Cosgrove	Teacher (Music)
Mrs A Anderson	Teacher (Music)

Support for Learning Team	
Mrs L Innes	Principal Teacher
Mr J Murdoch	Teacher
Mrs E Nimmo De Amaut	Teacher
Mrs B Anderson	ASN Assistant
Miss L Anderson	ASN Assistant
Ms J Kolibska	ASN Assistant
Mrs L McArthur	ASN Assistant
Mr J McCallum	ASN Assistant
Mrs L McKinven	ASN Assistant
Mrs M McMillan	ASN Assistant
Mrs L Reid	ASN Assistant
Miss A Stewart	ASN Assistant
Mrs K Graham	ASN Assistant

Classroom Assistants	
Miss A Bamuwaira	Classroom Assistant
Mr A Kenny	Classroom Assistant
Mrs H Stalker	Classroom Assistant
Miss C Spree	Classroom Assistant
Health and Wellbeing Family Liaison Officer	
Miss A Wotherspoon	

Office Staff	
Mrs K Coffield	Senior Clerical Assistant
Miss S Brodie	Clerical Assistant
Mrs S Ronald	Clerical Assistant

School Day

Monday & Friday		Tuesday , Wednesday & Thursday	
Period 1	9.00am - 9.55am	Period 1	9.00am - 9.45am
Period 2	9.55am - 10.50am	Period 2	9.45am - 10.30am
Break	10.50am - 11.05am	Break	10.30am - 10.45am
Period 3	11.05am - 12.00pm	Period 3	10.45am - 11.35am
Period 4	12.00pm - 12.55pm	Period 4	11.35am - 12.25pm
		Period 5	12.25pm - 1.15pm
Lunch	12.55pm - 1.45pm	Lunch	1.15pm - 2.05pm
Period 5	1.45pm - 2.40pm	Period 6	2.05pm - 2.50pm
Period 6	2.40pm - 3:35pm	Period 7	2.50pm - 3.35pm

School Terms and Holidays

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

Visits of Prospective Parents/Carers

If you wish to visit the school prior to your child joining, please contact the school office.

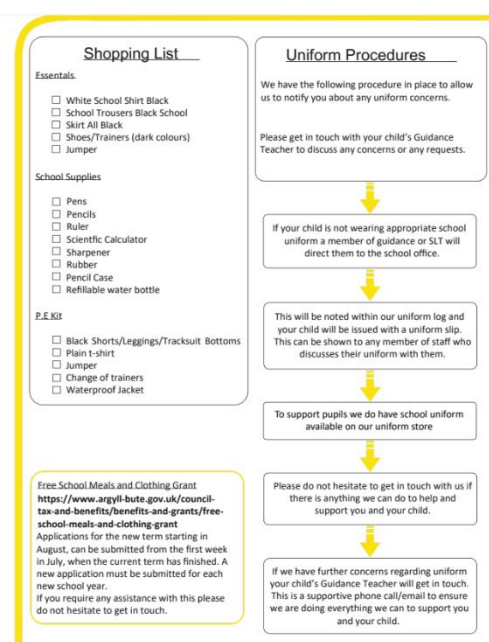
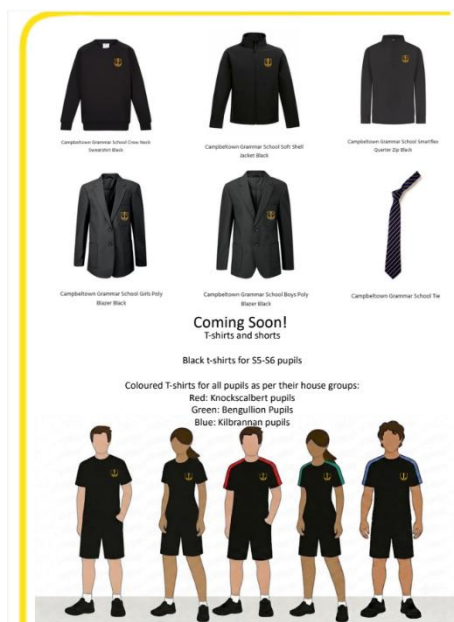
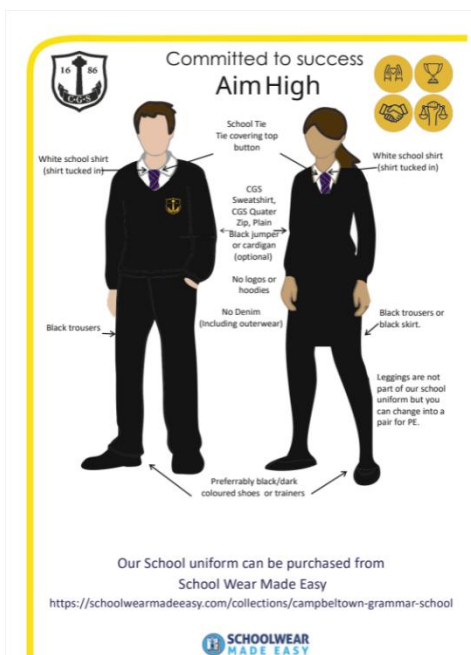
Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

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

School Uniform

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

In Campbeltown Grammar School, the suggested uniform is as follows:



- Blazers look very smart and we know members of the community enjoy seeing our young people wearing them. Blazers are very practical and represent value for money. Wearing the full school uniform also demonstrates your pride in belonging our school. Unlike jackets and hoodies, you can also wear them throughout the day inside the school.

NO Denims

NO Leggings/Jeggings

Texts will be sent home in the event of failure to adhere to the dress code in order to seek the support of parents to ensure all pupils are appropriately dressed for school. Parental support is appreciated.

Kit for Physical Education

Pupils will need the following PE kit:-

- a plain T-shirt (not a football club top or fashion T-shirt);
- appropriate shorts or 'jogging bottoms';
- trainers and appropriate footwear for synthetic surface.

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

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

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);

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

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

School Clothing Grants

For information about School Clothing Grants, including the eligibility criteria, and to complete an online application form please visit [Childcare, School and Education Grants | Argyll and Bute Council \(argyll-bute.gov.uk\)](https://www.argyll-bute.gov.uk/childcare-school-and-education-grants). Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Parental Concerns

If you have any concerns relating to your child, please contact the school office in the first instance.

Pupil Absence Procedures

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

School Attendance

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

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents/carers are requested to assist in this process by keeping the school informed if their child is to be absent for any reason. Your child's school will contact you and offer support if your child's attendance falls below 90%. The school will continue to work with you until your child's attendance improves. The school may identify further support and seek advice from other professionals to ensure your child's needs are met.

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

Planned Absence

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

Parent / Carer Contact Details

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

The Complaints Procedure

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

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

If you remain dissatisfied in relation to a complaint after you have been to our school you can escalate a complaint by contacting seemis@argyll-bute.gov.uk.

PARENTAL INVOLVEMENT

We value parent involvement in CGS and invite parents regularly to speak with our staff and be fully involved in the young person's CGS journey.

Parents/carers are regularly updated with regard to their young person's progress via tracking reports, comment reports, via face to face parent evenings as well as through regular checks ins conducted by their young person's Guidance teacher and where appropriate, their young person's Year Head.

We communicate with parents/carers through a range of means including via the telephone, email, letter and via our social media platforms.

Transition events between P7 and S1 are on our calendar on the school website. Each year group will also have a Parent's Evening once in the year where we use the online booking system <https://parents-booking.co.uk>.

We also offer additional open evenings including our partners in Skills Development Scotland and UHI before options process to parents and pupils to attend to help them make more informed choices on their future pathway.

CGS will issue 3 tracking reports throughout the year for each year group.

A fortnightly update is shared with all parents and carers to keep everyone up to date with current matters, events and sharing success stories. This will be sent by email and is also available on our website. If any parent would like this printed please let our School Office know.

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

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

Homework

Campbeltown Grammar School's Homework Policy can be found on our School Website.

All pupils are issued with a homework diary at the beginning of the year to record and communicate homework between school and home.

Homework is administered mainly through Google Classroom. All young people have access to Google Classroom via their GLOW accounts. Should they forget their username or password, they should speak with their Guidance teacher who will be able to remind young people of these details or reset them. Parents/carers can gain access to Google Classroom so they can keep on top of their young person's homework – please contact your young person's Guidance teacher for more information

We understand the importance of homework to a young person's attainment and only issue meaningful homework. In BGE homework should be issued regularly in most subjects and

have a literacy or numeracy focus. In the Senior Phase, certificated classes should expect a formal homework weekly.

Becoming Involved in School

All schools have a Parent Council – to get involved please contact the school. Schools will also issue specific information related to this at the start of the school year.

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

Opportunities for Parental Involvement

Examples of opportunities for parental involvement are as follows:

During the school day:

- Helping in the early learning and childcare class (if applicable)
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Golden Time activities, e.g. board games, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Outwith the school day:

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

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

Parent Councils

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

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

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

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

Parentzone Scotland and the National Parent Forum of Scotland

More information for parents is available from Parentzone via <https://education.gov.scot/parentzone> connect via <https://www.connect.scot> and the National Parent Forum of Scotland via <https://www.npfs.org.uk>.

SCHOOL ETHOS

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

We have are proud to have created a school motto from consultation and development of our young people.

Committed to success
Aim High



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

We aim to be at the heart of the community and work closely with many school partners including:

- Skills Development Scotland
- Active Schools
- Kintyre Youth Action Group
- Police Scotland
- Live Argyll
- KADAS
- Argyll College
- Outward Bound
- Campbeltown Sailing Club
- Duke of Edinburgh

School and Community Links

Through our links with KADAS they help us deliver lifeskills to our young people.

We successfully offer sailing taster and qualifications to ALL of our S2/S3 cohort.

Live Argyll and Active Schools help us deliver extra curricular sporting activities at lunch, after school and in the holidays. We also have other clubs that are driven or involve the community such as our recently started 'Bridge Club'.

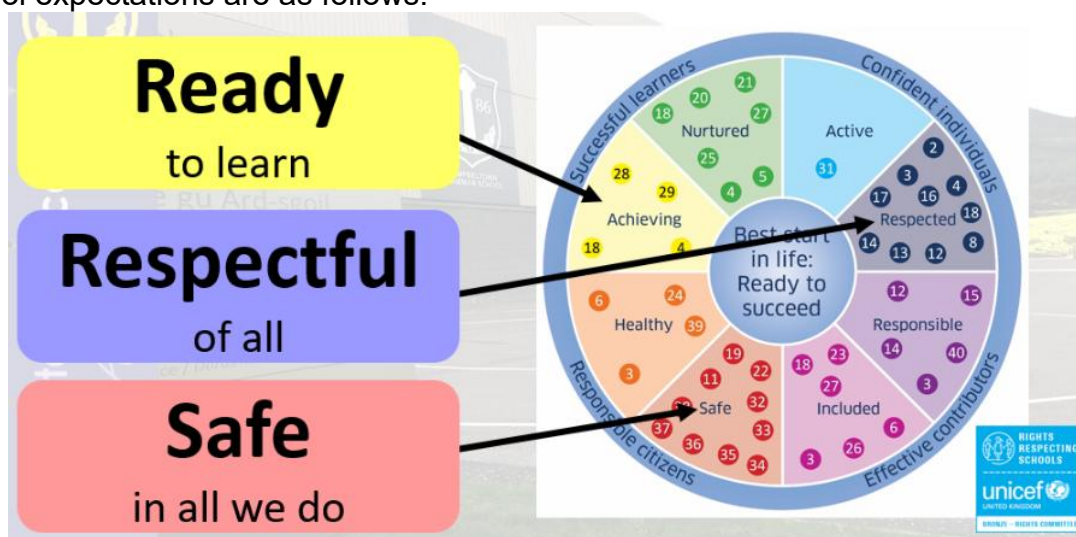
Outward Bound allows us to engage with our senior pupil leaders and our BGE leaders to undertake residentials throughout the year in addition to DofE and CGS Outdoor Education.

The local Youth Worker Group attends daily at lunchtimes to help build positive relationships and offer a quiet space in our hub.

Positive Relationships

Positive relationships are essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents/carers and staff all have an important part to play in producing and sustaining this positive ethos. The expectations of the school are of a common sense nature, bearing in mind the rights, interest and safety of all concerned. We keep our expectations simple and linked to the UNCRC, we share these regularly with our young people.

Our school expectations are as follows:-



Anti-Bullying

Argyll and Bute's Anti-Bullying Policy may be viewed at: [Anti-Bullying Policy \(argyll-bute.gov.uk\)](https://www.argyll-bute.gov.uk/anti-bullying-policy).

Celebrating Achievement

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

The whole school celebrates achievement by giving merit cards and certificates to award pupils for good work, effort or kindness shown to others. Our merit system rewards with different prizes monthly and termly. Our young people are also rewarded by the 'house' system and prizes and awards issued to the top house receiving points.



Merits can be earned by:

- ☐ Helping others
- ☐ Consistently trying your best in class
- ☐ Doing really good work
- ☐ Going above and beyond

Rewards:

- ❖ Every month the **top 2 pupils** from each **junior phase class** and **top 6 pupils** from **senior phase** will get a turn to **skip the lunch queue** for a week!

Plus more end of term and end of year treats!



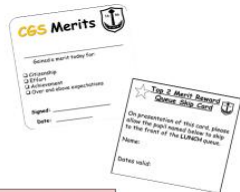
Knockscalbert



Kilbrannan



Bengullion



Wider-Curricular Activities

Campbeltown Grammar School has an extensive extra-curricular programme with a wide range of clubs and activities which run during lunchtimes, after school or part of the wider school community. Activities include football, rugby, badminton, netball, dodgeball, archery, table tennis, film, music, creative writing, boccia, homework club, drama, pipe band as well as various curricular clubs and those related to school improvement. There are staff groups that help develop the school improvement (SIG).

The full programme can be found on our school website at the following link <https://www.campbeltown.argyll-bute.sch.uk/elementor-868/>

Further to this, updates are shared on our social media platforms and in our Daily Bulletin which can also be found on our school website <https://www.campbeltown.argyll-bute.sch.uk/daily-bulletin-example/>

All information will be published on our new website:

Campbeltown Grammar School – www.campbeltown.argyll-bute.sch.uk

Pupil Council

Campbeltown Grammar School has both a BGE (S1-S3) Pupil Council and a Senior Phase (S4-S6) Pupil Council. Whilst both work independently on matters concerning their stages, both councils work in collaboration together on aspects of school improvement and in taking forward a range of initiatives.

All children and young people are welcome to become members of the councils. Currently Mrs Kenny is coordinating the Pupil Council within CGS.

CURRICULUM FOR EXCELLENCE (CfE)

Curriculum for Excellence (CfE) is the Scottish National Curriculum which applies to all children and young people aged 2-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

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

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

The Eight Curriculum areas are:

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

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

Learning Opportunities

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

Curriculum Levels

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

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

The Senior Phase

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

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

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

Skills for Learning, Life and Work

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

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and

young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

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

16+ Learning Choices

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

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

The Pupils' and Parents' Voice

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

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

The Curriculum at School, Local and National Level

We have undertaken a curriculum consultation with staff, pupils, parents and community and have developed a 33 period week with more options in the Senior Phase for our young people as we strive to improve attainment further. We will continue to consult and develop more through 25/26.

All pupils S2 onwards will also receive a hard copy of our options booklet to help make informed choices in the options process.

More information on our curriculum and our rationale can be found on our website.

Careers Information Advice and Guidance

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children

and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom.

Pupils are offered guidance in relation to future career choices at appropriate points in the Social Education programme. Some of this relates to their subject choices and there is a further input in fourth year when pupils undertake work experience. There is a careers section in the school library and access to an on-line computer database of careers information. Pupils are taught how to use these resources effectively.

In addition to the provision made for careers guidance within the school, pupils and parents may consult at any time the area Skills Development Scotland staff, whose office is located at Castlehill, Campbeltown (tel. 01586 552795).

Skills Development Scotland has a responsibility to help pupils make decisions about their future employment, training, or college/university education. Help and advice are also given to unemployed young people or to young people in employment who may be considering a change of career. The Careers Officers work closely with the school's Pupil Support department in providing a careers education programme from S1 to S6 and also attend relevant parents' evenings.

In S4 all pupils are invited to have an individual interview with a Careers Officer to help them evaluate the careers opportunities available and their own aptitudes and capabilities. Pupils are encouraged to arrange further interviews in the course of S5 and S6. The S4 interviews are normally held in the school, but older pupils may prefer to use the Castlehill office and its facilities.

The Skills Development Scotland Office welcomes pupils, parents and teachers and is open from Monday to Fridays from 9.00 am until 5.00 p.m. It offers a wide range of careers information, most of which is on computer, allowing direct access as well as information to print out. Electronic mailing enables university or college materials to be ordered and places on selected courses reserved.

Financial Education

Financial education is taught through the context of the numeracy curriculum and PSE.

Relationships, Sexual Health and Parenthood Education

Relationships, Sexual Health and Parenthood (RSHP) Education is part of the Health and Wellbeing curriculum. This is a national curriculum and resources can be found via the following link: [Home - RSHP](#)

The main themes covered are:

- Bodily autonomy, consent and protection from harm
- Emotional wellbeing and help-seeking behaviour
- Equalities and inclusion
- Gender equality, discrimination and gender based violence

- Parenthood and families
- Relationships and friendships
- Sexual health and reproduction

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

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

Drugs Education

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

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

Religious and Moral Education

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

Please note that parents/carers have the right to withdraw from religious observance / education. If a parent /carer wishes to withdraw their child from Religious and Moral Education

classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

ASSESSMENT

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

A number of approaches are employed including the following:

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

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

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

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

The Scottish National Standardised Assessments (SNSA)

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

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

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

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

REPORTING

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

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

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

TRANSITIONS

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

The decision whether to send your child to school or request an additional year of ELC is individual to each child. In keeping with GIRFEC policy principles, staff within your child's ELC and prospective school will support you in making this decision.

If you are considering an application for an additional year of ELC for your child, please speak to your child's Key Worker within their ELC to advise them of this. **Please note**, you should apply through the P1 school registration form in January. If you decide to request an additional

year of ELC, the Early Years team will work in collaboration with your child's ELC and yourself to support you. If you have any queries about the application process please contact earlyyears@argyll-bute.gov.uk

Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year.

Parent/Carers will be notified by email and on social media that the online registration form for registering your child for secondary education is open. This will usually take place in November for the following academic session. Parent/carers can also use this form to notify us of their decision to home educate, request a placing request and apply for school transport.

Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

We have an extensive transitions programme for P7 to S1 which begins at the start of Primary 7. It includes a 3 day timetabled visit to the school in June as well as a 'day out' activity in May. Our teachers have close relationships with our cluster primaries and make regular visits along with their meetings. A Google classroom has been established so that all P7s can find out more about CGS and interact with their peers before they begin CGS.

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher, or by contacting School Support by email to argyllhouse-reception@argyll-bute.gov.uk or by 'phoning 01369 704000.

Moving from Stage to Stage

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

Moving Between Schools

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

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

Liaison with Local Schools

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

Leaving School

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

Opportunities for All is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school

up to their 20th birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

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

SUPPORT FOR PUPILS

Support Arrangements for All Pupils

Providing personal support for learners 2-18 is the responsibility of all staff. In the early learning and childcare and primary setting the early years practitioner or class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

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

Identifying and Addressing Additional Support Needs

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

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

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

recorded within it. Plans will be reviewed at appropriate intervals, again with parents and children as partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at [Getting it right for every child | Argyll and Bute Council \(argyll-bute.gov.uk\)](http://argyll-bute.gov.uk).

Staged Intervention

The key principles underpinning Staged Intervention, as outlined in the Education Scotland website ([Support for all | Programmes | Learning in Scotland | Education Scotland](http://www.education.scot.nhs.uk)) are as follows:

What is staged intervention?

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

Argyll and Bute Staged Intervention: The Stages at a Glance

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

Stage 1 – In-class or in-group.

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

Stage 2 –Targeted intervention.

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

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

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

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

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

Stage 3 – Specialist input.

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

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

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

Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents/carers have any questions about their child's progress or wellbeing at school, they should discuss these first with their young person's guidance teacher or key worker in the first instance. Please contact the school office to arrange an appointment.

We have 2 Guidance Teachers provision in CGS. 1 for BGE (pro rata Miss C McLean and Miss A Murray) and 1 for Senior Phase (Mr C Doxsey).

We also have a Wellbeing Officer (Mr C Nelson) in school that all young people can have access to.

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

Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed. This should be raised with school staff in the first instance or can be sent in writing by emailing the Educational Psychology Service to educational.psychology@argyll-bute.gov.uk describing the type of assessment and why it may be necessary. Alternatively, please call 01369 708537 for more information. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account.

Parents/carers and young people have the right to:

- ♦ Independent Mediation Services

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

- ♦ Independent Advocacy

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

- ♦ Free Dispute Resolution

Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Jennifer Crocket, Head of Education - Lifelong Learning and Support/Chief Education Officer via Jennifer.Crocket@argyll-bute.gov.uk. If you do not have access to email, please contact Jennifer Crocket by phone on 01546 604288.

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

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

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

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

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

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

SCHOOL IMPROVEMENT

Main Achievements

At CGS we successfully implemented a new curriculum of 33 period week, allowing for increased subjects in the Senior Phase. Our school are committed to raise attainment and have high ambitions for 25/26.

We were visited by HMIE and Argyll and Bute Council and were given positive praise for our School Improvement Plan and vision.

We have 'rebranded' our ethos and vision with CARE - Community, Ambition, Respect and Equality and re-developed our school website.

Improving Standards

Please refer to our Standards and Quality Report via www.campbeltown.argyll-bute.sch.uk

School Improvement Plan

Please refer to our School Improvement Plan via www.campbeltown.argyll-bute.sch.uk

SCHOOL POLICIES AND PRACTICAL INFORMATION

Scottish Milk and Healthy Snack Scheme (SMHSS)

The SMHSS funds a daily portion of plain fresh cow's milk (or specified alternative) and a healthy snack (fruit or vegetables) for all pre-school children spending two hours or more in the care of a regulated day care provider and/or childminders that have registered for the SMHSS. SMHSS will replace the current UK Nursery Milk Scheme from 1 August 2021.

The link to this guidance is:

[Milk and Healthy Snack Scheme \(Scotland\) Regulations 2021: children's rights and wellbeing impact assessment - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/milk-and-healthy-snack-scheme-scotland-regulations-2021/childrens-rights-and-wellbeing-impact-assessment/pages/12.aspx)

School Meals

Argyll and Bute Council is committed to providing healthy, nutritious, good value meal options to pupils in our primary and secondary schools and a school meal is available in almost all of our schools, with the exception of Iona and Ulva primaries. We encourage healthy eating and school lunches are planned so that children can choose a well-balanced meal and a good selection of vegetables, salad, fresh fruit, and milk are available daily. All of our menus comply with the Scottish Government's [Healthy Eating in Schools Regulations 2020](https://www.gov.scot/publications/healthy-eating-in-schools-regulations-2020/pages/12.aspx)

and the [The Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2020](#).

As part of Scottish Government legislation, from January 2022 all pupils in P1-P5 became entitled to a free school meal. Parents do not have to register for this; all pupils will receive this meal automatically. Please see the section on free school meals for information for pupils from P6 and beyond.

Allergy information for our school menus is available online and in each school kitchen. Information on school meals are available via <https://www.argyll-bute.gov.uk/primary-school-meals-menu>. If your child has a food allergy, please contact the school office in the first instance so that any necessary arrangements can be put in place.

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

At CGS we offer a daily breakfast club where young people can get free toast, cereal bars and drinks in our atrium along with their peers and supervising staff.

Secondary Schools:

Across our secondary schools, pupils can opt for a two course set meal, which costs £2.40. In addition, secondary schools offer a range of hot and cold snacks and meal deals at lunch time. A selection of hot and cold items are also available at mid-morning interval. Secondary meals can be pre-ordered, to minimise queuing at lunchtime via the Fusion cashless catering solution. The 'Fusion' app is available for download from playstores for pupils to use on a smartphone or a pre order tables/kiosk in school.

A copy of the menu can be obtained from the school and may also be available on the school's website.

Packed Lunches

Some pupils prefer a packed lunch and it is the Authority's policy to provide facilities for the consumption of packed lunches in all schools where these are required.

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

Free School Meals

For information about Free School Meals, including the eligibility criteria, and to complete an online application form please visit [Free School Meals and Clothing Grant | Argyll and Bute Council \(argyll-bute.gov.uk\)](#). Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Special Dietary Requirements

Argyll and Bute Council Catering Service provides meals across all schools, including Primary, Secondary and Early Years Units. Part of this includes the provision of special dietary requirements for food allergies and intolerances, medically prescribed diets and diets for religious or cultural reasons.

If required, please contact the school to obtain a Special Diet Request form. Once this has been completed and passed to the Catering Manager, the Catering Service will, where

necessary and as required, work with the pupil, Parent/Carer, Education and the NHS to provide a nutritionally balanced meal that meets the dietary requirements for the pupil. Requests for non-medically prescribed diets also require a completed Special Diet Request form.

Health Care

You can contact your school health staff at: -

Catherine McTaggart - catherine.mctaggart@nhs.scot

Administration of Medicines

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

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

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

Skin Protection

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

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

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

Transport

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

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

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

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

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

Exceptional Requests

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

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

Exceptional transport requests can be made when:-

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

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

Free Bus Travel Scheme

A national new free bus travel scheme for children and young people aged from 5 to under 22 came into effect at the end of January 2022. Further information can found on the Transport Scotland website:

<https://www.transport.gov.scot/concessionary-travel/young-persons-free-bus-travel-scheme/>.
Parents can apply online or request an application form from the school office.

Education Maintenance Allowance (EMA)

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

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

Insurance

The Authority insures against its legal liability for:-

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

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

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

Music Services

We offer woodwind, brass, piping and drumming tuition in school. Further details can be found on our website and rotas are available on our daily bulletin.

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly. See management circular 3.11 <https://www.argyll-bute.gov.uk/education-circulars>

Subject Access Requests

GDPR legislation includes the right to request information we hold about you. If you wish to receive a copy of the personal information we hold about you, this is known as a Subject Access Request. Further information and a Subject Access Request form may be accessed via: <https://www.argyll-bute.gov.uk/data-protection>

Child Protection

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

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

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

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

Weapons Incidents in Educational Establishments

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

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

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a

proportionate response. Police Scotland will be contacted immediately and will coordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated First Aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to

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

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

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

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

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

All users should:

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

Users should not:

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

Personal safety

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

Please note:

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

Glow

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

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

For further information please refer to Education Management Circular 1.18 - <https://www.argyll-bute.gov.uk/education-circulars>.

General Data Protection Regulations (GDPR)

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

- GDPR give people more rights to know how their personal data is being used.
- It gives them the right to be 'forgotten' and their personal data deleted if they wish.
- It enables people to see what personal data is being held about them and to make sure their personal data is correct.
- It gives increased importance for the protection of children

- It creates increased importance for not allowing people without permission to see or use others' personal data
- If someone's personal data has been used by people without permission, they have to be told what happened.

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

A link to the general privacy notice for education can be found at www.argyll-bute.gov.uk/privacy/education-general. This privacy notice outlines the information that we require to provide Education for Children and Young People, who we will share that information with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

Pupil's work on display

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

Short Visits

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

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

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

Emergency Closures

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

In the event of an emergency closure outwith school hours updated postings will be made on www.argyll-bute.gov.uk/service-disruptions. You can also keep up to date with the latest information by calling 01369 704000.

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

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

USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at 24 May 2025:

General

Contact details for all Argyll and Bute Schools –
<https://www.argyll-bute.gov.uk/education-and-learning/schools>

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

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school –
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Educational Psychology Resources Website (Scan QR Code) –



Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils –
<https://education.gov.scot/parentzone/>

Education Scotland's toolkit for parental engagement and family learning –
<https://education.gov.scot/resources/engaging-parents-and-families-a-toolkit-for-practitioners/>

School Ethos

Developing a positive whole school ethos and culture –

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

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

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

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

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

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

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

Curriculum

Information about Curriculum for Excellence – <https://education.gov.scot/curriculum-for-excellence/>

and

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

Information on assessment -

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

Broad General Education (general) -

<https://education.gov.scot/parentzone/curriculum-in-scotland/broad-general-education/>

Broad General Education in the Secondary School - [CfE Briefing 1 - Broad general education in the secondary school \(ioe.ac.uk\)](http://www.ioe.ac.uk/CfE/Briefing%201%20-%20Broad%20general%20education%20in%20the%20secondary%20school)

Information on the Senior Phase – <https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/curriculum-stages/senior-phase-and-beyond/senior-phase/>

Information on Skills for learning, life and work –

<http://education.gov.scot/media/tcnk33qn/btc4.pdf>

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

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

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

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

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –
<http://www.myworldofwork.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – <https://education.gov.scot/media/bwxg5wma/btc5-framework.pdf>

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

Curriculum for Excellence factfile - Assessment and qualifications –
<https://education.gov.scot/media/0g2cthxv/cfefactfileoverview.pdf>

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

Transitions

Curriculum for Excellence factfile - 2-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –
<http://www.gov.scot/Topics/Education/Schools/curriculum/ACE/cfeinaction/transitionsfactfile>

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy –
<https://education.gov.scot/Documents/CareerInformationAdviceGuidanceScotland.pdf#:~:text=This%20strategy%20provides%20a%20framework%20for%20the%20redesign,young%20people%E2%80%99s%20skills%20for%20learning%2C%20life%20and%20work.>

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

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

Support for Pupils

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

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

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

Equality and Inclusion - <https://education.gov.scot/about-education-scotland/what-we-do/embedding-inclusion-wellbeing-and-equality/>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Education Scotland's Inspection and review page provides information on the inspection process –
<https://education.gov.scot/>

Scottish Credit and Qualifications Framework (SCQF) –
<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –
<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –
<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –
[School education statistics - gov.scot \(www.gov.scot\)](http://www.gov.scot/Topics/Statistics/School%20Education)

School Policies and Practical Information

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

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

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

Standards in Scotland's Schools (Scotland) Act 2000 –
<http://www.legislation.gov.uk/asp/2000/6/contents>