



Millburn Academy



**Prospectus
2025/26**

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
Parent Council Email:	parent.council@millburnacademy.org.uk

The website is the primary source of information about Millburn Academy. The news blog on the website is the main source of regular updates about what is happening at Millburn Academy.



www.millburnacademy.co.uk

Visit the website to stay up to date with news about the school and the achievements of our pupils. As well as, information about the school (which is reproduced in the prospectus) the website contains important links to up to date information with regards to the school and council policies, canteen menus, extra-curricular activities and official documents.

Millburn Academy can be found on Facebook.



[Millburn Facebook](#)

The information contained in this booklet is correct as at November 24 but may be subject to change. Updates will be posted on the school website.

CONTENTS

	Page No.
Additional Support Needs	22-25
Administration of Medicines/Minor Injuries	19
Adverse Weather	12
Aims and values of the school	6
Attendance/Holidays During Term Time	10-11
Brief History of Millburn Academy	5
Bullying/Cyber Bullying/Anti-Racism	20
Careers Information	21-22
Celebrating Achievement	17
Change of Home Circumstances	13
Chaplains/Learning Partnerships/Partnership Working	20
Child Protection	22
Complaints Procedure	16 & 27
Contact Information	2
Curriculum	12-13
Disclaimer	27
Education Maintenance Allowances (EMA)	18
Employment of Children	22
Equality and Inclusion	26
Extra-Curricular Activities	17
House Points System	17
Language Learning in Millburn Academy	16-17
Mental Health & Wellbeing	20
Military Families	14
Millburn Academy Friends In Action (MAFIA)	21
Parent Council	20
Parents Evenings	16
Parents/Guardians/Carers As Partners	13
Personal Belongings of Pupils	18-19
Placing Requests	10
Promoting Positive Behaviour	7
Pupil Support (Guidance)	14
Religious Observance Withdrawal	16
Reporting to Parents	15-16
School Holiday Dates/School Day	8
School Leaving Dates and Arrangements	21
School Lunches	18
School Policy Documents	21
School Uniform	10
Staff List	9
Standards & Quality Report/School Improvement Plan	27
Text Books/Jotters	18
Transferring Educational Data about pupils & Data Protection Policy	25-26
Transport	11
Tutor Groups/Allocation to Tutor Groups	15
Welcome from the Rector	4

WELCOME TO MILLBURN ACADEMY

'Strive to Achieve'

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 wishing to request places at Millburn 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 1248 pupils with 132 in S6. We anticipate a capped roll of 240 in S1-S4 for session 2025/26.

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 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 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 aim to engage with pupils and their parent/carers in reflecting on our work and in sustaining and improving 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 & 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. If you have any concerns or complaints, please contact the relevant Year Head or the appropriate member of staff as indicated in our complaints leaflet.



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 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 2 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 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 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 collegiately.
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 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.

We value:

- Learning
- Respect
- Responsibility
- Community

We foster the national values:

- Wisdom
- Integrity
- Justice
- Compassion



PROMOTING POSITIVE BEHAVIOUR (under review)

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.

Striving to Achieve in Millburn Academy

Aim High with attendance and punctuality

- ✓ Arrive in class on time

Commit Yourself

- ✓ Work hard and be focused

Help yourself and others by behaving well

- ✓ Switch off and put away personal electronic equipment
- ✓ Follow instructions willingly

Include Yourself

- ✓ Follow the Millburn dress code
- ✓ Jackets off at the start of each lesson

Ensure Your Success

- ✓ Have all equipment ready for each day
- ✓ Complete work on time and meet deadlines

Value People and Property

- ✓ Show respect to others and property
- ✓ Put all litter in bins; recycle when you can
- ✓ Eat only during interval and lunch break in the dining area
- ✓ Drink only water in classrooms when permitted by the teacher

Enjoy School

- ✓ Be treated with politeness and consideration and treat all others with courtesy and respect



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	8.40-8.50am	8.40-8.50am	8.40-8.50am	8.40-8.50am	8.40-8.50am
Period 1	8.50-9.40am	8.50-9.40am	8.50-9.40am	8.50-9.40am	8.50-9.40am
Period 2	9.40-10.30am	9.40-10.30am	9.40-10.30am	9.40-10.30am	9.40-10.30am
Period 3	10.30-11.20am	10.30-11.20am	10.30-11.20am	10.30-11.20am	10.30-11.20am
Interval	11.20-11.35am	11.20-11.35am	11.20-11.35am	11.20-11.35am	11.20-11.35am
Period 4	11.35-12.25pm	11.35-12.25pm	11.35-12.25pm	11.35-12.25pm	11.35-12.25pm
Period 5	12.25-1.15pm	12.25-1.15pm	12.25-1.15pm	12.25-1.15pm	
Lunch	1.15-2pm	1.15-2pm	1.15-2pm	1.15-2pm	
Period 6	2-2.50pm	2-2.50pm	2-2.50pm	2-2.50pm	
Period 7	2.50-3.40pm	2.50-3.40pm	2.50-3.40pm	2.50-3.40pm	

TERM AND HOLIDAY DATES 2025/26

[Highland Council School Calendar 2025/26](#)

MILLBURN ACADEMY STAFF

- The School Leadership Team (SLT) of the school consists of the Rector and five Depute Rectors.
- There are 12 subject areas for which a Principal Teacher is responsible.
- The care and welfare of pupils are the responsibility of six Principal Teachers of Pupil Support (Guidance).
- There is also a Principal Teacher of Additional Support Needs and Support for Learning.

YEAR HEAD RESPONSIBILITIES

YEAR	Person Responsible
S1	Mr Jarvie
S2	Mr Edwards
S3	Mrs Cameron
S4	Mr Rutter
S5	Mr Simpson
S6	Mr Jarvie



MILLBURN ACADEMY STAFF

Senior Leadership Team	History	Non-Teaching Staff
Miss K Sinclair – Rector	Mrs J Bond – PT	Admin/Clerical
Mrs L Cameron - Depute Rector	Mr S MacKenzie (Probationer)	Miss C Johnston (Business Support)
Mr C Edwards - Depute Rector	Mr J McClurg	Mrs A Angus (Clerical)
Mr D Jarvie - Depute Rector		Mrs L Finlayson (Clerical)
Mr J Rutter - Depute Rector	Mathematics	Mrs S McDonald (Clerical)
Mr J Simpson - Depute Rector	Mrs C Piper – PT	Mrs S Milne (Admin)
	Mrs A Brown	Miss T Murray (Clerical)
Pupil Support	Mr J Dalgleish	Ms P Tsang (Clerical)
Mrs M Campbell - PT	Mrs T Jannetta	
Mrs S Collard - Acting PT	Mrs L MacDonald	Active Schools Co-ordinator
Mrs S MacKenzie - PT	Mrs M Newlands	Mr M Allan
Mrs K Russell - PT	Ms S O'Reilly	
Mr C Scott-Woodhouse - Acting PT	Mr G Tillman	Careers Adviser
Mr D Simpson - PT		Ms G Brandon/Miss J Mitchell
	Modern Languages	
ASN Hub Provision	Mrs F MacDonald - TP	Children Services Worker
Vacancy - PT	Mrs C Campbell	Ms P Fegan
Mrs E MacKay	Mrs R Lambie	
Mrs C Mackenzie	Miss E Theve	DYW Coordinator
Mrs J Murphy		Mrs J Cataneo
Mrs F Stewart	Music	
Ms R Stevenson	Miss E MacKillop – PT	FMA's
	Miss E Oates	Mr P Taylor/Mr L Cataneo
Art	Mr P Munro	
Mrs K Keating - PT		Nurture & Inclusion Lead
Miss K Barr	Physical Education	Miss C Nicolaou
Mrs K Smith	Mr J Durkin – PT	
Mrs F Stewart	Mrs S Barnet	Pupil Support Assistants
	Miss L MacLeod	Mrs N Ali/Mrs R Butterfield
Business Studies	Mr C MacPherson	Mrs R Callum/Mrs D Duffty
Miss K Scarr – PT	Mr S Murhpy	Mrs M Fielding-South/Miss B Gilham
Mrs J Fraser	Miss C Purves	Mrs V Gribben/Mrs J Imlack
Miss C MacPherson	Mr J Simmons	Ms R MacAllister/Mrs L MacKenzie
Miss R Souter		Mrs M MacLean/Ms C MacLeod
	RME/Psychology/Philosophy	Mrs N MacLeod/Mrs A Martin
English	Mrs S Thain – Acting PT	Mr M McCance/Mrs E MacKellar
Mrs S Lockhart - PT	Mrs F Cameron	Mrs G McGee/Mrs L McLaren
Miss L Coull	Miss A Jamieson	Mrs M Mojaki-Mohato/Mrs K Moore
Mr G Gollan		Mrs A Pacune-Erdmane/Ms L Patience
Mr C Grant	Science Faculty	Mrs A Pryde/Ms S Riddle
Miss F MacKenzie	Mr M Crawshaw – PT (Ph)	Mrs E Ross/Mrs S Saraswati
Mr N McGregor	Miss R Davidson (Ch)	Mrs S Sharma/Mrs F Shaw
Mrs E Morrison	Mrs T Ferguson (Bio)	Mr S Sutherland/Ms H Young
Dr H Ross	Mrs R Grist (Ch)	
	Mr A Hay (Ch)	Technicians/Auxiliary
Geography/Modern Studies	Ms I Macleod (Ch)	Mr G Laird (Science)
Mr J Money/Mrs J Lindsay - PTs	Mr D McArthur (Ph)	Mr S Mackenzie (Tech)
Mr C Main	Mrs H McGillivray (Bio)	Mrs S MacLennan (HE)
Mr J McClurg	Mrs C Mullen (Bio)	Dr G Mochrie (Science)
	Mrs J Oates (Bio)	
Home Economics	Mr T Probert (Ph)	
Mrs R Karikas – PT	Miss A Ratti(Physics Probationer)	
Miss R Hossack	Miss H Stirling (Bio)	
Mrs J MacDonald	Mrs S Wall (Ph)	
Miss A Macrae		

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 their child.

Application must be made to Mrs Loraine Knight, Early Years Officer –South, Headquarters, Care & Learning, Glenurquhart Rd, Inverness – Telephone: 01463 702074. Placing request forms can be obtained from [Enrolment in a school outside your catchment area | Enrol your child for school | The Highland Council](#)

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 Millburn Academy they can contact the Rector to arrange a 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.

MILLBURN ACADEMY UNIFORM

The Millburn Academy School Uniform is the result of extensive consultation with both parents and pupils. The wearing of school uniform has been endorsed by previous School Boards, the current Parent Council and the parent/teacher association, M.A.F.I.A. 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 <https://schoolwearmadeeasy.com/>

An application form to apply for Assistance with School Clothing and Free School Meals can be obtained from the school office or online [FSM & assistance with clothing](#)

ATTENDANCE/ABSENCE/HOLIDAYS DURING TERM TIME

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should contact the school on the first day of absence, on either the school message number: 01463 729152 or email: millburn.academy@highland.gov.uk When returning to school after an absence, the parent or guardian must give 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 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 day time 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

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

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 tutor. Pupils who arrive after 8.50am must report to the school office as they will have been marked absent by their class tutor. When 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 3 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 3 miles from the school, but who are the subject of a placement request by their parents, 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 the 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 compensation for damages must lie with parents.

Parents are asked to ensure that bicycles are all fitted with front and rear lights (especially during the winter months) and that cyclists wear helmets at all times.

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>

This is in addition to schools' own arrangements in place for informing parents of school closures.

change to process for informing parents of school closures following the withdrawal of the school closure dial-in phone service.

In addition, Moray Firth Radio issues regular updates on school closures or 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, use various other methods provided:

The Highland Council Website, Facebook and Twitter

- The Council's website <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools.
- The Council's Facebook page at <http://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems.
- The Council's Twitter page at <https://twitter.com/HighlandCouncil> will list tweets of the latest news of school closures and weather related problems.
- The school website <http://www.millburnacademy.co.uk/> will be updated with information from the school.

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 re-scheduling but should be helpful. Parents are advised to remain "tuned in" to ongoing road weather, or school information updates.

Broadcast times

BBC Radio Highland (6.30am 7.30am 8.30am 12.30pm 4.30pm 5.30pm)

In extreme conditions, Radio Highland will interrupt Radio Scotland transmissions (usually on the hour), to carry emergency bulletins.

Moray Firth Radio (www.mfr.co.uk)

Local news on the hour 6am-6pm carries local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins. Please do not telephone local radio for advice but listen to appropriate broadcasts.

THE CURRICULUM

In common with other Scottish schools we are implementing a Curriculum for Excellence. The S1 pupils who started in August 2010 were the first cohort to embark on our new framework. Pupils study subjects in eight curricular areas, Languages, Mathematics, Science, Technology, Health and Wellbeing, Expressive Arts, Social Studies and Religious and Moral Education.

S1 Pupils experience a broad general education covering subjects within the eight curricular areas. Interdisciplinary projects, which will provide real contexts for learning and skills development may feature in S1/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 S3.

All S1, 2 and 3 pupils follow core courses in Religious and Moral Education, Personal Development and Physical Education.

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. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

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

- Parents' evenings
- Tracking & Monitoring Reports
- Progress checks
- Target Setting
- Course choice/Options evenings
- Information on the school website/facebook/text/schoolbag mail

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

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

Parental information is obtained from questionnaires issued regularly at Parents' Evenings

A 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 emailing parent.council@millburnacademy.org.uk

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

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 situation. Please telephone or write to your child's guidance teacher. Confidentiality will be respected.

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

MILITARY FAMILIES

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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

Highland Council have proudly committed to the Armed Forces Covenant and as such support our Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as "The MLG" which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

Please get in touch with your child's named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)

PUPIL SUPPORT (GUIDANCE)

The Pupil Support Pastoral Team, consisting of five Principal Teachers, is responsible for the care and welfare of pupils in the school. They are line managed by the Depute Rector, Mr Jarvie.

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. They may also contact parents regarding behavioural and progress concerns.

As Pupil Support staff have teaching commitments, parents 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 wishing to discuss any matter concerning their child(ren). However, parents, 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

<u>Name</u>	<u>House</u>
Mrs K Russell	Ashie
Mrs M Campbell	Farraline
Mrs S Collard	Garth
Mr D Simpson	Moy
Mr C Scott-Woodhouse	Ness
Mrs S Mackenzie	Ruthven

TUTOR GROUPS

Pupils are registered each day in a House tutor group. This means that they will be allocated to a class for registration with pupils from 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 pupils.

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

PERSONAL DEVELOPMENT

All pupils follow a programme of Personal and Social Education – PD - from first year through to sixth year. These programmes will be available on the school website each session (currently under review).

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. 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 can request that their child not attend classes covering specific topics in PD – please contact your child's Guidance Teacher or Year Head.

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. Our revised 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 Scottish National Standardised Assessment (SNSA) 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 that they receive their entitlement to a broad general education. As pupils progress into S3 we offer them 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. This year we are also introducing a digital pupil/parent/carer engagement format, which will play a vital part in further enhancing our engagement with parents and carers with their child's learning and progress. The importance of us working in partnership with parents/carers can never be understated, but never more so as we recover from the impact of COVID.

Running alongside our tracking, monitoring and reporting system is our continued use of our MIS SEEMiS to ensure we take into account the holistic view of a pupil. Information such as absences, incidents in school, Individual Education Plans and Child's Plans, levels of concern and support remain an integral part of our use of SEEMiS.

Useful national sources of information [Curriculum for Excellence | Education Scotland](https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/) & <https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>

PARENTS' EVENINGS

Parents' evenings are held once a year for the parents of each year group and parents are urged to meet their child(ren)'s subject teachers to discuss their progress and performance.

INDIVIDUAL PARENTAL REVIEWS

Individual parental interviews are available for any parent 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 Rector or Year Head in the first instance.

PARENTAL CONCERNS / COMPLAINTS

Parents 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 Rector by letter, telephone or e-mail. An information leaflet regarding the complaints procedure is available from the School reception. This can also be found on the School website.

RELIGIOUS OBSERVANCE/WITHDRAWAL

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 clearly expressing the grounds for removal.

LANGUAGE LEARNING IN MILLBURN ACADEMY

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

In Millburn, where staffing permits we normally offer Gaelic as an option to pupils in the broad general education phase (S1-S3) and as appropriate and possible, in progressing toward National qualifications in the senior phase (S4-6).

Parents of pupils in P7 will be contacted re language study on entry into Millburn.

As per national expectations, we are currently reviewing our curriculum provision in relation to the 1 plus 2 languages initiative. Further information will be provided in due course. This will however be dependent upon available staffing resource and will follow parental consultation.

HOUSE POINTS SYSTEM

The school currently operates a House Points scheme for pupils. The scheme has proved to be very popular with pupils and is designed to allow recognition and reward for good behaviour, positive attitudes and good effort. Having earned a specific number of house points (which are retained in the school electronic system) the pupil will be presented with a Bronze Certificate; progressing to Silver and Gold certificates when sufficient points have been earned.

Inter-house competitions and events are often organised by senior pupils and some staff with trophies awarded. Millburn is divided into six Houses, Ashie, Farraline, Garth, Moy, Ness and Ruthven each led by a Principal Teacher of Pupil Support. These Houses divide the school into six groups of approximately 200 pupils from years 1 to 6. The Houses contribute to a sense of belonging and give opportunities for leadership at all stages. The emphasis is on participation, fun and friendly competition through inter-house competitions and activities.

Each House usually has two Captains and two Vice Captains who help organise and run events, encouraging participation and helping foster good relationships across the years. These posts will be decided through application and interview. The combined group will form the Pupil Leadership Team including prefects.

CELEBRATING ACHIEVEMENT

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, house points and in the format a positive record entry made on the school information management system are used.

House point totals lead to Bronze, Silver and Gold certificates as appropriate.

The school also publicises pupil success via our own website, in pupil daily notices, year group assemblies, on the achievement noticeboard, on our Facebook and Twitter pages 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 but the extent to which we can offer such a wide range of extra-curricular activities depends largely on the enthusiasm and good will of individual teachers and helpers. 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 Ski-ing. 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 field trip which in recent years has taken almost everyone in first year to Badaguish for two days.



HEALTH PROMOTING SCHOOL

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

SCHOOL LUNCHES

A cafeteria system is operated by the school meals service whereby pupils can purchase either a snack or a traditional 2-course meal. The charge of a 2-course meal is approx. £2.65 for pupils. School lunches offer quality food, healthier meals, good portion sizes and a range of choices. If a pupil has special dietary needs, please inform the school.

The Highland Council operates a 'Cashless Catering' system which utilises pupils' NEC cards. For further details please see: [Pay for meals online](#) Pupils can only buy food with a 'Smart' card, onto which they can 'load' money via machines in the school. Pupils are shown how to use the system.

For pupils who prefer to bring their own sandwiches, etc., provision is made for them to take their meals in the dining-hall.

Free meals can be claimed in certain circumstances, for information and an application form please see [School Meals](#) pupils receive credit on their account which they can use during break and lunchtime in the canteen.

[Parents are responsible for pupils who decided to go outwith school grounds at lunchtime.](#)

EDUCATION MAINTENANCE ALLOWANCES (EMA)

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

In session 2025/2026 pupils born between 1 March 2006 and 30 September 2009 can receive payments from August 2025. Pupils born between 1 October 2009 and 28 February 2010 can receive payments from January 2026. Further information on full eligibility criteria and the online application process can be obtained from the school.

[EMA application](#)

TEXT BOOKS/JOTTERS

Textbooks and jotters are expensive and should where possible be covered with strong paper to protect them in order to prolong their useful life. The pupil's name, class and teacher should be written clearly on the cover. Any pupils responsible for the loss of a textbook (or any other article of school equipment) will be held **liable to pay the full replacement cost**. Many departments also provide additional resources via the school website. Pupils and parents are urged to make full use of such resources and support.

PERSONAL BELONGINGS OF PUPILS

Articles of clothing which are easily lost should have clearly marked name labels. **Under no circumstances should money or valuables be left in any classroom or social area.** Responsibility for the care and security of pupil 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 FMA's (janitor's) 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 pupils' name.

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

ADMINISTRATION OF MEDICINES

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. [administration of medicines](#)

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 un-open, 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. 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, where possible, for the parents to be informed immediately.

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

Where both parents are working, parents are advised to keep the school informed through the school office of any change of employment in order that they can be contacted without delay in a 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 named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

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 along with guidance on dealing with Cyber-bullying. We will follow these guidelines and they are available to parents on request, but are available on the school website

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 are urged to report concerns at the earliest opportunity! Guidance/Pastoral Support staff or Year Head's will normally feed-back to parents when concerns are raised.**

[Anti Bullying Guidance for Schools](#)

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 careers options and in providing work experience opportunities for pupils nearing their school leaving date.

PARENT COUNCIL

Parent Council is a group of parents elected 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 Mrs Emily Stokes, C/O Millburn Academy, Diriebught Rd, Inverness.

The Parent Council, which replaces the School Board, comprises approx. 15 parents including the Chairperson. This body of parent's work with the school to support other parents, pupils and staff, in developing positive relationships among the whole school community, meet approximately once per term. They will be responsible for reporting back to the Parent Forum. (All parents of pupils in the school), normally via minutes on the school website.

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: <http://www.educationscotland.gov.uk/parentzone/>

Millburn Academy Friends in Action (MAFIA)

MAFIA has been established by an enthusiastic group of parents and friends of the school with a view to raising funds for the school. Over recent years many tens of thousands of pounds have been made available to the school through the efforts of MAFIA. This is a very active group and parents are encouraged to become involved as a good way of participating in the life of the school. The Chair of M.A.F.I.A. is Mrs Emily Stokes.

CONTACT WITH PARENTS

The school welcomes the involvement and interest of parents in the progress of their children and in the life of the school generally.

There are a number of ways in which this contact is encouraged, both in respect of individual pupils and of the corporate life of the school.

SHARING SCHOOL NEWS

News is shared via school daily notices, the school website and the Millburn Academy Facebook page.

What's Happening at Millburn (WHAM) School newsletters are shared termly. These are published on the School website unless paper copies are specifically requested.

SCHOOL POLICY DOCUMENTS

The school publishes policy documents from time to time on various aspects of the organisation and life of the school on such things as homework, assessment, reporting and discipline. Copies of these policy documents are available to parents on request at the school office. These are being included on the school website for easy access.

Please note that policy documents are reviewed on a regular basis. Parents interested in being included in this process should contact the Rector.

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.

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 Guidance staff 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 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 the careers staff 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 SDS Careers Advisors linked to Millburn Academy are Ms Brandon & Miss Mitchell who visits the school regularly to advise on matters relating to career and curricular choice. Appointments to discuss career choices with Ms Brandon or Miss Mitchell can be arranged through Guidance staff. Pupils can also seek information directly from Guidance staff.

Support for pupils leaving school, including career guidance, financial advice, further education, post 16+ learning choices. How to access further information about local opportunities is listed on Jobcentre Plus <https://jobcentreplusoffices.co.uk/scotland/inverness-job-centre-plus-office> or hi-hope websites to support 16+ planning <https://www.hi-hope.org> & [16+ Learning Choices Information](#)

TRANSITIONS

The school will ensure that all pupils leaving school has a positive destination. Parents should spend time with their child looking at the world of work website: <http://www.myworldofwork.co.uk/>

Information about local opportunities is listed on the hi-hope.org website to support 16+ planning - www.hi-hope.org

CHILD PROTECTION – AUTHORITY GUIDELINES

From time to time it can emerge within the school setting 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 or Police Scotland 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 the *Child Protection Development Officer, Ms Eliz MacIntosh – 01641 521297*. *Where allegations are made in school, please note that protocol often dictates that the school should not contact the parents.*

EMPLOYMENT OF CHILDREN

The employment of children byelaws regulates the types of occupation in which children under school leaving age may be employed and other conditions of employment. Further information can be accessed [here](#).

ADDITIONAL SUPPORT NEEDS

HIGHLAND COUNCIL STATEMENT: Additional Support Needs

[Support for Learners Website](#)

'All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher. In a secondary school, the named person will usually be the Principal Teacher Guidance/Pupil Support.'

Millburn Academy recognises that additional support needs have many causes and that many pupils experience difficulties in their learning at some time during their school career. The ASN department in Millburn works with other departments to make sure that pupils' needs are known and met. ASN staff work with other departments in planning, helping to provide suitable materials and working in classrooms.

ASN has a number of roles in school: consultation on the additional support needs of individual pupils and materials; co-operative teaching in class; personal tuition; contributing to staff development; preparation of programmes; working with other agencies and assessment. ASN staff are often involved in the planning and

introduction of new work and are able to suggest ways of presenting material which can support learning in the classroom.

Millburn welcomes a number of pupils to our Supported Provision where pupils have an individual timetable and access to mainstream classes and smaller group teaching to meet their additional support needs.

All departments, in liaison with ASN, will be able to meet the learning needs of any pupil who has an additional support need on a short or long term basis. Supported assessment is available to overcome identified barriers to learning, and alternative forms of recording are encouraged through the use of differentiated materials and ICT.

Pupils are welcome to use the ASN department at break and lunchtimes. This is supervised by ASN staff and gives pupils the opportunity to chat and play games together.

The ASN department has a programme of Primary School Visits to get to know the needs of the pupils. The department also offer 'pre-visits' for children who are anxious about the move to secondary school. There is a Paired Reading Scheme in which S6 pupils read with S1 pupils on a regular basis. Both S1 and S6 pupils have found this a valuable exercise.

The ASN department recognises the importance of close co-operation with parents/carers and outside agencies such as the Psychological and Careers services. Any decisions made about pupils are reached through consultation with the pupil, parent/carer, the Guidance teacher etc. Pupils are also encouraged to seek help and advice. At present the ASN department consists of 8 teachers and 12 Pupil Support Assistants.

If a parent thinks that a pupil has additional support needs you can get more information and advice on <http://enquire.org.uk/EducationalScotlandInformation> or contact Mrs E Mackay or Mrs K McNamara – Acting PT's of ASN Dept.

Information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes:

- a) The authority's policy in relation to provision for additional support needs
- b) The arrangements by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons identified.
- c) The other opportunities available under this Act for the identification of children and young persons who –
 - a. Have additional support needs
 - b. Require, or would require, a co-ordinated support plan
 - c. The role of parents, children and young persons in the arrangements referred to in paragraph (b)
 - d. The mediation services provided
 - e. The officer or officers of the authority from whom parents of children having additional support needs, and young person's having such needs, can obtain advice and further information about provision for such needs.

The Addition Support for Learning (Sources of Information) Amendment Order 2011:

- a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>
- b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

[Highland Council model for support and child's plans](#)

[co-ordinated support plan](#)

LEGAL INFORMATION

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments from the Education (Additional Support for Learning) (Scotland) Act 2009 and it came into force on 14th November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a Local Authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local Authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act. If you have any questions about the 2009 please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

TRANSFERRING AND SHARING OF EDUCATIONAL DATA ABOUT PUPILS

Access to Pupil Records

The school pupil 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 an 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: [16plus Planning | Hi-hope – new link](#)

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 the 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, the Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by the 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 the 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: [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 & INCLUSION

For up-to-date information please see:

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/> - new link

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 the school office or [online](#).

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Named Person in the first instance, (Guidance) or the Senior Leadership Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education and Learning Manager;

Mrs F Shearer, Highland Council HQ, Glenurquhart Rd, Inverness, IV3 5NX on 01463 702880.

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 email public.transport@highland.gov.uk

STANDARDS & QUALITY REPORT/SCHOOL IMPROVEMENT PLAN/EDUCATION SCOTLAND LINK FOR INSPECTION REPORTS

[School Improvement Plan 2024/25](#)

[Standards & Quality Report 2023/24](#)

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

DISCLAIMER

Whilst the information in this prospectus 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.

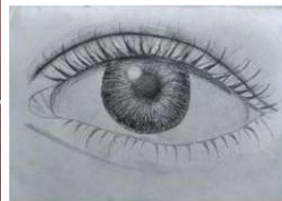




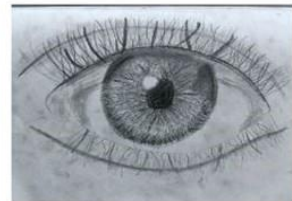
Lexie Kirby (S2)



Esther Jamali (S2)



Jamie Barrett (S2)



Cameron Cassie (S2)

