

# Millburn Academy



**2026/27 Handbook**

# Contact Information

School Address: Millburn Academy  
Diriebught Road  
INVERNESS  
IV2 3QR

Main Office: 01463 729152

Adverse Weather: <https://www.highland.gov.uk/schoolclosures>

Email: [millburn.academy@highland.gov.uk](mailto:millburn.academy@highland.gov.uk)

Parent Council email: [parent.council@millburnacademy.org.uk](mailto:parent.council@millburnacademy.org.uk)

Website: [www.millburnacademy.co.uk](http://www.millburnacademy.co.uk)

The website is the primary source of information about Millburn Academy. The Facebook link [Millburn Facebook](#) is the main source of regular updates about what is happening at the school.



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## WELCOME TO MILLBURN ACADEMY

We are a large six-year non-denominational secondary school serving a large urban and rural catchment area covering the area to the east of the River Ness in Inverness and the rural areas of Moy, Daviot and Tomatin south of the city. Our Associated School Group (ASG) catchment schools include Crown, Daviot, Drakies, Inshes, Milton of Leys, Raigmore and Strathdearn Primary Schools. We currently have a significant number of pupils from out-with the catchment by placing request.

Parents/carers wishing to request places at Millburn Academy should contact the Area Education Office at Highland Council HQ, Glenurquhart Rd, Inverness, Tel: 01463 702074.

Pupils who attend the two denominational schools in the city – St Joseph's and Bishop Eden Primary Schools – will normally come to us for their secondary schooling if they reside within our catchment area. At the time of printing the school roll is 1210 pupils with 136 in S6. We anticipate a capped roll of 240 in S1-S4 for session 2026-27.

Here at Millburn Academy we aim to support your child's educational achievement in the widest possible sense. Whilst academic qualifications remain at the heart of our daily work your child's physical, emotional and spiritual well-being are equally important.

We are proud to be able to offer a vast range of academic subjects and courses at present in very challenging economic times for schools. These courses are provided in two stages.

S1-S3 – the broad general education stage builds upon knowledge and skills developed in primary school and prepares young people for the senior phase where preparation for external examinations at National (1-5), Higher and Advanced Higher levels is the main focus.

The extensive range of curricular and extra-curricular opportunities offered is due to the significant enthusiasm and commitment shown by a range of teaching and support staff within in the school. These opportunities provide contexts in which young people can develop skills, knowledge and personal qualities which will equip them well for coping in an ever-changing world of learning and work beyond school.

Research shows that achievement for all pupils is more likely where effective partnership working exists between the school, parents/carers and pupils and the range of partners involved in enhancing and supporting learning and well-being. Pupils are expected to be focussed and committed to their learning and to make the most of the opportunities available to them both in school and in their local community.

To this end, pupils are well supported by committed teaching and support staff who aim to provide prepared and appropriate learning. We engage with pupils and their parent/carers in reflecting on our work and in sustaining and improving our standards and qualities as appropriate.

We look forward to working with you and your child during the time they spend here at Millburn Academy. We aim to provide the best experiences possible with the resources available to us, working collaboratively with Health and Social Work Services to take account of your child's needs.

This prospectus provides information about our school. If you have any further queries, please contact us on: 01463 729152 or email [millburn.academy@highland.gov.uk](mailto:millburn.academy@highland.gov.uk).

## HISTORY OF MILLBURN ACADEMY

Millburn Academy opened for pupils in August 1961, although at that time it was known as Millburn Junior Secondary School.

In its early years Millburn Junior Secondary School catered for pupils in the first three, and later four, years of secondary, but in 1967 the school's name was changed to Millburn Secondary School, showing the direction in which the school was developing.

For a period after 1967 the introduction of comprehensive education meant that Millburn Academy accommodated all pupils on the east side of Inverness for the first two years of their secondary education, after which the more able, transferred to Inverness Royal Academy to continue their education while the others remained at Millburn Secondary School.

In 1967 the school was renamed as Millburn High School for a short time, but after pressure from parents/carers it was re-designated as Millburn Academy.

The arrangement with Inverness Royal Academy ended in 1977 and from 1979 Millburn Academy could concentrate on being the sixth-year secondary school for the catchment area - Crown, Drakies, Raigmore, Moy, Daviot and Raigbeg Primary Schools, including pupils living in the area who attended Bishop Eden Primary School and St. Josephs R.C. Primary School. Through the 1980s the school developed into a six-year secondary.

### THE SCHOOL BADGE

The school badge was originally designed by the late James Cameron, the first teacher of Art in the school, and 2005 saw a revision of his design as part of an initiative on school uniform. Nevertheless, the elements which comprised the original design have been retained.

**The Torch** - the traditional symbol of learning.

**The Mill Wheel and Water** - a reminder of the mills which operated on the Mill Burn. The remains of the foundation of one mill can be seen just above Diriebught House.

**The Eagle** - the traditional symbol of St. John. It is believed that a Chapel of Ease organised by the Order of St. John existed in the vicinity at one time.

**The Motto** - "Strive to Achieve" was adopted by the original staff of the Academy when it opened in 1961.



## VISION

**Millburn Academy aims to develop resourceful, resilient, flexible and autonomous learners able to contribute productively to the 21st Century world.**

### **CURRENT AIMS OF THE SCHOOL**

- To recognise and develop as fully as possible the academic potential of all pupils by providing them with a broad balanced curriculum suited to their age, abilities and aptitudes.
- To recognise and encourage the emotional development of all pupils by creating an atmosphere of diligence, tolerance, co-operation and mutual respect.
- To promote health and well-being throughout the school community.
- To maintain good lines of communication within the school and between the school and home.
- To encourage links between the school and the wider community.

### **Millburn Academy will be a school which –**

- Has high expectations of pupils and staff in all they do
- Endeavours to provide an excellent quality of learning and teaching care, welfare and support.
- Presents a welcome, safe and happy environment.

We will foster respect, responsibility and resilience in our pupils.

### **We aim to:**

1. Provide a place of continuing education within which each pupil will participate in a range of learning opportunities designed to develop the basic skills, knowledge and understanding required by contemporary society.
2. Ensure that each pupil has an awareness of the possibilities available to her/him within society and the responsibilities required by society of her/him.
3. Develop an atmosphere in which self-discipline and awareness of and responsibility to other will flourish.
4. Develop a cohesive structure of courses and activities that will allow different needs, abilities and skills of pupils to develop to their fullest extent and encourage students to make reasoned decisions for themselves.
5. Maintain effective communication and development partnerships with parents/carers concerning the progress of individual pupils and of the school.
6. Provide a secure and happy environment within which staff and pupils can work together to achieve their aims.
7. Maintain effective staff development for all staff working within the school. We aim to develop leadership and partnership at all levels in working collaboratively and collegially.
8. Actively promote a healthy approach to lifestyle.
9. Provide a high-quality secondary education through fostering personal development, health and fitness, encouraging equal opportunities and seeking continuous improvement in academic attainment at all levels, whilst recognising achievements in all areas.
10. Involve staff, parents/carers and pupils in our quality assurance systems which are based on effective self-evaluation.

Our school aims support the Highland Council vision for children i.e. that we aim to ensure that all children are:

- ✓ Safe – protected from abuse, neglect and harm by others at home, school and in the community.
- ✓ Healthy – having the highest attainable standards of physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices.
- ✓ Achieving – being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- ✓ Nurtured – having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.
- ✓ Active – having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.
- ✓ Respected and Responsible – children, young people and their carers should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities.
- ✓ Included – having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

## Millburn Values



## PROMOTING POSITIVE BEHAVIOUR

At Millburn Academy we do not have a detailed and definitive list of school rules. Instead we have clear expectations of how pupils should conduct themselves in and around school.

# Millburn Expectations



## BE PREPARED

- Arrive on time
- Remove jacket/gilet/hats
- Phone/earphones away
- No eating/chewing/drinking other than water
- Bring your Chromebook and use only as instructed by the teacher

## BE RESPECTFUL

- Be respectful to everyone at all times
- Follow instructions from all staff
- Respect equipment and the building at all times
- Be polite, helpful and kind

## BE PRESENT

- Pay attention when staff are speaking
- Participate fully in all learning
- Ask for help when you need it
- Stay focused and do not distract others
- Always do your best



## THE SCHOOL DAY

Unlike primary school, pupils have different rooms for different subjects and have to change rooms from time to time in the course of the day according to a timetable issued on the first day in the school.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
IS	8.40am-8.50am	8.40am-8.50am	8.40am-8.50am	8.40am-8.50am	8.40am-8.50am
Period 1	8.50am-9.40am	8.50am-9.40am	8.50am-9.40am	8.50am-9.40am	8.50am-9.40am
Period 2	9.40am-10.30am	9.40am-10.30am	9.40am-10.30am	9.40am-10.30am	9.40am-10.30am
Period 3	10.30am-11.20am	10.30am-11.20am	10.30am-11.20am	10.30am-11.20am	10.30am-11.20am
Interval	11.20am-11.35am	11.20am-11.35am	11.20am-11.35am	11.20am-11.35am	11.20am-11.35am
Period 4	11.35am-12.25pm	11.35am-12.25pm	11.35am-12.25pm	11.35am-12.25pm	11.35am-12.25pm
Period 5	12.25pm-1.15pm	12.25pm-1.15pm	12.25pm-1.15pm	12.25pm-1.15pm	
Lunch	1.15pm-2pm	1.15pm-2pm	1.15pm-2pm	1.15pm-2pm	
Period 6	2pm-2.50pm	2pm-2.50pm	2pm-2.50pm	2pm-2.50pm	
Period 7	2.50pm-3.40pm	2.50pm-3.40pm	2.50pm-3.40pm	2.50pm-3.40pm	

## TERM AND HOLIDAY DATES 2026/27

[Highland Council School Calendar 2026/27](#)

### Highland School calendar 2026/27

Please note - Dates may be subject to change

August 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
32						1	2
33	3	4	5	6	7	8	9
34	10	11	12	13	14	15	16
35	17	18	19	20	21	22	23
36	24	25	26	27	28	29	30
37	31						

September 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
37		1	2	3	4	5	6
38	7	8	9	10	11	12	13
39	14	15	16	17	18	19	20
40	21	22	23	24	25	26	27
41	28	29	30				

October 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
41				1	2	3	4
42	5	6	7	8	9	10	11
43	12	13	14	15	16	17	18
44	19	20	21	22	23	24	25
45	26	27	28	29	30	31	

November 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
45							1
46	2	3	4	5	6	7	8
47	9	10	11	12	13	14	15
48	16	17	18	19	20	21	22
49	23	24	25	26	27	28	29
50	30						

December 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
50		1	2	3	4	5	6
51	7	8	9	10	11	12	13
52	14	15	16	17	18	19	20
1	21	22	23	24	25	26	27
2	28	29	30	31			

January 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
2					1	2	3
3	4	5	6	7	8	9	10
4	11	12	13	14	15	16	17
5	18	19	20	21	22	23	24
6	25	26	27	28	29	30	31

February 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
7	1	2	3	4	5	6	7
8	8	9	10	11	12	13	14
9	15	16	17	18	19	20	21
10	22	23	24	25	26	27	28

March 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
11	1	2	3	4	5	6	7
12	8	9	10	11	12	13	14
13	15	16	17	18	19	20	21
14	22	23	24	25	26	27	28
15	29	30	31				

April 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
15				1	2	3	4
16	5	6	7	8	9	10	11
17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	25
19	26	27	28	29	30		

May 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
19						1	2
20	3	4	5	6	7	8	9
21	10	11	12	13	14	15	16
22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	30
24	31						

June 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
24		1	2	3	4	5	6
25	7	8	9	10	11	12	13
26	14	15	16	17	18	19	20
27	21	22	23	24	25	26	27
28	28	29	30				

July 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
28					1	2	3
29	4	5	6	7	8	9	10
30	11	12	13	14	15	16	17
31	18	19	20	21	22	23	24
32	25	26	27	28	29	30	31

## MILLBURN ACADEMY TEACHING STAFF

<b>Additional Support Needs (The Hub)</b>	<b>Mathematics</b>	<b>Senior Leadership Team</b>
<i>Mrs S Collard (Acting Principal Teacher)</i>	<i>Mrs C Piper (Principal Teacher)</i>	Head Teacher - Ms K Sinclair
Mrs E Mackay	Mrs A Brown	Depute Head Teacher - Mrs L Cameron
Mrs C Mackenzie	Mr J Dalgleish	Depute Head Teacher - Mr C Edwards
Mrs J Murphy	Mrs T Jannetta	Depute Head Teacher - Mr J Rutter
Ms R Stevenson	Mrs M Newlands	Depute Head Teacher - Mr D Simpson (acting)
	Ms S O'Reilly	Depute Head Teacher - Mr J Simpson
<b>Art &amp; Design</b>	<b>Modern Languages</b>	<b>Support for Learning (SfL)</b>
<i>Mrs K Keating (Principal Teacher)</i>	<i>Mrs F MacDonald (Principal Teacher)</i>	<i>Mrs K McNamara (Principal Teacher)</i>
Miss K Barr	Mrs C Campbell (Gaelic)	Mrs M Chapman
Miss L Bennett	Mrs R Lambie (Spanish)	Ms S Riffort
Miss K Brown	Miss E Theve (French)	Mr D Walmsley
Mrs K Smith		
<b>Business Studies</b>	<b>Music</b>	<b>Support for Pupils (Guidance)</b>
<i>Miss K Scarr (Principal Teacher)</i>	<i>Miss E MacKillop (Principal Teacher)</i>	Ashie House – Mrs K Russell
Mrs J Fraser	Mr P Munro	Farraline House – Mrs M Campbell
Miss C MacPherson	Ms E Oates	Garth House – Mrs R Karikas
Ms R Souter		Moy House – Mr G Gollan (acting)
<b>English</b>	<b>Physical Education</b>	<b>Support for Pupils (Guidance)</b>
<i>Ms S Lockhart (Principal Teacher)</i>	<i>Mr J Durkin (Principal Teacher)</i>	Ness House – Mr C Scott-Woodhouse
Miss L Coull	Mrs S Barnett	Ruthven House – Mrs S Mackenzie
Mr C Grant	Mrs H MacLennan	<b>Technology</b>
Miss F Mackenzie	Mr C MacPherson	<i>Mr G Clark (Principal Teacher)</i>
Mr N McGregor	Miss N MacPhail	Mr D Cameron
Mrs E Morrison	Mr S Murphy	Mr B Steel
Ms M Morrison	Miss C Purves	Mr G Tillman
Dr H Ross	Mr J Simmons	
<b>Geography</b>	<b>Religious &amp; Moral Education</b>	
<i>Mr J Money (Principal Teacher)</i>	<i>Mr J McClurg (Acting Principal Teacher)</i>	
<i>Mrs J Lindsay (Acting Principal Teacher)</i>		
Mr C Carmichael	Mrs F Cameron	
Mr J McClurg (History/Modern Studies)	Miss A Jamieson	
<b>History</b>	<b>Science</b>	
<i>Mrs J Bond (Principal Teacher)</i>	<i>Mrs T Ferguson (Principal Teacher Biology)</i>	
Mr J McClurg	<i>Ms I Macleod (Principal Teacher Chemistry/Physics)</i>	
Miss A McMillan	Miss R Davidson	
Mrs S Thain	Mrs R Grist	
Mrs K Tyas	Mr A Hay	
<b>Home Economics</b>	Mr D McArthur	
<i>Mrs R Richards (Principal Teacher)</i>	Mrs H McGillivray	
Mrs J MacDonald	Mrs C Mullen	
Ms A Macrae	Mrs J Oates	
Ms A Macrae	Mr T Probert	
	Miss H Stirling	
	Mrs S Wall	

## MILLBURN ACADEMY NON-TEACHING STAFF

<b>Active Schools Co-ordinator</b>	<b>Pupil Support Assistants</b>
Mr M Allan	Mrs N Ali
	Mrs R Butterfield
<b>Canteen</b>	Mrs R Callum
Mrs K Mackay (Head Cook)	Mrs D Duffty
	Mrs M Fielding-South
<b>Careers Advisors</b>	Miss B Gilham
Mr S Bauld	Mrs V Gribben
Miss J Mitchell	Ms E Hayton
	Mrs J Imlack
<b>Children Services Worker</b>	Ms R MacAllister
Mrs P Fegan	Miss A Macdonald
	Mrs G McGee
<b>DYW Co-ordinator</b>	Mrs E MacKellar
Ms J Cataneo	Mrs L Mackenzie
	Mrs L McLaren
<b>Facilities Management Assistants</b>	Mrs M MacLean
Mr L Cataneo	Ms C MacLeod
Mr P Taylor	Mrs N MacLeod
	Mrs A Martin
<b>Nurture &amp; Inclusion Lead</b>	Mrs Mojaki-Mohato
Ms C Nicolaou	Mrs K Moore
	Mrs Pacune-Erdmane
<b>Office</b>	Ms L Patience
Business Support Officer – Miss C Johnston	Mrs A Pryde
Administrative Assistant – Mrs S Milne	Ms S Riddle
Clerical Assistant – Mrs S Duffus	Mrs S Saraswati
Clerical Assistant – Mrs A MacKenzie	Mrs S Sharma
Clerical Assistant – Mrs S McDonald	Mr S Sutherland
Clerical Assistant – Ms T Murray	Ms P Tawse
Clerical Assistant – Ms P Tsang	Ms H Young
	<b>Technicians</b>
	Mr T Hawksworth (Sci)
	Mr G Laird (Sci)
	Mr S Mackenzie (Tech)
	Dr G Mochrie (Sci)
	Mr H Neilson (IT)

## YEAR HEAD RESPONSIBILITIES

Year	Depute responsible
S1	Mr Rutter
S2	Mr D Simpson
S3	Mr Edwards
S4	Mrs Cameron
S5	Mr J Simpson
S6	Mr Rutter

The School Leadership Team (SLT) of the school consists of the Head Teacher and five Depute Head Teacher's.

There are 12 subject areas for which a Principal Teacher is responsible.

The care and welfare of our pupils are the responsibility of six Principal Teachers of Pupil Support (Guidance)

### PUPIL SUPPORT (GUIDANCE)

The Pupil Support Pastoral Team, consisting of six Principal Teachers, is responsible for the care and welfare of pupils in the school. They are line managed by the Depute Head Teacher, Mr C Edwards.

The Pupil Support system is linked to class tutor groups with individual Pupil Support teachers having responsibility for a number of groups. A pupil will remain in the charge of the same Pupil Support Teacher throughout their school career and as far as possible members of the same family are allocated to the same teacher.

The Pupil Support teacher is the person on hand who deals sympathetically with individual problems, curriculum difficulties or vocational guidance and time is set aside to allow for individual interviews with pupils and/or parents/carers. They may also contact parents/carers regarding behavioural and progress concerns.

As Pupil Support staff have teaching commitments, parents/carers seeking interviews are asked to arrange an appointment by contacting the school office.

Pupils should also feel free to seek advice from any member of teaching staff regarding their child's progress.

Pupil Support staff are the normal first line contact for parents/carers wishing to discuss any matter concerning their child(ren). However, parents/carers, if they so desire, may raise any matter directly with the Rector but, unless there is extreme urgency, it is greatly appreciated if appointments to see the Rector are requested by telephone or letter beforehand.

### PUPIL SUPPORT TEAM

#### Name House

Mrs K Russell	Ashie
Mrs M Campbell	Farraline
Mrs R Kairkas	Garth
Mr G Gollan	Moy
Mr C Scott-Woodhouse	Ness
Mrs S Mackenzie	Ruthven

## **PERSONAL DEVELOPMENT**

All pupils follow a programme of Personal and Social Education – PD - from first year through to sixth year.

This programme addresses many issues with particular emphasis on careers and health education. Sex education, relationships, sexual health, parenthood and drugs awareness are addressed as part of the health education programme and information on the issues covered and the materials used are available to parents/carers. The programme in all years includes many visiting speakers.

It is also acknowledged that many of the issues identified in the PSE (Personal Development) curriculum are addressed in the wider curriculum as appropriate to context. Parents/carers can request that their child not attend classes covering specific topics in PD – please contact your child's Guidance Teacher or Year Head.

## **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 parents or carers. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome interest of parents or carers in the welfare of their children and young people. Whatever the nature of the issue, you can be assured of our help.

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

- Parents' evenings
- Progress checks
- Target Setting
- Course choice/ Options evenings
- Information on the school website

The support of parents and carers 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 and carers in any key decisions about their child's education and keep them informed about progress.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

A Parent Council is a group of parents and carers selected to represent all the guardians of children at the school. Any parent or care who wishes to raise an issue for the Parent Council to consider can do so by contacting [parent.council@millburnacademy.org.uk](mailto:parent.council@millburnacademy.org.uk).

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

## **SHARING SCHOOL NEWS**

News is shared vis school daily notices, the school website and the Millburn Academy Facebook page. What's Happening at Millburn (WHAM) school newsletters and shared termly. These are published on the school website and Facebook page and paper copies are available on request.

## CHANGE OF HOME CIRCUMSTANCES

Please keep the school informed of any change of home circumstances to help us play our part in the care and welfare of your child in school. We need to know about:

- Change of address or name
- Change of telephone / mobile numbers
- Change of emergency contact
- Change of Doctor.

Please notify the school in writing of any changes. It is also important that the school is aware of any relevant medical or domestic issues. Please telephone or write to your child's guidance teacher. Confidentiality will be respected.

We would like to send information directly to all parents/carers by email where possible. Please provide this information when your child enrolls at Millburn Academy.

## BULLYING/CYBER BULLYING/ANTI-RACISM

Allegations of bullying of any kind are taken seriously and fully investigated. The Highland Council has produced Revised Anti-Bullying and Anti-Racism Guidelines and produces along with guidance on dealing with Cyber-bullying. We will follow these guidelines and they are available to parents/carers on request.

**The school will not accept bullying of any kind. Action is always taken when issues are known.** This may include the full range of sanctions available to the school from support/counselling to exclusion. **Pupils and parents/carers are urged to report concerns at the earliest opportunity. Guidance/Pastoral Support staff or Year Head's will normally feed-back to parents/carers when concerns are raised. Highland Council anti bullying policy can be found here - [Anti Bullying](#)**

## SCHOOL PLACING REQUESTS – PARENTAL CHOICE

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. However, parents have the right to specify the school in which they wish to place their child.

Applications are made to the Area Quality Improvement Manager Mrs T Stones - [tina.stones@highland.gov.uk](mailto:tina.stones@highland.gov.uk)

Placing request applications are made online at:

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](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 outwith the school catchment area and their parents wish them to attend Millburn Academy they can contact the school office to arrange a visit.

Parents of children with additional support for learning, (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.

## MILLBURN ACADEMY UNIFORM

The Millburn Academy School Uniform is the result of extensive consultation with both parents/carers and pupils. The wearing of school uniform has been endorsed by previous School Boards and the current Parent Council. Successful pupils wear school uniform because:

- They are proud of their school and are keen to be seen to belong.
- It shows they are committed to the aims and activities of the school
- They find it comfortable and appropriate for working in classes.

**Uniform of Choice:**

- Black or white tee/polo shirt with the Millburn logo
- Black or white shirt with school tie
- Black sweatshirt or fleece with the Millburn logo
- Black trousers or skirt, or a tartan skirt specially chosen by Millburn Academy girls.
- Appropriate footwear.

*Please note: Denim jeans, tracksuit bottoms must not be worn. Leggings can only be worn with a skirt, not as trousers.*

**To develop the identity of and make them stand out as seniors, pupils in S5 and S6 can wear:**

- Black Blazer with Millburn badge
- White or Black shirt with school tie
- Black trousers or skirt

All items of uniform are available from [Schoolwear Made Easy](#)

An application form to apply for assistance with school clothing (and free school meals) can be obtained from the school office or online at [FSM assistance](#)

**ATTENDANCE/ABSENCE/HOLIDAYS DURING TERM TIME**

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number 01463 729152 or email: [millburn.academy@highland.gov.uk](mailto:millburn.academy@highland.gov.uk). When returning to school after an absence, the parent or guardian must give a written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from a parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

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

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 need to know the whereabouts of absent pupils.

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/info/878/schools/32/school\\_term\\_dates](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 Headteacher.

## **LATECOMING**

Pupils who arrive in school after 8.40am should proceed to their class where they will be marked present, but late, by their class teacher. Pupils who arrive after 8.50am must report to the school office as they will have been marked absent by their class teacher. If pupils are persistently late parents will be informed and invited to school to discuss solutions. After-school detention and community service activities may be used to emphasise the need for appropriate timekeeping.

## **TRANSPORT TO SCHOOL**

Pupils living within the catchment area of the school, at a distance of three miles or more from the school, are entitled to free transport and season tickets are issued for service buses by the Highland Council.

These tickets are issued automatically for pupils transferring from primary school, but pupils joining the Academy from other areas should apply to the school office for an application form.

Pupils living more than three miles from the school, but who are the subject of a placement request by their parents/carers, are not entitled to free transport.

Season tickets must be kept carefully and, if lost, a charge for replacement may be made. Season tickets must be shown to any bus official or teacher on demand.

**Pupils who do not behave appropriately may have the right to travel on school transport withdrawn.**

## **BICYCLES**

Cycle sheds are provided for the parking of bicycles at the owner's risk. It is recommended that all bicycles are padlocked, even in secure areas.

It is emphasised that neither the school nor the education authority is responsible for damage caused to bicycles parked in the school. If there is malicious damage the school will assist in identifying those responsible but any further action in respect of consequences must lie with parents/carers.

**Parents/carers are asked to ensure that bicycles are fitted with front and rear lights (especially during the winter months) and that cyclists wear helmets at all times. In line with Scottish law, electric scooters are not permitted in the public roads of the school.**

## **ADVERSE WEATHER ARRANGEMENTS**

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodafone. Instead parents can obtain information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures>.

When weather conditions are poor local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to rescheduling but should be helpful. In addition, Moray Firth Radio issues regular updates on school closures or on its website [www.mfr.co.uk](http://www.mfr.co.uk).

In the event of school closure due to adverse weather during the school day, pupils will be assembled and a text message will be sent to the main contact on your child's record (in most cases your child will be encouraged to contact you directly by mobile).

Please do not contact the school office directly.

## THE CURRICULUM

In Scotland, all state schools follow the [Curriculum for Excellence](#). Pupils study subjects in eight curricular areas: Languages; Mathematics; Science; Technologies; Health and Wellbeing; Expressive Arts; Social Subjects; Religious and Moral Education.

**S1** Pupils experience a broad general education covering subjects within eight curricular areas. Interdisciplinary projects, which will provide real contexts for learning and skills development may feature in S1 and S2. Pupils in S1 have enhanced personal support for learning via the S1 Learning Skills unit.

**S2** As S1, allowing pupils to build on strengths and develop interests. Some curricular choice will be introduced at the end of S2 with six option choice columns plus English and mathematics for S2.

All S1, S2 and S3 pupils follow core courses in Religious and Moral Education, Personal Development and Physical Education.

## TUTOR GROUPS

Pupils are registered each day in a House tutor group. This means they will be allocated to a class for registration with pupils within their own year group.

## ALLOCATION TO TEACHING GROUPS IN S1 AND S2

Each pupil in S1 and S2 is placed in a teaching group and a practical section, for classroom subjects and practical subjects respectively. The pressure on places at the school means that teaching groups tend to number around 30 pupils while practical sections are normally at their maximum of 20.

Decisions re: class composition are made using information received from primary staff and parents/carers. It is not always possible nor in the best interest of pupils to place friends in the same class.

## RELIGIOUS OBSERVANCE

We support the awareness raising, understanding, acceptance and tolerance of all faiths in our school through our assembly programme, PD and RME classes. Arrangements will be made for pupils whose parents do not wish them to participate in religious observance/awareness. Parents should write to the Head Teacher expressing the grounds for removal.

## CHAPLAINS/PARTNERSHIP WORKING

Partnerships with denominational bodies: the school has links with several churches and organisations within the community and often invites speakers from wider afield. Local religious and community leaders for example lead assemblies and Chaplain assemblies on a planned calendar basis explaining a range of moral and spiritual themes.

## LEARNING PARTNERSHIPS

Millburn Academy staff are very keen to deliver learning experiences which develop personal skills and qualities which prepare pupils for life in and beyond school.

Skills for learning, life and work are developed across the curriculum, often making use of business, academic and community partners to support and enhance the relevance of classroom learning. We have strong links with UHI/Inverness College and various University partners to support wider course options and preparation for transition to College and University.

Pupils benefit from excellent local business support in advising re: career options and in providing work experience opportunities for pupils nearing their school leaving date.

## LANGUAGE LEARNING IN MILLBURN ACADEMY

Fluent Gaelic speaking pupils normally transfer to the Gaelic Hub in Inverness Royal Academy for their secondary schooling. Parents/carers can request Gaelic places at the Royal Academy by contacting the Area Education Office at Highland Council HQ in Glenurquhart Road or telephoning 01463 702074.

In Millburn, where staffing permits, we normally offer Gaelic as an option to pupils in the Broad General Education phase (S1 to S3) and as appropriate and possible, in progressing towards National qualifications in the senior phase (S4 to S6).

Parents/carers of pupils in P7 will be contacted about language study on entry to Millburn.

## CAREERS ADVICE

During their time at Millburn Academy all pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers, school librarian and representatives from 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.

There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the overall emphasis is now on career planning. The strategic aim of Skills Development Scotland 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.

The key Careers Adviser linked to Millburn Academy are Miss Mitchell and Mr Bauld who visit the school regularly to advise on matters relating to career and curricular choice. Appointments to discuss career choices can be arranged through guidance staff. Pupils can also seek information directly from guidance staff.

Support for pupils leaving school includes careers guidance, financial advice, further education and post 16+ learning choices. How to access further information about local opportunities is listed on [Job Centre Plus UCAS](#), [Skills Development Scotland -Apprenticeships](#) or hi-hope websites to support 16+ planning <https://www.hi-hope.org>.

No-one Left Behind is a commitment by Scottish Government to deliver a system that is more tailored and responsive to the needs of people of all ages who want help and support on their journey towards, into and in work - particularly people with health conditions, disabled people and others who are disadvantaged in the labour market. Highland Council has a lead role in respect of this agenda 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 [Work.Life.Highland](#)

## SCHOOL LEAVING DATES AND ARRANGEMENTS

Pupils whose sixteenth birthday falls on or between 1st March and 30th September are eligible to leave school on 31st May of that year and may leave on that date. Pupils whose sixteenth birthday falls on or between 1st October and the last day of February of the following year are eligible to leave school on the first day of the Christmas holiday and may leave on that date. Every pupil on leaving the school, whether having reached their statutory leaving age or because they are moving to another area, should complete a leaver's form and return it to the school office.

We aim to ensure that all leavers move on to positive sustained destinations. Parents should spend time with their child looking at the World of Work website – <http://www.myworldofwork.co.uk> Please keep the school informed about achievements beyond school wherever possible.

## **TRANSITION**

Millburn arranges a programme of events to support the transition for pupils coming from Associate School Groups. We work closely with Primary Schools to identify important factors such as pupils with Additional Support Needs, language preference and friendship groups. Our Additional Support for Learning teachers visit p7 classes and teachers. We offer a curricular transition event, Ceilidh, parents information sessions along with a three day visit which usually takes place in June.

The school will ensure that all pupil's 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/>

## **ASSESSMENTS AND REPORTING TO PARENTS**

### What is the purpose of tracking, monitoring and reporting progress and achievement?

The use of a wide range of information to monitor and track learners' progress and achievement is a key aspect of raising attainment and achievement for all learners. Analysis of a range of information helps to inform planning to ensure the continued and appropriate progress of all learners.

The most important aspect of any tracking, monitoring and reporting system is not the collection of information, but the use made of the information, to ensure that timely and appropriate interventions are put in place to help all young people reach their full potential. A tracking and monitoring system should support the dialogue with learners to improve progress. It should help learners to understand their own learning and be linked to their profiling activities. The information should be used to provide an overview of progress that can be shared with parents or carers.

### What information does Millburn Academy track?

Millburn Academy track judgements about how well learners are progressing and achieving based on a range of evidence. If pupils are not progressing as expected, interventions are put in place to get them back on track. Our tracking processes are accessible and manageable so that they provide summarised, accurate, valid, up-to-date and useful information for all stakeholders.

In every lesson, teachers are making judgements on a pupils' learning and giving feedback on how they can improve further. If every judgement a teacher made about a pupils' learning was to be recorded, then the process would become unwieldy and unmanageable. Teachers, therefore, have to be proportionate and arrange opportunities to assess the significant aspects of a pupils' learning as they progress through the curriculum.

One of the features of Curriculum for Excellence is that the on-going assessment of pupil progress no longer needs to be a traditional "test" and teachers are encouraged to design assessments that show breadth, challenge and application of both knowledge and skills in a variety of ways. Embedded in our TMR system is National Standardised Assessment (NSA) data from P7 and early in S3. This assessment data is shared with teaching staff across all subject areas to inform progress relating to literacy and numeracy.

In S1 and S2 we have an overview of the planning for a learner to ensure they received their entitlement to a broad general education. As pupils progress into S3 we offer personalisation and choice within the curriculum and ensure breadth, depth and progression in learning to prepare pupils for transition into the Senior Phase (S4-6). We continue to review our curriculum and engage with learners to identify the best "pathways" through learning and how the school can provide these in an ever-changing world.

How well learners are progressing in relation to achieving their learning goals and personal achievements are also tracked, and in most cases this will be through the pupil profile - where learners are encouraged to be partners in their learning, identifying their own learning goals and opportunities for achievements both in and out-with school.

Running alongside our tracking, monitoring and reporting system is our continued use of our management information system, SEEMiS, to ensure we take into account the holistic view of a pupil. Information such as absences and incidents in school, remain an integral part of our use of SEEMiS.

### Reporting

We report on progress in curriculum areas, achievements and pupils' future learning. Meetings to allow parents/carers to discuss pupils' progress with subject staff are also arranged at set points during the school year.

### **INDIVIDUAL PARENTAL REVIEWS**

Individual parental interviews are available for any parent/carer who wishes to speak with any member of staff at a time other than the designated parents' evening. Any request for such interviews should be made through the Head Teacher or Year Head in the first instance.

### **PARENTAL CONCERNS / COMPLAINTS**

Parents/carers should contact their child's Guidance teacher with concerns about their child's welfare or progress. Parents with complaints about any aspect of the school should contact the Head Teacher.

### **CELEBRATING ACHIEVEMENT/HOUSE POINTS SYSTEM**



Pupils are expected to work to the best of their ability in all classes, activities and events. Where this is recognised by the class teacher praise, written feedback and, using the merit system, a positive record entry is made on the school management information system.

The school also publicises pupil successes via our own website, in pupil daily notices, year group assemblies, on the achievement noticeboard, on our Facebook page and, where possible, in the local press. Progress, subject achievement and citizenship are also celebrated at annual award ceremonies.

### **EXTRA CURRICULAR ACTIVITIES**

Millburn can be justly proud of the extra-curricular activities available at the school. Our Active Schools Co-ordinator plays a valuable role in organising and supporting many of the activities available either at lunchtime or after school. It is a great strength of the school that so much is on offer and also that so many take part. Millburn Academy's extra-curricular sporting activities includes Football, Hockey, Rugby, Badminton, Athletics, Basketball and Skiing. Non-sporting activities include Scripture Union, Debating, Drama and Music. The emphasis is very much on participation for its own sake but where teams, groups or individuals have been involved in competition over the years the school has many successes to its credit.

During the year educational excursions to places at home and abroad are also organised from time to time. Information about trips is made available as the visits are planned. A notable success in the extra-curricular life of the school is the annual first year outdoor learning experience which takes almost everyone in S1 to Badaguish for two days.

### **HEALTH PROMOTING SCHOOL**

As a Health Promoting school we also encourage pupils, staff, parents and carers 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.

Secondary school main meals are £2.65 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](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

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:

[http://www.highland.gov.uk/info/878/schools/9/school\\_meals/2](http://www.highland.gov.uk/info/878/schools/9/school_meals/2)

Parents are responsible for pupils who decide to go out with school grounds at lunch time.

### **PERSONAL BELONGINGS OF PUPILS**

Articles of clothing which are easily should have clearly marked labels. **Under no circumstances should money or valuables be left in any classroom or social area.** Responsibility for the care and security of pupils' property lies with the pupil as it is impossible for the school to undertake long searches and investigations.

The school office holds valuable articles found in the school and the FMAs (Janitors) hold articles of clothing left in the school. Pupils who lose articles in school should check if their property has been handed into either the office or the head janitor. Articles unclaimed after a period of six months are disposed of. It would be helpful to have school uniforms labelled with the pupil's name.

Computers, hand-held games and mobile phones **should not be used** in classrooms unless with the express permission of the class teacher. We cannot be responsible for the loss of items in the school.

### **CHILD PROTECTION – AUTHORITY GUIDELINES**

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 or is at risk. In terms of Highland Council 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.

More information about Child Protection Procedures within Highland can be obtained from [https://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](https://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection) or the Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - telephone 01463 703483.

*Where allegations are made in school, please note that protocol often dictates that the school should not contact the parents.*

### **ADDITIONAL SUPPORT FOR LEARNING**

Class/Subject teachers, in conjunction with Additional Support for Learning Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](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](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

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 more 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 - offering a further level of support.

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.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Headteacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

## **MILITARY FAMILIES**

Our school welcomes and supports families and their children and young people from **Armed Forces families: Serving, Reservists and Veterans.**

We understand some of the challenges that service life can bring. These may be more difficult during times of mobility, separation due to a deployment, long training exercise or weekending. We look forward to working with you to ensure your child or young person thrives whilst with us in Highland.

Please get in touch with us as soon as you can so we can work together to ensure we are ready for your child or young person joining us. This is particularly important if they have additional support for learning (ASL) needs so that we can where possible have the appropriate support in place. (ASL is the term used in Scotland, in England a similar term is SEND).

Highland Council proudly committed to the Armed Forces Covenant many years ago and have built positive relationships with its Armed Forces community. There is a unique and dedicated partnership, **The Military Liaison Group (Education)**, often referred to as "The MLG" extend a warm welcome to you. This was formed to promote and ensure the equity and equality for any child or young person from an Armed Forces family, within an educational context, so that they thrive whilst with us in Highland.

There is a dedicated website in Highland, [Armed Forces Families Website](#) that has been developed and informed by our Armed Forces community's needs. It is an easy to navigate website with helpful information, guidance and support for families, educators, children and young people and communities. Here is a link to take you directly to the [Enrolment page](#) which may be particularly helpful.

Our children and young people have co-created a warm welcome to you and your family. Click the links here [Secondary School Welcome](#)

Please get in touch with the Headteacher if you have any queries or if you would prefer, contact the MLG (Education) lead [here](#)

## **ADMINISTRATION OF MEDICINES**

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

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

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

## **MINOR INJURIES**

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied unless the pupil has a known allergy. 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.

## **INJURY OR ILLNESS**

In the case of a child being injured at school it is our practice to arrange, where necessary, for the child to be seen at the Casualty Department of Raigmore Hospital and for the parents/carers to be informed immediately and to meet their child at the hospital.

In the case of children feeling unwell at school, they are sent home only after contact has been made with the Year Head or guidance and then the parents/carers.

Where both parents are working, they are advised to keep the school informed of any change of employment in order that they can be contacted without delay in the case of emergency or illness.

## **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 guidance teacher. 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.

## **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: [Employment of children](#)

## **EDUCATION MAINTENANCE ALLOWANCE (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 normally a minimum of 21 hours of guided learning per week.

In session 2026/2027 pupils born between 1 March 2007 and 30 September 2010 can receive payments from August 2026. Pupils born between 1 October 2010 and 28 February 2011 can receive payments from January 2027. Further information on full eligibility criteria and the online application process can be obtained from the school.

[https://www.highland.gov.uk/info/899/schools-grants-and-benefits/14/education-maintenance-allowance-](https://www.highland.gov.uk/info/899/schools-grants-and-benefits/14/education-maintenance-allowance)

## **ACCESS TO PUPILS' 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 Headteacher.

## **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: [16plus Planning | Hi-hope](#)

## 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](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.gov.uk](mailto:ScotXed@scotland.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](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

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 United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information [here](#).

### **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 Edwards (Depute Head Teacher) or online at <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf> -

### **COMPLAINTS AND REQUESTS FOR SERVICE**

If a parent/carer has any concerns they should contact their child's guidance teacher in the first instance or the Senior Leadership Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents/carers and seeking solutions in partnership. Should a situation not be resolved, parents/carers can contact the Area Quality Improvement Manager:

Mrs Tina Stones - [Tina.Stones@highland.gov.uk](mailto:Tina.Stones@highland.gov.uk)

Please note that transport is not a school responsibility and any queries should be addressed to:

The Transport Development Officer, Highland Council HQ. Glenurquhart Road, Inverness IV3 5NX or email [school.transport@highland.gov.uk](mailto:school.transport@highland.gov.uk).

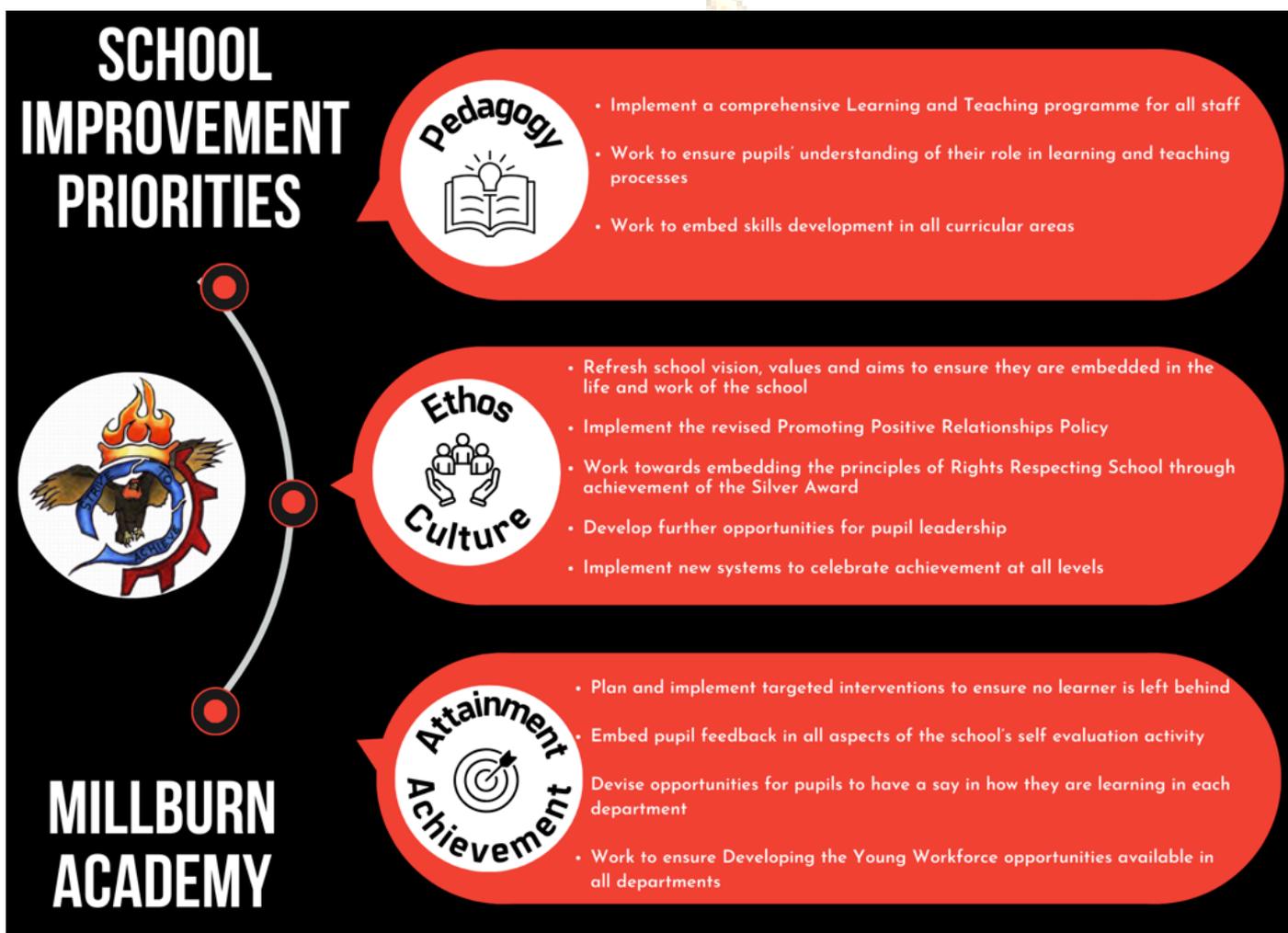
# STANDARDS AND QUALITY REPORT / SCHOOL IMPROVEMENT PLAN / EDUCATION SCOTLAND LINK FOR INSPECTION REPORT

[School Improvement Plan 2025/26](#)

[Standards & Quality Report](#)

[HMI Inspection Report 2025](#)

The headline messages from the School Improvement Plan can be seen below.



## DISCLAIMER

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