

2023-24

INVERGORDON ACADEMY SCHOOL HANDBOOK



Positive **E**thos, **O**bvious **P**upil-centred **L**earning **E**nvironment

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Please note that this handbook is correct at the time of printing (November2022).
Please refer to school website for any updated version. www.invergordonacademy.org.uk

SECTION 1

Information

WELCOME

Welcome to Invergordon Academy.

The school, which is 60 years old, has maintained an excellent programme of internal refurbishment. It has maintained its Health promoting status over a number of years, and it is a school with excellent ICT facilities. A school which starts its day with Breakfast and ends with Homework/Study facilities. A school with a strong house system and a wide variety of extra-curricular activities.

Situated on the northern shore of the Cromarty Firth, Invergordon has a population of around 4,000. For the greater part of the twentieth century it was an important admiralty facility because of its deep harbour. The distillery was built in 1961 and continues to produce base spirit and fine whiskies for clients worldwide. An offshore rig repair yard has provided an important link with North Sea oil and gas exploration and often, during the summer months, the community welcomes the arrival of cruise liners such as the QEII and The World. Adjacent to the school is a sports centre and swimming complex and the rural hinterland offers opportunities for participation in a wide range of leisure pursuits. A broad range of leisure and social activities is provided by Inverness which is less than half an hour away.

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents.

These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school.

We want our pupils to feel they are valued as individuals, as in a family.

The friendly nature of the school makes it an extended family – a family which always welcomes new members.

I look forward to meeting you soon.

M Aitchison

Head Teacher

SECTION 2

Contact Details

CONTACT DETAILS

Invergordon Academy

Academy Road

Invergordon

Ross-shire

IV18 0LD

Phone: 01349 852362

School Message Number: 01349 855942

E-mail: Invergordon.academy@highland.gov.uk

Web address: <http://invergordonacademy.com/>



SENIOR MANAGEMENT TEAM

Head Teacher

Mr M Aitchison

01349 852362

Depute Head Teachers

Mr A Mezals and Mr S Houston

Parent Council Contact

Mr M Aitchison 01349 852362

SECTION 3

Parental involvement

ENROLMENT

The school caters for children and young people from the age of 11 up until 18, from S1 to S6. School Roll is presently 340.

Invergordon Academy is the local school for pupils from Park, South Lodge, Newmore and Milton primaries. Enrolment forms for these pupils are issued to the pupils during primary 7.

Placing requests – Parental choice Each Secondary school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child, for P7 pupils there is a deadline of end of February. Application must be made to the Area Education Manager, 84 High Street, Dingwall, IV15 9QN Tel: 01349 863441, placing request forms can be obtained from

Placing request applications are made online at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Transportation to and from school, for placing request pupils, is a parental responsibility.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

If pupils live out with the school catchment area and their parents wish them to attend Invergordon Academy they can contact Mr Houston, on 01349 852362 to arrange a visit.

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's support manager in the first instance, or the Senior Management Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Education Officer, Area Education Office, Dingwall. Or see

<http://www.children1st.org.uk/what-we-do/our-services/search-our-services/parentline-scotland/> for more information.

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk

ATTENDANCE/ABSENCE

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should contact the school on the first day of absence by either of the different ways listed below:

- 1) Leave a message or text on school message system: 01349 855942
- 2) E-mail Invergordon.Academy@highland.gov.uk

The school has an absentee notification system. Parents/carers will be notified via text message if pupils are absent from Period 1. When returning to school after an absence, pupils should bring a note dated and signed by a parent or guardian given the reason for the time absent.

If a pupil needs to leave during the school day for an appointment etc, then a note confirming the appointment should be received by the school. Pupils must report to reception and 'sign out'. If returning the same day, they must report again to reception and sign in. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents/carers are contacted.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore we need to know the whereabouts of absent pupils.

When parents/carers are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

PARENTS/CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parent contact evenings
- Progress checks
- Target Setting
- Course choice/Options evenings
- Information on the school website
- Text messaging
- School app for Parents
- Head Teacher drop in sessions
- letters



The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums. A member of the Senior Management team is in school most evenings for parents to contact with any issues.

Family Learning

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Invergordon Academy runs a variety of family learning activities throughout the year. We will keep you up to date through our text service, school app and website. Parent Council is a group of parent volunteers to represent all parents of children at the school. The function of this body is to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between school, parents, pupils and the community

Any parent who wishes to raise an issue for the Parent Council to consider or become involved can do so by contacting Mr M Aitchison 01349 852362.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone>

Parental Communication

Parent Contact meetings for parents are held throughout the session: Term 1 and Term 3 for parents of pupils in S1

Term 3 for parents of pupils in S3 to discuss Option Choices with staff

Term 2 and Term 3 for parents of pupils in S4/S5/S6 Term 3 for parents of pupils in S2 to discuss Option Choices with staff

Regular updates are forwarded to parents throughout the year in the form of reports, target setting and progress checks.

Parents who wish specific reports on their child's progress at any time are welcome to make an appointment with the appropriate Support Manager or the Depute Head Teacher.

Arrangements are made for pupils enrolling at the Academy at the start of the session to see round the buildings in June, and to spend a week in their classes as part of the Primary-Secondary Induction programme.

Monthly parental drop-in sessions with the Head Teacher run after school.

Regular news items are also published on the school app and website containing updates on school events.

Parent viewpoints are collated from surveys issued at parent contact evenings, the results of which are published on the school website.

Complaints / Concerns / Comments

Any feedback (good or bad) is always welcome at any time. Please feel free to either email the school, or contact the appropriate Depute, or the Head Teacher.

SECTION 4

School Ethos

AIMS AND VALUES

The aim of the school is to enable the pupils of Invergordon Academy to achieve their full potential, to contribute to their development as active citizens and to take advantage of the opportunities life will present to them. Invergordon Academy aims to provide all its learners with an education that allows them to achieve success in the widest sense in a friendly, supportive environment.

In carrying out all aspects of our work, we will:

- value all our learners equally
- maintain positive purposeful relationships
- develop a strong sense of community
- have high expectations of all our learners
- seek to develop mutual respect between staff, pupils and parents
- Strive to improve the health & well-being of all members of our school community.
- Positive destinations for leavers
- Celebrate achievements through school website, prize-giving, assemblies, pupil profiles, house system and media systems.



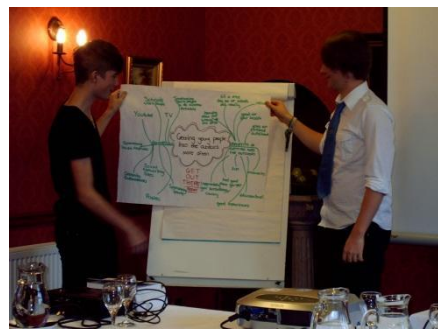
The success of the school depends on good teamwork, in which the skills of the staff along with the support of parents and the wider community will be directed towards the advancement of the pupils. We therefore value highly the relationships we have developed with parents, our local community and business partnerships. Pupils are encouraged to participate in a wide range of activities involving local businesses and the wider community, many of which enhance qualifications and promote the personal development of the individual pupil.

PARTNERSHIPS

Local ministers are invited to assemblies throughout the session. Parents have the right to request their child does not attend assemblies with a Christian focus for alternative reflection.

The school has strong links/partnerships with a number of agencies/businesses/alternative education bodies.

Very successful links with local industry enable all pupils to participate in a work placement.



PUPIL BEHAVIOUR AND POSITIVE BEHAVIOUR

We believe

- Good order is essential for effective learning.
- All behaviour problems should be treated with firmness, fairness, sympathy and understanding.
- The welfare of all pupils is our concern.
- Communication and consultation with parents at an early stage are essential in preventing and treating behavioural problems.

Aim

- We aim to promote the development of each pupil by encouraging:
 - a sense of personal responsibility
 - concern for the welfare of others
- This depends on good working relationships, based on mutual respect and understanding:
 - among pupils
 - between teachers and pupils
 - between teachers and parents



Bullying

Fortunately, most pupils enjoy school most of the time. The greatest cause of unhappiness in any school can be the nastiness of pupil to pupil, this can happen in a variety of ways including verbal comments, physical conflict or, increasingly, through the internet and social networking sites. However when unhappiness is caused we will help and deal with any issues of bullying swiftly. Please speak to your support manager.

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Support through Teamwork

Within the school an effective referral system operates, with the staff working as a team. Difficult cases are passed to senior members of staff, thus offering support to class teachers and enabling the work of other pupils to continue with little interruption.

This team is often extended to include parents whose support is regarded as essential. Parents are encouraged to contact the school if they have any concerns.

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Effective links are maintained with external support agencies such as the Psychological Service, Social Work Department, Children's Panel and Police. <http://forhighlandchildren.org/> In any incident involving misuse of drugs, the school will follow Council procedures.

SECTION 5

The Curriculum

CURRICULUM

Pupils are encouraged, in a warm and friendly environment, to acquire the skills for learning, life and work, including literacy, numeracy and Health and wellbeing in and out of the classroom which will enable them to develop as responsible adults. A balanced curriculum is provided to meet individual needs within the national guidelines.

The Subjects

As recommended in current national guidelines English, Maths, Religious and Moral Education, Physical Education and Personal and Social Education form the compulsory core of subjects.

Other subjects taken in S1 include French, History, Geography, Modern Studies, Science, Technical Subjects, Home Economics, Art, Music, Information Technology.



Courses in research skills and study skills are also provided to prepare pupils in the use of the library, computers, internet and project planning.

Personal and Social Education is largely delivered by the Support Team and incorporates all aspects of personal and social development e.g. Health Education, Careers Education, Relationships etc.

In accordance with Regional and National Guidelines, Religious and Moral Education offers a non-denominational approach to the study of world religions and seeks to promote tolerance of other people's views. Special arrangements will be made for pupils whose parents do not wish them to participate in religious education.

Subject Choice

During S1 – S3 pupils will follow an extensive programme of preparation for choice of subjects leading to National Qualification.

Advice will be offered on the likely level of success in the various courses. This advice will be based on careful monitoring of the pupils by class teachers and support staff. Personal interviews with pupils and their parents and possible career interests will also be taken into account.



A similar process applies in S4 and S5 as pupils are prepared for employment or further education.

Option choice information booklets are issued to pupils prior to entering S3, S4, S5 and S6. Option choice Parents evenings are also arranged.

Curriculum for Excellence

Further information on the curriculum and qualifications is available at [Highland Curriculum for Excellence information](#)

Extended Range of Subjects

As pupils progress through school a range of courses is being offered to provide breadth and balance to the curriculum and to meet the individual needs of pupils.



Distance Learning

The school provides courses for which it does not have a teacher, or for which there is only a very small demand, by providing Senior pupils with the opportunity to participate in Open Learning and distance Learning Courses.

The pupils have access to a tutor in some distant location, using electronic mail, internet and video conferencing.

In this way we try to meet our aim of responding to each pupil's needs.

Technology

Information technology is widely used in all subjects and at all stages.

Pupils are able to use Chromebooks both in the classroom and at home to support their learning. Chromebook devices have been issued to all pupils.



Pupils are responsible for their own device, and are expected to bring the Chromebook to school each day and to charge them at home each evening.

We are one of the most well equipped schools for Information Technology in the Highlands. All pupils have access to e-mail and internet. Every classroom has a digital projector. Classrooms have Interactive Smart boards or clever touch 70" interactive screens. All this equipment and other electronic aids are widely used to enhance the learning experiences of the pupils. Pupils are encouraged to use them as tools in problem solving, investigative work and the presentation of information.

Invergordon Leisure Centre is next to the school, this enables pupils to use these facilities, not only during PE times, but for personal fitness programmes. The centre has a swimming pool, fitness rooms, games hall, squash courts.

Library

The Library is staffed by a qualified Librarian and is open all day, including lunch times. The Library's computer system is connected to the Public Libraries. This means that pupils will automatically join the Public and school Library when they start at the school. Using the Public Library system gives pupils free access to a wide range of online newspaper databases and other materials.



The school Library houses books, magazines, newspapers, audio books, DVDs, videos and board games. The computers in the Library offer access to the Internet and several software programmes used for revision and study. The Library works in co-operation with departments within the school by providing resources to support each subject as well as teaching research and study skills, which will assist pupils both in school and in later life.

A careers section houses a comprehensive range of information in both print and multi-media form, as well as prospectus for Universities and Colleges.

Work Experience

All pupils are given the opportunity to participate in work experience during their school career. Senior pupils also have the opportunity to build work experience into their timetables.



College Links

A number of pupils now attend College as part of the Vocational Pathways Programme and this enables them to gain first-hand knowledge of particular areas of work.



Additional Support Needs

Through close links with the primary schools the support staff to gain a clear picture of the abilities of all pupils before they come into the school and advise class teachers.

Teachers draw to the attention of the support teachers any pupils who are having difficulties. Such pupils are regularly monitored and parents kept informed of progress.

The support teachers monitor the progress of pupils formally recognised as having special educational needs. The needs of such pupils are generally catered for within the normal pattern of courses but with specialist advice and support as required.

Under certain circumstances the school will make special arrangements, with the approval of the Scottish Qualifications Authority, to allow pupils with specific learning difficulties to participate in examinations for the award of National Qualifications. This ensures equality of opportunity and enables such pupils to achieve to their maximum potential. [Support for Learners Website](#)



Finance information for pupils leaving for College and University is provided to pupils.

RELIGIOUS OBSERVANCE

Withdrawal

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.



CAREERS ADVICE/16+ Learning Choices Information

Opportunities for All is a commitment by Scottish Government to offer a place in learning or training to every 16-19 year old who is currently not in education, employment or training. The long-term aim is to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment.

During their time at Invergordon Academy, all pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers, school librarian and Skills Development Scotland. At key stages such as option choice decision-making, most staff will be involved in making recommendations or giving general advice. We rely on the good links between home and school to ensure that through open dialogue, the most appropriate decisions for individual pupils are arrived at.

The strategic aim of SDS is ***to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives.*** Specialist careers staff can offer services in various ways that will allow the pupil flexibility while helping Careers to differentiate levels of service according to need:

high priority pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment.

medium priority are those not at risk but nevertheless requiring career planning support;

low priority are pupils able to self-help.

Invergordon Academy operates the 16+ initiative which is aimed at ensuring all school leavers have the offer of a positive sustainable destination. [16+ Learning Choices Information](#)

<http://creativityportal.org.uk/?q=&t=,developing-the-young-workforce&s=>,



There is a key Careers Adviser linked to Invergordon Academy, and is available on selected Parents' Contact Evenings to advise on matters relating to career and curricular choice. The Careers Team can also be contacted by parents or pupils at: **Skills Development Scotland:** Telephone 01349 855258

SECTION 6 and 7

Assessment and Reporting

ASSESSMENT AND REPORTING

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents/Carers will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

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

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with the individual pupil's Support Manager.

SECTION 8

Transitions

TRANSITION

Transition from P7 into S1 arrangements begin within on-going and close liaison between the Academy and associated primary schools over particular needs and priorities.

A mini highland games event is held in May for P7 pupils with S1 pupils helping.

Secondary staff visit primary schools, each pupil receives an information pack.

Transition induction week is in June when P7 pupils attend the Academy. During this week pupils follow their Secondary timetable in their Secondary classes. By the end of this week pupils have dealt with all the Secondary routines and have met their teachers. A parents evening is held during this week.



Senior pupils buddy up with a S1 pupils to help them settle in.

Senior pupils work closely with younger pupils in paired reading, Maths, PE programmes.

Secondary pupils receive information at option stages during PSE lessons, Parents' Evenings and through option booklets.

The school will ensure that all pupils leaving school has a positive destination. Parents should spend time with their child looking at the world of work website:

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

<http://www.highland.gov.uk/learninghere/16pluslc/www.hi-hope.org>

<http://creativityportal.org.uk/?q=&t=,developing-the-young-workforce&s=>,

https://www.highland.gov.uk/info/878/schools/19/school_leavers

SECTION 9

Support for Pupils

SUPPORT FOR PUPILS

The System

The support system is designed to:

- Make sure that each pupil individually receives the care and advice which young people need in growing up and choosing careers.
- Help pupils in consultation with their parents to take increasing responsibility for decisions which have to be made.
- Ensure that there is a teacher, well known to the pupil, who may be approached for help and information.

Support staff maintain contact with a case load of pupils throughout their period of attendance at the school. This is developed through:

- Personal counselling interviews.
- Teaching Social and Careers Education.
- Monitoring of attendance and punctuality and exchange essential information with teachers in support of the pupils.

We actively promote the personal development of individuals. The Support team seeks to encourage pupils both within and out of school to participate in a healthy, balanced range of pursuits.

Drug and Sex Education is presented in a context that values stable relationships, healthy living and personal responsibility. It is set within the wider context of health education and personal and social development. The programme, from S1 - S6, follows National and Regional Guidelines and is regularly reviewed. Materials are available for parents to view and discuss at parents evenings throughout the year and at any other time arranged to suit.

Discussion with parents on any aspect of the pupils' personal development will be welcomed.

(for Learning, Emotional, Social & Behavioural Difficulties)

Identification

Through close links with the primary schools the support staff to gain a clear picture of the abilities of all pupils before they come into the school and advise class teachers.

Teachers draw to the attention of the support teachers any pupils who are having difficulties. Such pupils are regularly monitored and parents kept informed of progress.

Paired Reading/Paired Sums

A very successful programme of support of pupils with reading and numbers difficulties is arranged in conjunction with the Educational Psychologist and using help from senior pupils.

Additional Support Needs

The support teachers monitor the progress of pupils formally recognised as having special educational needs. The needs of such pupils are generally catered for within the normal pattern of courses but with specialist advice and support as required via Tutorials and if required, a child's plan may be put in place to outline an action plan to help organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews.

All children have a *Named Person* and whom to contact if a parent thinks that a pupil has additional support needs, this is the pupil's Support Manager at the school.

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

If you feel your child has additional support needs please contact Mr S Houston at the school. For further information:

- My Rights, My Say – an advocacy and advice service for young people over 12
Scottish Independent Advocacy Alliance, an advocacy service to support parents and children with additional support needs <http://enquire.org.uk/>

Scottish Child Law Centre, an organisation providing free legal advice to young people

<http://www.highland.gov.uk/learninghere/supportforlearners/>

Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

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

<http://forhighlandchildren.org/>

http://www.highland.gov.uk/downloads/download/2/chip_information_sheets_additional_support_for_learning

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the individual pupil's Support Manager.

Miss MacDonald
Support for Learning



Miss Brook-Oliver
Support Manager



Miss A Stewart
Support Manager



Children's Service Workers are available in school they:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

The School Nurse, visits and is available for consultation by pupils.

Primary Mental Health worker, is also in school on a regular basis.

SECTION 10

School Improvement

STANDARDS AND QUALITY REPORT

Invergordon Academy's Standard and Quality report is available on our website at: <http://invergordonacademy.com/>

<https://invergordonacademy.com/parents/standards-and-quality-reports/>

From this document our key strengths are:

- Most pupils in the school are happy, get on well together and present to visitors as polite and courteous young people.
- Our school has a very positive ethos and a safe, productive high quality learning environment.
- Staff in the school deliver a high level of personal support for pupils which maximises the opportunities for most pupils.
- The staff in the school work hard at trying to improve what they do.

School Improvement plan can be found at: <http://invergordonacademy.com/>

Latest HMIE report: <https://education.gov.scot/inspection-reports/highland>

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

SECTION 11

School Policies and Practical Information

Highland Council Policies: [Authority Policies](#)

INVERGORDON ACADEMY DRESS CODE

We regularly review our dress code with the help of pupils and parents. Our last full review was in 2017-18. We are very glad that the popular opinion is that pupils should look smart in school.

We have revised our dress code guidelines based on the feedback.

School dress code can be a big expense for a family and for this reason we will provide every S1 and new pupil a free school tie.

Our Dress Code

Our over-arching standard is to be **‘Professional Office Smart’**

- All pupils wear a school tie with a white or black school shirt.
- Smart black zip tops or school jumpers **with school logo** are available from <http://macgregorschoolwear.co.uk/> or visit Macgregor’s Industrial Supplies in Inverness.
- A plain black jumper or cardigan can be worn as long as no large logos.
- Trousers or skirts should be black.
- The school will provide every S1 pupil with a tie during their transition visit.

Points to note

- Skirts should be a reasonable length
- Coloured/sports leggings and any joggers/tracksuit bottoms are not acceptable other than during PE.
- Sleeveless, collarless blouses are not appropriate with a school tie.
- There are no restrictions on footwear other than health & safety concerns
- Excessive hair colourings or large jewellery are not considered appropriate for school.
- Outdoor clothing including scarves, hats, gloves, etc should not be worn around the school.
- All pupils have a locker provided to store their outdoor clothes securely.

Physical Education Kit

PE kit is **essential**. The following is required

Inside

Shorts/Joggers

T-Shirt

Trainers (non-marking)

Outside

Shorts or Joggers

T-Shirt **and** Sweatshirt or Jumper

Outdoor Trainers

There will be times when classes will be working outside in inclement weather and therefore, for health and hygiene reasons, pupil's kit should be a complete change of clothing. Pupils forgetting kit will borrow school PE kit.

Health

If a child is unable to take part in PE a note must be presented to the teacher in charge at the start of the lesson. Pupils must still take their PE kit with them and change into it so they can help out in class, for example, refereeing, coaching others, supporting others. Pupils may have a shower after PE if they ask the teacher in charge at the start of the lesson so adequate time can be given.

EXTRA-CURRICULAR ACTIVITIES

Sporting

Football, Hockey, Athletics, Badminton, Basketball, Cross-country, Cycling, Golf, Hockey, Rugby, and occasional weekend outdoor excursions are offered to pupils.



Cultural

Activities include Art Club, Drama, Debating, Public Speaking, Power Readers, Scripture Union, Traditional Music Group, Orchestra, String Group, Breakfast, Chess Club, Rock Challenge, lego club, Equality group



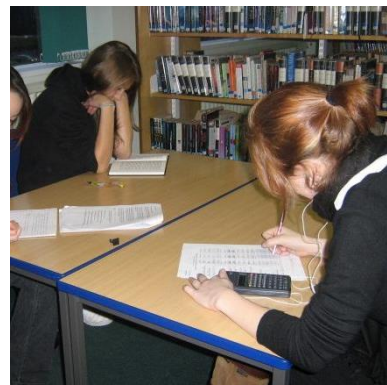
Charitable

Each year pupils organise a range of events to raise funds for charities. Sponsored events, sales, concerts, fashion shows etc have all enabled pupils to work with the community to show their concern for those less fortunate than themselves. A number of successful enterprise projects have enabled pupils to raise funds this session.

Singers and musicians also regularly visit homes for senior citizens to provide entertainment.

Homework Space

There is a Homework space available to all pupils after school from 3.30pm - 4.30pm. Expertise in different subjects and access to computers and the internet is available.



Homework is important because

- It gives pupils experience in managing their own learning.
- It is re-enforcing what has been learnt in school.
- Pupils can identify areas where they need to ask for further help.

Homework may take several forms

- Reading Notes
- Making Notes
- Reading Library Books
- Completing Class Work
- Learning Vocabulary
- Formal Written Exercises and Investigations etc.

Parents are important

- They can help by offering encouragement and advice and ensuring that work is completed on time.

All pupils receive homework either via Google classroom or paper copy.

House System

Pupils are assigned to houses under the leadership of their House captains. Various sporting and cultural activities which ensure high levels of participation among pupils of all ages in a variety of recreational and educational pursuits. Points are awarded for competitions and a trophy is presented to the winning house each year.

House	Leader
Balnagown	Miss Ross
Kildermorie	Mrs Braddick
Novar	Mr Phillips

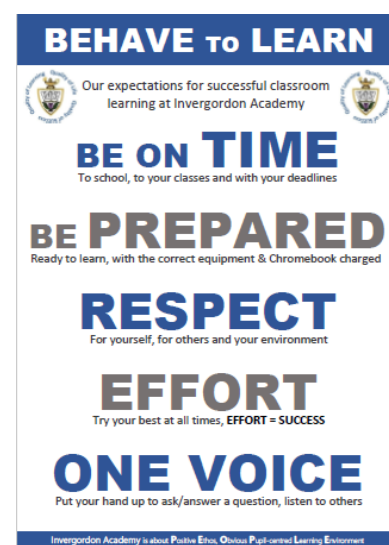
Pupil Council

Pupil participation in school is encouraged through the Pupil Council. Representatives from each year and each House meet regularly with their Head of House and the SMT to discuss issues that are of concern and new ideas from pupils. All pupils have the opportunity to raise issues for discussion at the Pupil Council through PSE lessons.

Two members of the Pupil Council represent the school on Highland Youth Voice.

Classroom Behaviour – some basic guidelines:

- Wear dress code
- Be on time for class & line up at door
- Come prepared for class e.g. jotter pen etc.
- Chromebooks charged
- Put hands up, don't shout out – One voice
- Follow teacher instructions
- Keep on task
- Complete any homework given



Health Promoting School

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. S1 pupils are encouraged to set Health Targets. Healthy living is a regular topic in classes. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

School Meals cost £2.55 for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please

see: http://www.highland.gov.uk/info/899/schools - grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Application forms are also available from school reception if required. Pupils receive credit on their account which they can use during break and lunchtime in the canteen.

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see:

https://www.highland.gov.uk/info/878/schools/9/school_meals

Lunchtime Choices

Parents are responsible for pupils who decided to go out with school grounds at lunch time. For school meal menus: https://www.highland.gov.uk/info/878/schools/9/school_meals



Breakfast

A morning cuppa + toast and a piece of fruit is available for all pupils free of charge from 8.15 am - 8.40am in the café.

Administration of Medicines

Prescriptive medication should be given at home by parents.

- Only if necessary staff will administer prescribed medication, if it is required to be given in school, the medication should be unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Mobile phones, etc.

Mobile phones can only be used out with class time. If they are used in class the teacher will take the phone and pass it to a member of the senior management team. No photographs or videos should be taken without other pupils and staff giving their permission.

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/info/1125/licences_permits_and_permissions/23/employment_of_children

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2023/2024 pupils born between 1 March 2004 and 30 September 2007 can receive payments from August 2023. Pupils born between 1 October 2007 and 29 February 2008 can receive payments from January 2024. Further information on full eligibility criteria and the online application process can be obtained from the school.

http://www.highland.gov.u/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance

Adverse Weather

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the head teacher.

It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

To use the service dial 0800 564 2272 and enter Invergordon Academy's pin number when prompted: 04 1080.

You can also access the highland school closure website on:

<http://www.highland.gov.uk/schoolclosures> for school closure information.

Leaving procedures

If you are transferring to another school some paperwork needs to be completed which requires a signature from a parent or guardian. Please arrange an appointment with Mr Houston.

If you have come to the end of your school career, pupils aged 16 between 1st March and 30th of September may leave school at the end of May, pupils aged 16 between 1st of October and the end of February inclusively may leave school at the end of the Christmas term. A leavers form is available from the school office and return all books to your teachers.

Pupil Property

Pupils are responsible for their own belongings, school is not responsible for any items that go missing or are damaged. Pupils are provided with a locker. It is recommended that pupils use the locker during the day and take all their property home each night. We strongly recommend pupils have their names on their clothing as a vast amount of property has to be disposed of every year.

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data protection legislation and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed> .

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland.

Further information about 16+ Data can be found here - <http://hi-hope.org/directory/listing/16plus-planning>

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

DATA POLICY

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and

statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Equality and Inclusion

For up to date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

PROTECTION OF CHILDREN

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from

Mr S Houston or online at

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information

School day Monday - Thursday- pupils must be in class at 8.45am

Period 1 08.45 – 9.35

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 – 13.50

Period 6 13.50 – 14.20

Period 7 14.20 – 15.30

School day on a Friday ends at 13:10.

School Dates https://www.highland.gov.uk/info/878/schools/32/school_term_dates

School Opens

Tuesday 15 August 2023

Monday 23 October 2023

Monday 8 January 2024

Monday 15 April 2024

School Closes

Friday 6 October 2023

Friday 22 December 2023

Thursday 28 March 2024

Thursday 27 June 2024

Half Term Holiday Monday 19 & Tuesday 20 February 2024

May Holiday Monday 6 May 2024

In-service training days – School closed to pupils

Monday 14 August 2023

Monday 11 September, Tuesday 12 September 2023

Wednesday 21 February 2024

Thursday 2 May 2024

Our Senior Management Team consists of:

Mr M Aitchison
Head Teacher



Mr A Mezals
Depute Head Teacher



Mr S Houston
Depute Head Teacher



Our Faculty Heads are:

Mrs R Braddick
Art, English & Languages



Mrs F Philips
Maths, Computing
Design & Technology



Mr C Phillips
Science,
Health & Food Technology,
Business Studies



Miss C Ross
Physical Education, Music, RME,
Social Subjects



MEMBERS OF STAFF

Head Teacher	Mr M Aitchison
Depute Head Teachers	Mr A Mezals, Mr S Houston
Art & Design	Mrs S Forsyth, Ms A Murray
Business Studies	Miss C Macpherson
Computing	Mr P Herbert
Design and Technology	Mr S Rasmussen, Vacancy
English	Mrs R Braddick, Mr C Grant, Vacancy
Home Economics	Mrs D Booth
Mathematics	Mrs F Philips, Mr S Bryce, Ms E Stanesby, Mrs S Thompson
Languages	Mrs F Taylor
Music	Mrs L Cameron-Mackintosh
Physical Education	Mr A Kellock, Mr J Maclellan
RME & Philosophy:	Ms K McKie
Science	Mr C Philips, Mrs B Mackay, Ms C Ainsworth, Mrs S Thompson
Social Subjects	Miss C Ross, Mr D Cameron
Support Team	Mrs K Brook-Oliver, Miss C Macdonald, Miss A Stewart, Mrs J Bregazzi, Mrs J Reilly, Vacancy x 2
Pupils Support Assistants	Mrs G Baxter, Mrs M Lohse, Miss L Urquhart, Mrs E Sinclair, Mrs L Finlayson, Miss N Watters, Mr S Mackay, Mrs A Black, Mrs T Smith
Children's Service Workers	Mrs L Brown, Mrs R Wright
Librarians	Miss P Summers, Ms J McLelland
Technicians	Mrs D McFarlane, Mr J Ritchie
Administrative Assistant	Mrs L Robson
Clerical Assistants	Mrs J Fowler, Miss H McLellan
Facilities Staff	Mrs B Campbell

