

MILLBANK PRIMARY

SCHOOL



SCHOOL HANDBOOK

2026/2027



HANDBOOK – December 2025

Millbank Primary School
Millbank Crescent
Nairn
IV12 4QB



Head Teacher: Mrs Louise Kinnear

Dear Parent,

Welcome to Millbank Primary. I do hope that your child will be happy in our school. At Millbank school we have English Medium classes, Gaelic Medium classes, classes for pupils with Additional Support needs and an Early Learning and Childcare room. We pride ourselves on our nurturing, positive and inclusive ethos and strive to follow the Millbank way –

I smile and say hello.

I listen to learn.

I care for everyone and everything.

I keep healthy and have a positive attitude.

I work hard and challenge myself.

You, as parents, are very much part of our school and I hope that you will feel comfortable about coming into the school and talking to us. Clerical staff, class teachers, ELC staff and the management team are always willing to speak to parents – answering queries and offering support and advice.

I hope that you will find this booklet useful, informative and reassuring. Please keep it in a safe place during the time your child is at Millbank School so that you may refer to it if need be.

Our school Facebook page (search for Millbank Primary School) which will give you access to school newsletters and lots of other useful information.

We look forward to our partnership together.

Yours sincerely,

Mrs Louise Kinner
Head Teacher

Millbank Primary School

There are presently 8 mainstream classes in the school with a further two classes taught in the medium of Gaelic. We also have an Enhanced Provision which contains 2 classes which are called the Rainbow and Sparkle Rooms. These classes support children with complex or profound additional support needs. These classes provide a combination of small group support and inclusion within mainstream classes. There are currently 236 pupils in P1-7 with a further pupils 21 (3 and 4 year olds), in our Early Learning and Childcare Centre.

At Millbank Primary School, we pride ourselves on providing a nurturing, positive and inclusive learning environment. We encourage pupils to be actively involved in their learning by setting challenging yet realistic targets, supported by staff and parents. We support and encourage our pupils to be successful learners, confident individuals, effective contributors, and responsible citizens.

Achievement is recognised and success celebrated in a variety of ways including weekly assemblies, school newsletters, our achievement walls, school website, school Facebook page and on displays around the school.

We actively promote partnership between home, school and the wider community and have an active and supportive Parent Council.

In November 2022, we were awarded the Bronze: Rights committed stage of UNICEF's Rights Respecting Schools award.

In June 2025, we were awarded the core award, for Reading Schools.

We are a health promoting school and offer our pupils opportunities to participate in various activities which promote a healthy lifestyle. We also offer opportunities for pupils to hold positions of responsibility within the school, such as Junior Leaders, Buddies, Pupil Parliament reps, JRSOs.

Our 'Promoting positive relationships' policy is available on our school website [Home](#)

School Improvement

Our 'School Improvement Plan' and 'Standards and Quality Report' are available on our school website. These documents detail the work done in the previous session and outline the priorities for the following session.

This year, our improvement priorities are as follows –

- Engaging with the National Improvement Writing Programme, which is being led by Education Scotland.
- Embedding a consistent approach across all areas of literacy to raise attainment. To achieve this, we are continuing to utilise Stephen Graham writing pedagogy training, the authority's Comprehension training, and Active Literacy's spelling programme.
- Extending and developing both our receptive and expressive vocabulary which will be utilised both in our writing and comprehension work.

Our Standards and Quality Report and our School Improvement Plan are available on request. They can also on display in our reception and can be found on the website below.

https://www.highland.gov.uk/info/827/education_and_learning

School Calendar

Session 2026/27

OPEN

2026 Wednesday 19 August

2026 Monday 26 October

2027 Wednesday 6 January

2027 Monday 20 April

CLOSE

Friday 9 October

Tuesday 22 December

Thursday 2 April

Thursday 2 July

May Day Holiday – Monday 3 May 2027

Casual holidays - Monday 15 February and Tuesday 16 February 2027

In-service days:- Monday 17 & 18 August 2026; Monday 14 September and Wednesday 17 February 2027; Thursday 6 May 2027

Millbank School Staff - December 2023

Management Team

Head Teacher	Louise Kinnear
Depute Head Teacher	Sarah Bilsland
Principal Teacher of ASL	Gillian Laws

Classes and Class Teachers

P1/2	Dawn Wood
P2	Mairi Allison
P3	Debbie Robertson
P3/4	Kirsty Tulloch & Emma Bilsland
P4/5	Spike Setch
P5/6	Naomi Joseph
P6	Ewan MacDonald
P7	Catriona Amos
GM 1-3	Mhairi Coutts & Ealasaid Morgan
GM 4-7	Cara Canon
Rainbow class	Jen Morrison
Sparkle class	Mhairi Gray

Support for Learning Teacher	Gill Laws
CCR Teachers	Louise Jones & Anete Smedra

Pupil Support Assistants (PSAs)

Jane Austin
Deborah Barclay
Erin Edward
Lynn Boyle
Catherine Close
Mandy Farrar
Fran Henderson
Julie Hoath
Kayleigh MacLeod
Alison Munro
Andrea Ross
Aimee Stewart
Teresa Tough
Denise Walker
Shona Wescott

ELC Staff

Carol Grant - EYP
Julie Grant - EYP
Helen Jones - Early Years Graduate
Jacqui Carroll – Support Worker
John Steele – Support Worker

Clerical Staff

Shirley McPhail
Jennifer Rodgers

Facilities Management Assistants

Andy Green

Children’s Services Worker:

Lynn Froude

Active Schools Co-ordinator:

Deanna Lundie

School Times

Early Learning and Childcare (ELC)

All 3 and 4 year olds are entitled to 1140 funded hours of Early Learning and Childcare per session, which is the equivalent of 6 hours per school day. Our Nursery offers these hours between 0845 and 1445 each school day.

Primaries 1 – 3

9.00 am – 3.00 pm
(Lunch from 12.15 – 1.30)

Primaries 4 – 7

9.00am – 3.00 pm
(Lunch from 12.45 – 1.30)

School contact details

School Telephone Number: 01667 452240

E-mail Address: millbank.primary@highland.gov.uk

Keeping us informed

Problems and queries are best dealt with promptly, so please feel free to contact us as soon as possible. Equally, if there is some problem at home which may be causing distress or worry for your child, it is very helpful if we are told about this so that your child's teacher can deal sympathetically with your child at any time of difficulty.

If you wish to speak to your child's teacher, please remember that (s)he has a full-time teaching commitment. Calling the office or sending an email are the best ways to get in touch.

You may also wish to speak to the Head teacher who is always happy to take calls or meet with parents at a mutually convenient time.

Catchment areas

Each 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. Details about school catchment areas can be found on the Council's website -

https://www.highland.gov.uk/downloads/download/678/school_catchment_maps

Requests – Parental Choice

Parents have the right to specify the school in which they wish to place their child. Application must be made to:-

Mark Jones (Area Quality Improvement Manager)
Highland Council Headquarters
Glenurquhart Road
INVERNESS
01463 702880

Placing request forms can be obtained from

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.

If pupils live out with the school catchment area and their parents wish them to attend Millbank School they can contact Louise Kinnear, Head Teacher, by telephoning 01667 452240 to arrange a school visit.

Parents of children with additional support needs, (including those that have Co-ordinated 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.

Parents/Guardians/Carers as Partners

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their families. These relationships must be nurtured by an effective exchange of information between teachers and pupils and 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 of their child's progress and any key decisions being made about their education. This includes:

- Weekly Overview plus reminders, sent out at the start of every week.
- Monthly Newsletter, sent out at the end of each month. All the above documents will be posted on the school's Facebook page and website and also sent to personal e-mail addresses.
- Parents' Evenings in September/October and March.
- Involvement in target-setting and recognising achievement & progress.
- Annual written pupil progress report/profile in May/June

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

Millbank always seeks to involve parents in any key decisions about their child's education and keep parents informed about progress. Parental views are obtained from questionnaires and surveys conducted at parents' evenings, workshops or by email.

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting our Parent Council Chairperson, Jo Surtees - millbank.primary@highlandpc.co.uk.

The Parent Council also has a Facebook page where you can access information and minutes of meetings etc.

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/>

School Uniform

We expect our pupils to take pride in their appearance and their school. One of the obvious ways of fostering and displaying this pride, not only in the school, but also in the eyes of the wider community, is by pupils wearing the school uniform.

Our school uniform provider is 'Schoolwear made easy' –

<https://schoolwearmadeeasy.com/search?q=Millbank+Primary&type=product>

Clothing

If you are in receipt of benefits, you may be entitled to a clothing allowance. Application forms are available at the school office or can be accessed online.

For P.E. lessons your child will require shorts, t-shirt/polo shirt and gym shoes. Pupils may be asked to change in to their gym shoes if outdoor shoes are wet and/or muddy.

An old shirt for art/craft work is also recommended to protect clothing.

PLEASE ENSURE THAT ALL ITEMS OF CLOTHING INCLUDING GYM SHOES, ARE CLEARLY LABELLED WITH YOUR CHILD'S NAME.

Lost Property

Children can be careless with their belongings. While teachers take reasonable steps to ensure that children do take care of their personal belongings sometimes items do get lost.

We have lost property collection points at the infant entrance and at the janitor's door.

Children should not bring expensive toys, computer games, watches or jewellery to school. If they do, it is entirely their own responsibility and risk. If these items are lost or damaged a great deal of distress is caused.

Money and other desirable objects must never be left in cloakroom pockets or bags. All money relating to school, e.g. lunch money, should be placed in a sealed and labelled envelope and then given to the class teacher first thing in the morning.

Mobile Phones

Pupils are not allowed mobile phones in school. Where it is necessary for a pupil to carry a phone to and from school, the mobile must be handed to the class teacher at the start of the school day.

Lunch time

School Meals

Meals are cooked and served on the premises by Highland Catering Services. The present cost per meal is £2.40. Pupils in P1-5 are entitled to a free school meal. Children with specific dietary requirements may be catered for by consulting the school cook, Mrs Senior. There are two canteen supervisors on duty each day and these staff members alert the child's teacher or the Headteacher if there are any concerns. Parents are issued with dinner menus on a termly basis. This allows parents and children to be informed of the food being served each day. Each menu is healthy and well-balanced and in line with the "Hungry for Success" initiative.

Collection of School Meals Money

A post box is situated at the canteen entrance lobby for payment of school dinner money. Money must be in a clearly labelled envelope with the child's name and class. Envelopes are provided at the post box or in the school office.

Free School Meals

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](http://www.highland.gov.uk/info/899/schools-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing) or ask at school reception.

Packed Lunches

Children may bring packed lunches to school and eat them in the canteen. All food should be in a strong container with a secure lid and these should be clearly marked with the name of the pupil. Glass bottles and containers are not permitted in line with Health and Safety regulations. Flasks may be used, providing that the contents are not so hot as to cause scalding. Fizzy drinks are not allowed. **BECAUSE WE HAVE SEVERAL PUPILS WITH SEVERE NUT ALLERGIES NUTS ARE NOT ALLOWED IN PACKED LUNCHES – THIS INCLUDES NUT BUTTERS AND CEREAL BARS CONTAINING NUTS.**

Out of School Lunches

No pupil lunching at school is allowed to leave the school premises unless by prior arrangement between the Head Teacher and the parent. This is to safeguard your child through the school day. Pupils who leave the school premises at lunchtime are expected to go home for lunch and not wander down the town. All pupils leaving the premises must have parental permission. Parents should understand that if they allow their child to go out of school at lunchtime, that child becomes the total responsibility of the parents throughout the lunch break.

Playtime

Playground Supervision

At each break time a team of Pupil Support Assistants (PSAs) are on duty in the playground. P7 Buddies are also on hand in the playground during morning breaks and P7 Junior Leaders are on duty at lunchtime, organising games and activities for younger pupils. All PSAs have First Aid training.

Bad Weather

We encourage pupils to play outside at breaks wherever possible but if the weather is really bad the children are supervised in their own classrooms by PSAs and prefects. In each classroom, the teacher and children agree on class rules during a wet playtime.

Illness

If your child feels unwell first thing in the morning, please do not send him/her to school. You should inform the school about your child's absence before 09:15 the same day. If your child becomes unwell during the school day you will be contacted, and arrangements will be made to take him/her home.

It is important that you inform the school of any medical condition. Details of all pupils with medical conditions are kept in the medical room, office, canteen and staff room in addition to the child's classroom.

Serious Injury

We would always try to contact parents immediately if we feel that a visit to the hospital is advisable. However, it may be necessary to transport the child to hospital and inform you as soon as possible. We would always try to contact the numbers you have given the school on the emergency contact form. Please remember to keep us up to date with changes to telephone numbers, addresses and information relating to emergency contacts.

Medical Advice and Support

The school is well supported by a medical healthcare team based at Nairn Hospital. We can access the professional services of a community paediatrician, a physiotherapist, an occupational therapist, a school nurse, a speech and language therapist and a psychologist. Should you have any worries about your child's health or behaviour which may affect his/her school work please contact the school in the first instance.

Children regularly have dental inspections. Parents are informed prior to any dental inspection.

Medication at school

Where a child is expected to take medicine three times daily this should be done before school, at tea time and before going to bed. The school does not then need to be involved. When it is essential that a child receives medication during the school day the medication must be kept in the school office along with clear written guidance from parents/carers.

If a child requires an asthma inhaler or similar device, that child should have been instructed on the proper use of that device. For pupils in P1-3 inhalers should be handed to the class teacher who will keep them in her/his desk. Pupils in P4-7 should keep inhalers in a secure part of their school bag.

Where a child has very specific medical needs (such as peanut allergy, epilepsy or diabetes) the school must have a written protocol from a doctor to ensure that proper procedures are followed, if

necessary, in school. It is the responsibility of the parent to inform the school of their child's needs and to ensure that the advice and equipment is kept up to date.

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 the Headteacher or online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Useful information for parents is also available on the Children 1st web-site: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. If a child is absent from school a parent or carer should phone the school on the first day of absence on 01667 452240.

If pupils have to attend medical or dental appointments during the school day please let us know by telephone call or letter. A family member or friend must collect the child from school to attend such appointments.

If pupils fall ill during the day parents are contacted for them to collect their child. It is therefore essential that we have up-to-date daytime contact numbers and emergency contact numbers for all pupils.

If a pupil has sickness and/or diarrhoea, please keep them at home until at least 48 hours has elapsed since the last attack.

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 and therefore need to know the whereabouts of absent pupils. If the school has not been informed of the reason for a child's absence then school staff will phone parents/carers to clarify reasons for absence.

When parents 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/download/downloads/id/30252/highland_school_calendar_2026_to_2027.pdf

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

Additional Support Needs

All children need support to help them learn. Some children may require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. For more information see the links below.

[Additional support for learning | Additional support for learning | The Highland Council](#)
<http://enquire.org.uk/>

Parents wishing to enquire about a pupil's progress or who have concerns about their progress are invited to get in touch with the Head Teacher, Louise Kinnear by phoning 01667 452240.

Wc44 Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

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

Support for Learning Team

Through the continuous assessment of each individual child from Nursery onwards it is obvious that different children are at different stages of development.

Each child will be expected to develop at whatever rate their maturity and ability dictates. Any child identified as requiring additional support in the classroom will be assessed by the Support for Learning Team. Parents are always kept fully informed.

Currently Millbank has a full-time Principal teacher for Support for Learning Teacher.

Sometimes short-term help is required but in other cases a longer term or modified programme may be necessary. The Support for Learning teacher carries out her work in close co-operation with the class teachers.

Pupils who are experiencing difficulties are sometimes, following consultation with their parents, referred to the Psychological Service. An assessment will then be carried out which will identify the nature of their difficulties and provide the Support for Learning Team and the Class Teacher with valuable information, which they will use when jointly planning appropriate programmes of work.

It is not Highland Council policy to “accelerate” exceptionally gifted children into a higher class. It is best for pupils’ emotional and physical wellbeing to work alongside their peers with appropriately challenging programmes of work being planned by the class teacher.

Sometimes a Children’s Service Worker will be involved in supporting a child. A **Children’s Service Worker** is often based at the school and will generally focus on social and emotional needs rather than issues about the curriculum or classroom learning. 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

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Information about the 2009 Additional Support for Learning Act

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it came into force on 14 November 2010. More information can be found in the following websites:

<http://www.legislation.gov.uk/asp/2009/7/contents>

Further information and support can be found below:

(a) Enquire – the Scottish advice and information service for additional support for learning

<http://enquire.org.uk/>

(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

(c) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children

(d) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people

ASN (Additional Support Needs) classes

We have 2 ASN classes for children with complex and profound additional support needs.

The degree of inclusion of ASN pupils with mainstream pupils is planned around the abilities and needs of individual children. All pupils are given the opportunity to participate in a wide range of social and curricular activities with their peers. Team teaching exists between the ASN teachers and class teachers. This allows for pupils to undertake curriculum activities within their ASN class or in a mainstream class.

Early Learning and Childcare (ELC)

Our ELC class has been a feature of our school for a number of years and provides sessions for 3 and 4 year olds with qualified Early Years staff. The Scottish government has committed to providing 1140 funded hours of ELC for all 3 and 4 year olds; from January 2021 Millbank has offered those hours from 08.45 am - 2.45 pm each school day.

Enrolment for ELC takes place in February of each year.

Gaelic Medium Department

Our Gaelic Medium (GM) Department opened in August 2006. The department is an integral part of the school, sharing guidelines and policies in all aspects of education and classroom management with the rest of the school. GM pupils have regular opportunities to join their peers in English medium; for example at weekly school assemblies, in school performances, during sports activities and participating in school visits.

In Gaelic Medium education Gaelic is not taught formally as a lesson; instead it becomes the everyday language of the classroom with the children being encouraged to use Gaelic as soon as possible. During the initial three years of immersion the pupils become fluent in speech and learn to read and write in Gaelic. They are introduced to English reading and writing in Primary 4.

Please visit the website www.gaelic4parents.com which has games, stories, audio and much more.

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 data protection legislation and may only be disclosed in accordance with the codes of practice.

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. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

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>

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.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

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

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.

The Curriculum

Our pupils are alike in many ways and yet they differ in many ways. A daily routine of individual, class and group teaching and activity is planned in which your child can work with confidence and where teacher assessment and guidance is regular and constant.

Careful observation, good listening and the use of memory are fostered in all curricular activities. Pride in the presentation of all recorded work is encouraged through the attractive display of some of the work produced each term.

As a school we base all our work on the 3-18 Curriculum for Excellence. The Curriculum for Excellence seeks to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors.

The class teacher regularly assesses children's progress. Pupils are encouraged to be involved in their learning through self and peer assessment and in learning conversations with their teachers to identify their strengths and their development needs. Parents are kept informed of their child's progress through twice yearly parent/teacher interviews and by annual Pupil Progress Reports, usually sent out in the summer term.

The primary school curriculum gives all pupils the opportunity to develop their learning through a wide and varied range of subjects.

Your Child's Learning Journey

At Millbank, children's learning is guided by the principles and practice of The Curriculum For Excellence (CFE). CFE has two broad aims:- raising standards and preparing children for living in the 21st Century. CFE involves more emphasis on active learning, continuous assessment procedures and greater continuity in learning during a child's entire period of schooling.

3-18 Curriculum Levels are as follows:-

Level	Stage
Early	ELC and P1
First	To the end of P4, but earlier for some
Second	To the end of P7, but earlier for some
Third and Fourth	S1-S3, but earlier for some
Senior	S4 onwards

Further detailed information for parents on the Curriculum for Excellence can be found at [Highland Curriculum for Excellence information](http://www.highland.gov.uk/info/878/schools/17/school_curriculum) -
www.highland.gov.uk/info/878/schools/17/school_curriculum

LITERACY

Millbank staff have engaged with Highland Council's Emerging literacy framework which is a developmental approach to all aspects of literacy and gives clear guidance on planning, teaching, tracking and assessment.

Talking

Spoken language is given a central place in the primary school curriculum. Pupils are given many opportunities to talk to their peers, their teachers or to larger audiences in a variety of settings. Some examples of these opportunities are presenting prepared talks to their classmates, giving their views and opinions, speaking at assemblies, taking part in school concerts and performances.

Listening

Pupils are encouraged to understand or seek clarification of what they hear. They are encouraged to hold polite conversations and discussions and are taught the techniques of good listening.

Reading

Reading is regarded as one of the most important areas of the curriculum. We have recently supplemented our reading scheme with additional readers for children of all stages and abilities. At all stages, from ELC to P7, we aim to foster a love of books and to encourage a reading habit. Pupils have opportunities to read for pleasure and visit our school library each week. We also have regular paired reading sessions, linking older classes with younger ones.

Writing

When we talk about 'writing' we are talking about two things. One is the ability to use a pen or pencil – the secretarial skills and the other is what the child is trying to communicate through his writing – the composing skills. We aim to teach our children to write legibly and with fluency and speed.

Children throughout the school are given opportunities to write in different ways for different purposes, with structured, weekly lessons. Pupils are encouraged to assess their own work and set personal targets for their next piece of writing. Spelling, grammar and punctuation are all taught to suit the different ability groups.

LANGUAGES

A Highland Council initiative, 1+2 languages, aims to have pupils learning additional languages from P1. Millbank's first additional language is French. Millbank's second additional language is Gaelic. Our 2 Gaelic medium classes give regular input to assemblies and performances and are active participants in 'Seachdain na Gàidhlig' (Gaelic week) where they lead activities across the school and community to further develop knowledge and understanding of the Gaelic language.

P5 pupils also receive input from Feis which celebrates Gaelic language and culture.

In addition, we promote the Scots language, through assemblies and celebrations such as Robert Burns' Day and St Andrew's day.

We also use the Makaton communication system to ensure inclusion of our ASN pupils.

NUMERACY AND MATHEMATICAL SKILLS

Numeracy and mathematical skills are embedded in the Experiences and Outcomes. These skills are developed through careful planning of learning activities, questions and a range of assessments. As learners progress through Curriculum for Excellence levels, they should demonstrate increasing sophistication and independence in their ability to demonstrate, link, transfer and apply skills in:

- Number, money and measurement
- Shape, position and movement
- Information handling

HEALTH AND WELLBEING

Learning through health and well-being promotes confidence, independent thinking, positive attitudes and dispositions. It ensures that each child develops the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future.

Our study of Health and Well-being is grouped into five contexts:

- Mental, emotional, social and physical well-being
- Physical education, physical activity and sport
- Food and Health
- Substance Misuse
- Relationships and sexual health

SCIENCE

Through learning in the sciences our pupils develop their interest in and understanding of the living, material and physical world. They engage in a range of collaborative investigative tasks, which allow them to develop important skills to become creative, inventive and enterprising adults.

EXPRESSIVE ARTS

The expressive arts are music, art & design, drama and dance. These are integrated where appropriate into other areas of the curriculum to provide a rich and varied experience for the pupils.

MUSIC

During music lessons children sing songs, sometimes linked to a theme being studied. They may listen to music or compose their own pieces. In pre-covid times we had a well-established senior school choir, a ukulele group and a recorder group who performed at end of term services and at community events. Strings, brass, woodwind and chanter tutors visit the school weekly to coach individual pupils. P4/5 receive a block of music tuition from Feis - Feis is an organisation which works to promote Gaelic language and culture.

ART AND DESIGN

Art and Design work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric work.

DRAMA

Drama is an important part of the curriculum. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and/or speech the feelings of themselves and others, imagination is stimulated and powers of discrimination, observation and awareness are increased.

Through **Dance** learners have opportunities to be creative and to experience inspiration and enjoyment.

SCHOOL PERFORMANCES

Millbank gives pupils many opportunities to use their talents to confidently perform in front of an audience. There is a Christmas performance every year involving all pupils from P1-P7.

We also commemorate events such as St. Andrew's Day, Burns' Day and Remembrance Day through whole school events or class/year group activities.

TECHNOLOGIES

Learning technologies enable our pupils to be informed, skilled, thoughtful, adaptable and enterprising citizens.

ICT (INFORMATION AND COMMUNICATION TECHNOLOGY)

Being skilled in using ICT is essential if children and young people are to be effective contributors, able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of learning. We have a well-established Technology Team, made up of senior pupils who support both pupils and staff in all aspects of online learning and safety.

PHYSICAL ACTIVITY AND SPORT

Physical activity and sport provides experience for the children in body and space awareness, gymnastics, apparatus work, games skills (both indoors and outdoors), athletics and sporting activities. All pupils receive 2 hours physical activity weekly. Pupils in P4 and P5 receive a block of ten weeks' swimming instruction at Nairn Swimming Pool. Teams are entered in sporting competitions whenever possible, for example cricket tournaments, football tournaments and athletics events.

INTERDISCIPLINARY LEARNING

At Millbank we endeavour to link learning across subject areas. Interdisciplinary learning enables teachers and pupils to make connections across learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, e.g. through answering big questions, exploring an issue, solving problems or completing a project.

RELIGIOUS AND MORAL EDUCATION

Religious and Moral education is taught throughout the school. As we develop this area of the curriculum we aim to foster understanding and respect for all world religions.

We explore the place of religion in the development of Scotland's history, society and culture, while acknowledging the wider social and cultural impact of various religions. In today's culturally diverse society, pupils come from a variety of religious backgrounds, or none. So, in addition to our studies of the Christian tradition, we will study the lives of people with a Jewish, Muslim, Hindu, Buddhist or Sikh background.

Parents have the right to withdraw their children from Religious and Moral Education. Any parent who wishes to do so should contact the Head Teacher, who will make the necessary arrangements.

SCHOOL ASSEMBLIES

Assemblies are organised each week, on a three-week cycle of infant, senior and whole school assemblies. Assemblies play a significant part in our drive to create a nurturing, positive and inclusive ethos in our school. Assemblies are opportunities for individual achievements to be recognised and applauded by pupils and staff, through the award of achievement certificates. Pupils are also encouraged to share their successes outwith the school.

SKILLS

Throughout all curricular areas we aim to develop a wide range of skills and all teachers refer to Highland Council's 'Skills for learning, life and work' when planning.

Behaviour

Pupils are expected to behave in a respectful manner towards each other, move around the school in an orderly and controlled fashion, respect the feelings and possessions of each other and generally conduct themselves as thoughtful, caring members of society.

If problems arise with behaviour, parents will be told and asked to support the school in helping the child. At times pupils may spend their morning break with a member of the senior management team reflecting on their behaviour. If a child is repeatedly causing concern by continually breaking school

rules the parents will be asked to come in to the school to discuss the situation. Hopefully with home and school working together an improvement in the child's behaviour will be evident.

Sometimes a child may be identified as someone who requires extra additional support to address his/her social or emotional difficulties. He/She will then become a focus for discussion at a multi-agency meeting where representatives from the school, health professionals and social work meet together and work out a solution focussed approach to support the child.

Our Children's Service Worker, who is jointly employed by Education and Social Services, is often asked to give additional support to pupils, who may be vulnerable due to social and emotional issues at school or at home. The Head Teacher or Children's Service Worker always consults parents if school staff feel that extra support is required. Parents may also contact the Head Teacher if they feel that the Children's Service Worker can give advice to them or provide support for their child/children.

In extreme cases where a pupil is constantly disrupting the education of other children the school can and does exclude pupils from school.

The power to exclude a pupil from a school rests with the education authority in line with the recommendations of SOEID circular 8/03, Guidance on Issues Concerning Exclusions from Schools.

The guidelines recognise that pupils have a right to learn in school without their learning disrupted, pupils have a right to feel safe in school and staff have a right to teach in an environment, which is not subject to disruption and aggression.

Assessment and Reporting

Your child's progress is carefully monitored by his/her teacher and the Senior Management team are informed of any weaknesses, strengths, special skills and social or emotional problems. When a pupil's efforts, progress or behaviour give reasons for concern, the parent is consulted before referral to the Support for Learning Teacher or outside specialist support.

The day-to-day assessment of your child is continuous across the breadth of the curriculum but from time to time more formal testing will take place. This testing is used for its diagnostic value in assessing not only the effectiveness of the teaching but also the needs of the individual child.

You will be informed of your child's progress at Parent Interview Meetings in October and March but a parent may see a teacher at any time. Private meetings between the teacher and parent can be arranged at any time by making an appointment through the school's office. If you wish to see the Head Teacher, then call in to the school's office or telephone for an appointment.

A written report will be sent to you each May/June.

Complaints and Requests For Service

In the first instance complaints should be brought to the attention of the class teacher, then to the Head Teacher. Contact can be made through the school office. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. If any parent/carer feels

that a complaint has not been dealt with satisfactorily, ultimately the Area Education Manager can be contacted:

Mark Jones
Area Quality Improvement Manager
Highland Council Headquarters
Glenurquhart Road
INVERNESS
01463 702880

Parentline - <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

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.

Home Learning

Teachers may assign tasks/activities for pupils to reinforce the learning that has taken place in school. This is particularly relevant at early stages when pupils require regular practice of phonics and numeracy & literacy skills.

If your child has difficulty completing a home learning activity please let us know. Please remember that the amount of time spent on homework will be variable but, in general, it should take no longer than 30 – 40 minutes.

Millbank Parent Council

The basic duties and functions of the Parent council include:

- Supporting the school in its work with pupils
- Encouraging links between the school, the parent forum, pupils, providers of nursery education and community members.
- Providing an opportunity for parents to express their views.
- Reporting to the Parent Forum.

<u>Chairperson:</u>	Jo Surtees
<u>Vice Chairperson:</u>	Mrs J Foster
<u>Treasurer:</u>	
<u>Secretary:</u>	Miss S Abbott
<u>Fundraising Co-ordinator:</u>	Mrs J Abbott

Transition

Pupils normally transfer from Millbank Primary School to Nairn Academy. If you wish to contact this school, the official address of the Head Teacher is:

Mrs Julie MacDonald
Nairn Academy
Duncan Drive
Nairn
Tel. No. 453700

A close liaison exists between Nairn Academy and its feeder Primary Schools (Millbank, Rosebank, Auldearn and Cawdor) and meetings of the Associated Nairn Area Group take place throughout the session. Throughout the year, Academy staff and Primary staff work closely together to ensure continuity of education by providing relevant information about our pupils at Primary 7 transfer stage. In June, Primary 7 pupils spend three days at the Academy, in order to familiarise themselves with the Academy prior to actual transfer.

Extra Curricular Activities

There are various activities going on in the school outwith the normal class timetable; for example athletics club, football coaching, gardening club and netball club. Weekly newsletters and email will give more details of these.

If you require further details of extra-curricular sporting activities in Nairn-shire, please contact our Active Sports Co-ordinator, Deanna Lundie. She is based at Nairn Academy, Tel 01667 453700.

Safety during travel to and from school

We do not currently have the services of a Road Crossing Patroller, pupils are reminded regularly, through weekly assemblies and class lessons, of key messages around Road Safety.

Pupils must not wait around the gates, fences, pavements or school's entrance paths. To ensure safety it is important that all children wait in the playground until the bell rings.

Only pupils from Primary 5 upwards are considered old enough to cycle to school on their own with a degree of safety along the busy main roads. This is entirely at the discretion of the parents.

- Cycle must be walked through the playground.
- Cycle must not be walked or ridden through the car park or field.
- Cycle must be stored in the cycle shed and securely locked.
- The school is not responsible for damage to or loss of cycles.
- It is strongly recommended that all pupils wear a safety helmet when cycling.

Each session we endeavour to run Bikeability programme for pupils in Primary 6. Children who successfully complete the course are awarded a certificate and a badge.

Parents are not permitted to drive cars into the school grounds except when they have been issued with a permit.

School and Authority policies

- Authority policies and can be accessed using this link - [Authority Policies](#).
- School policies are available on our school web-site - <https://millbankprimaryschool.co.uk/>

Emergency/Early Closure Procedures

Parents will normally be notified if a departure from normal school hours is to occur. Our general policy will be to remain open where possible. However, before the onset of winter, parents will receive a letter from the school detailing the early closure procedure for extreme circumstances.

Information in this respect can be gained in the following ways:

- School information line 0800 564 2272 (Millbank Pin no: - 04 2610) This will be updated as early as possible in the event of a decision being made to close the school or delay the start of the day.
- Moray Firth Radio. MFR will broadcast information about school closures at regular intervals each morning in bad weather.

At any time of severe weather, the final decision on whether a pupil attends school when we are open rests with the parent/carer.

In the event of the school grounds requiring to be evacuated, pupils will be taken to Rosebank School. Fire drills are held at regular intervals throughout the session.

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.

Contents

Pages 2-3	Introductory letter and school information
Page 4	School calendar
Pages 4-5	Staff Information
Page 5	School Times
Page 6	School contact details, Keeping us Informed; Catchment area;
Page 6-7	Placing requests, Parents/Guardians/Carers as Partners
Page 8	School Uniform; Clothing; Lost Property; Mobile phones
Page 9	Lunch time, Playtime
Page 10	Illness and injury & Medical Advice
Page 11	Child Protection & Medical Advice
Page 11	Pupil Attendance/Absence
Pages 12-14	Additional Support Needs and Support for Learning
Page 14	ELC; Gaelic Medium Education
Pages 14-16	Pupil Records and Data protection
Pages 16-20	The Curriculum
Page 20	Behaviour
Page 21	Assessment and Reporting; Complaints Procedure
Page 22	Home Learning
Page 22 & 23	Millbank Parent Council; Transfer to Nairn Academy
Page 23	Extra -curricular Activities; Road Safety
Page 24	Authority & school policies; Emergency/Early Closure
Page 26	Contents

