



MILNE'S HIGH SCHOOL

Our vision is to create a nurturing environment that provides opportunities for every individual young person to reach their full potential.



Resilience

Respect

Responsibility

MILNE'S HIGH SCHOOL

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**Moray Council Education
Communities & Organisational Development**

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Information in this Prospectus

All information given is correct at the time of publication. It is possible that over the course of the year some information will change. Please contact the school if any further advice or clarification is required.

Date of Issue: Dec 2024



WELCOME TO MILNE'S HIGH SCHOOL: PARENT WELCOME

Dear Parent,

It gives us great pleasure to welcome you to our fantastic school. I am delighted to introduce this handbook which is designed to give you an overview of our school. This handbook and our new school website should have all the information you require to support your child in their time at Milne's High School.

At Milne's High School our vision is to create a nurturing environment that provides opportunities for every young person to reach their full potential.

Our shared strategic aims are for everyone to:

- Be **ambitious** for themselves and others
- Have the Milne's **community** at the heart of all their actions
- Take the opportunities they need to **succeed**
- Show full **commitment** in all aspects of school life

We aim for all members of the school community to feel valued and so everything we do is underpinned by our core values of ***resilience***, ***respect*** and ***responsibility***.

We can only achieve our vision through strong relationships and partnership working with pupils, staff, parents and the wider community.

We are fortunate to have an extremely supportive and active Parent Council who go above and beyond to support the pupils, staff and whole school community at Milne's High School. They are always ready to welcome new parents/carers into their teams to work with the school. If interested in joining, please contact the school.

I feel very honoured to be leading such a wonderful school community as Head Teacher and look forward to working with you.

Jemma Playfair
Head Teacher



Miss Jemma Playfair
Head Teacher



Mr Adam Macleod
Depute Head
Inchberry House



Mrs Susie Burchell
Depute Head
Spey House



Mrs Susan Valentine
Depute Head
Tynet House



Mr Ross Elder
Acting Dupute Head
Spey House

WELCOME TO MILNE'S HIGH SCHOOL: PUPIL WELCOME

To all the current and future pupils of Milne's High School

It gives us great pleasure to welcome you to our fantastic school. At Milne's High School we believe that if you are happy you will be successful. We believe that to ensure success for each of you we need to provide a high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning. We believe that working together with you and our whole school community ensures long-lasting successes for each and every one of you.

At Milne's High School we want to ensure that you have the same opportunities as every other pupil within Scotland, despite our rural location. We may be a smaller secondary school in size but we have huge aspirations for each and every one of you. There are no limits to your future successes and we will celebrate every one of your successes with your parents/carers, the teachers in the school and the whole Milne's School Community.

Your Voice is crucial in making improvements to the school and planning for your future years at Milne's High School. We have recently launched our Pupil parliament and we will be holding sessions twice termly to ensure every voice in the school is heard. We will be able to share the next steps from these meetings on our "You Said, We Did" noticeboard in school and on our school website.

Following a whole school consultation our vision, values and aims were refreshed in January 2023. With the challenges that everyone in our school community and across the nation faced during the COVID-19 pandemic, we knew that our vision, values and aims needed to be refreshed to align with the direction we were now going in as a school.

When you are in our school we will strive to ensure we create a nurturing environment that provides opportunities for you to reach your full potential.

I look forward to working with you all to ensure that **#MilnesMakesADifference** to your school and future life.

Jemma Playfair
Head Teacher

OUR VISION

At Milne's High School our vision is to create a nurturing environment that provides opportunities for every individual young person to reach their full potential.



#MilnesMakesADifference

OUR VALUES

Resilience
Respect
Responsibility



#MilnesMakesADifference

OUR AIMS

Our aims are for everyone to:

- Be **ambitious** for themselves and others
- Have the Milne's **community** at the heart of all their actions
- Take the opportunities they need to **succeed**
- Show full **commitment** in all aspects of school life



#MilnesMakesADifference

WELCOME FROM OUR SCHOOL CAPTAIN TEAM

On behalf of all the pupils we welcome you to Milne's High School.

At Milne's High School, our motto "Alacritate-Ac-Studio" means 'With Speed and Zeal' has laid the foundations for creating the environment which allows students to learn, grow, excel and create lasting memories in a safe, creative and understanding space. We continuously strive to help everyone reach their full potential through opportunity and equity. Our core values are Resilience, Respect and Responsibility which shape our school into a place where pupils thrive. These values underlay our everyday at Milne's High and make for an environment where pupils enjoy learning and developing their skills.

Our community is friendly and sociable, with the chance to join clubs, where we can partake in a wide range of activities from football to chess. The arts are widely appreciated, with an exceptional music department that offers the chance to be part of our jazz band, orchestra, fiddle group and choir. Pupils can also participate in a range of competitions which showcase our diverse talents, such as our annual talent show, sports day and much more. Our staff are engaging and supportive, volunteering their own time to help run and organise these brilliant events.

Our school provides many opportunities for us to mould our experience and take the initiative. We can play a part in organising events and fundraisers through various committees, as well as become a Student Voice Ambassador and integrate the feedback from staff and pupils alike to help further develop our school. This allows us to have a flexible learning experience and have a say in how our school is run. One such initiative that has been launched is the mental health programme. Students can become a Mental Health Ambassador, where they can receive training on how to provide help to those in need and offering support to fellow pupils.

We are also proud to say that we offer leadership opportunities throughout all year groups. Pupils can take up roles such as joining the Captain Team, be School Captain, a STEM Leader and many more. These help us develop transferrable skills that will prepare us for the wider world and also allow us to work together as part of a community.

As a school we acknowledge the individual needs of pupils such as dyslexia, learning difficulties and additional personal difficulties. We constantly develop upon improvements previously made to remain as inclusive as needed to support the overall well-being of our pupils. Accessibility is another primary aim of the school, certain lessons have been tailored to accommodate and educate every pupil in the school, allowing for more understanding and empathy towards students.

We are a diverse, colourful, ambitious school that welcomes all with open arms and supports each pupil in blossoming as individuals and in their academics.



A BRIEF HISTORY OF MILNE'S HIGH SCHOOL

Milne's High School was established in 1846 as a result of the generosity and benevolence of Alexander Milne who wished to see educational opportunities for young people in his home town of Fochabers.

In the course of his life, Alexander Milne travelled far from his native community, yet it retained an affectionate place in his heart. As such, he bequeathed the money required to set up Milne's Institution as it was then called.

The original building is still a familiar and striking landmark in the main street through Fochabers. This building, which is now home to Milne's Primary School, has been renovated to a very high standard by the local authority. It has, however, kept its original external appearance, a magnificent facade designed by Thomas Mackenzie who was responsible for many fine buildings in Aberdeen and North-East Scotland during the 19th century.

Although the secondary school is now based in a modern building on the south side of Fochabers, the school retains strong ties with its roots. Traditions are represented, for example in a continuation of high academic standards and the development of awareness in our young people of the needs of others in the school and wider community.

Milne's High School Badge

The School Badge comprises three boars' heads with a pheon in the centre, set on a green background. Both the boars' heads and the green background are associated with the Gordon family. The badge reflects the fact that Fochabers and the area around it has been linked with the Gordon Family for several centuries.

The pheon (a jagged arrow head or javelin) is set in the centre of the badge. As far as can be determined, the badge in its current form made its first appearance on a school publication in 1912.

The school motto "Alacritate-Ac-Studio" means 'With Speed and Zeal'.



MILNE'S HIGH SCHOOL

Milne's High School provides comprehensive education for boys and girls from first to sixth year (aged 11 to 18 years). In addition to young people from Fochabers itself, the school zone includes Mosstodloch, Lhanbryde, Garmouth, Spey Bay, Kingston and Urquhart as well as smaller communities stretching towards the area surrounding Portgordon and Buckie.

Essentially, the catchment area includes a large part of the eastern area of Moray's rich agricultural land involving farming, forestry and plant nursery developments as well as a range of industry including Baxters of Speyside which is less than a mile from the school. The school roll is presently 485.

The local communities within the area are active supporters of the school and our underlying values. This is very much appreciated and where possible reciprocated through links from the school to the community.

We celebrated our 175th birthday in 2021, but despite the rich traditions of its past from which it draws it is a progressive, vibrant and forward looking school, anticipating a very positive future to complement its past successes.

The current Milne's High School building is situated on the south side of the town of Fochabers. Travelling west from Aberdeen, turn left at the Square, continue up Charlotte Street, cross the narrow bridge at the end of the street, leading to West Street. Turn left at this point, then follow the line of the road which brings visitors to the school which is situated on the left hand side of the road. The Speyside Way runs alongside the west side of the school grounds.

The school is set on a very attractive site with its own extensive playing fields and an all-weather pitch immediately accessible from the buildings. The area has been landscaped and is surrounded by trees which are now well established.



The buildings themselves were constructed in phases between 1981 and 1989 when the school finally moved to its current site. A central teaching and management block is linked to the other teaching areas of the school. An extension has been built and this further enhances facilities and includes a community library, fitness gym, IT suite and multi-agency base. The map above shows the area of Moray which is served by Milne's High School. A more detailed map is held by the school office and advice is also available from Moray Council regarding the appropriate zoned school for each address within Moray.

Information on our associated primary schools is given in the section headed 'Transition from Primary to Secondary School'

OUR STAFF

Head Teacher	Miss J Playfair	
Depute HT	Mrs S Valentine	
Depute HT	Mr A Macleod	
Depute HT	Mrs S Burchell	
Acting DHT	Mr R Elder	
Art & Design	Ms A Neillie	
	Mrs J Standfast	
Business Education	Mr A Affleck/Principal Teacher	
	Mr W Young	
	Mrs L George	
English	Mrs N Bothoms/Principal Teacher	
	Mrs G Humphrey	
	Mr P Jenkins (part-time)	
	Miss H Green	
Geography	Mr C Young/Acting Principal Teacher	
	Vacancy	
History and Modern Studies	Mr M MacLeod/Principal Teacher	
	Mrs G Mitchell	
Home Economics	Mrs J Adams/Principal Teacher	
Mathematics	Mrs L Whitley/Principal Teacher	
	Miss A Stewart	
	Mrs H Rongong (part-time)	
	Mrs C Bradley	
Modern Languages	Ms L Lyall/Principal Teacher	
	Mrs N Maclean (part-time)	
Music	Mr R Ross/Principal Teacher	
	Miss E Stewart	
	Mr A Davidson (Violin)	
	Ms J Theron (Woodwind)	
	Mr C Henderson (Guitar)	
	Ms F Campbell (Percussion)	
	Mr A Grant (Brass)	
Physical Education	Miss K Buckle/Acting Principal Teacher	
	Mrs F West	
	Miss L Keay	
	Miss R Fielding	
RME	Mr H Archibald/Principal Teacher	
Sciences		
	Biology	Mrs A Gray/Principal Teacher
		Dr B Orr (part-time)
	Chemistry	Mrs C Sugg/Principal Teacher
	Physics	Mrs S Bradshaw/Principal Teacher
		Mr M De'Bruin
Teacher of Targeted Intervention	Ms L Davidson	
Technical Education	Miss S Smith/Principal Teacher	
Additional Support Needs	Mrs P Parrott/Principal Teacher	
	Mrs K Leslie	
Guidance	Mr A McRitchie/PTG	
	Mrs V Slater/PTG	
	Miss J Ogg/PTG	

Support Staff		
School Support Coordinator	Mrs E Kelly	
Senior Clerical Assistant	Mrs L Nicol	
Clerical Assistants	Vacancy	
	Mrs C Munro	
	Mrs E Brindle	
Librarian	Mrs K Macleod	
Supervisory Technician	Mr S Perry	
Technician	Mrs L Mair	
Technical Assistants	Mrs S Mitchell	
	Ms L McWilliam	
Head Janitor	Mr I Marshall	
Janitor	Mr W Chisholm (Relief)	
Pupil Support Assistants	Mrs T Dickie	
	Mrs J Duncan	
	Mrs L Smith	
	Mrs S Bowie	
	Mrs S Clark	
	Mrs Y Cantlie	
	Mrs Y McIntosh	
	Mrs L Sutherland	
Catering Supervisor	Mrs L Allan	
Home School Link Worker	Miss D Chamberlain/Mrs J Shade	
School Nurse	M Slater	
SDS Adviser	Miss K Dawson	
Inclusion Co-ordinator	Vacancy	

OUR SHARED VISION, VALUES & AIMS

Our vision, values and aims were refreshed following a whole school consultation from April 2022 until December 2022.

With the challenges that everyone in our school community and across the nation faced during the COVID-19 pandemic, we knew that our vision, values and aims needed to be refreshed to align with the direction we were now going in as a school.

Many young people struggled to come back to school and re-introducing good routines were something that was parents voiced as being really important. Learning to not shy away from difficulties and trying to overcome them is a really important value and this is why **Resilience** was chosen as one of our three school values.

Milne's High School prides itself on being a school where positive relationships are at the heart of who we are as a school. Staff tell us their favourite thing about working at MHS are the young people and the pupils tell us one of their favourite things about MHS are the staff that work there. We know that being kind to each other, ensuring we take pride in our school building and looking after our local community helps to create our welcoming ethos and this is why **Respect** was chosen as one of our three school values.

And lastly we all need to play our part and ensure we take ownership for our actions and being prepared and ready to learn. In particular our pupils felt **Responsibility** was an important value to have as it prepares you for the world of work and further education after High School.

Our values, also known as the **3 R's**, are being embedded into The Milne's Way.

We have introduced our Values-based Merit System this year that sees pupils awarded merits in each class for the 3 R's. Here are our Term 1 winners!



SCHOOL IMPROVEMENT & CONTACT INFORMATION

Every year we make major decisions about our school to try and ensure that we are continually improving the quality of education we provide for all our young people. This is summarised in our School Improvement Plan. We make these decisions based on information we have gathered from parents, pupils, teachers, the Local Authority and members of the wider community. Our improvement plan is available from the school office or from our website (www.milneshighschool.org.uk – About us – Improvement Plan).

Our Standards and Quality Report is designed to provide a summary of information about our school's progress over the last year. In particular:

- Progress with our School Improvement Plan 2023-24
- Our PEF Plan 2023-24
- Successes and achievements of our pupils both as individuals and through collective endeavours

Communication with the School

Should parents have queries, issues or information to share then the first point of contact should be the child's Guidance teacher. Should parents wish to raise concerns about how we have dealt with an incident then please contact a member of the Senior Leadership Team. Parents can send a letter, call or email the school office and it will be forwarded to the appropriate Depute Head Teacher.

Please be aware that the Head Teacher will be fully aware and involved in dealing with any complaint.

As our community has many different family structures, it is important that we are made fully aware of a situation which may require special communication arrangements. Our system is set up to have a main contact however, in the case of split families we can set up a process whereby both parents receive copies of written communication. We require parents to make this request by contacting the appropriate Guidance teacher. Please be aware that we will use the main contact in the first instance by telephone and we expect parents to communicate with each other as much as they can regarding their child in cases where families may be apart.

All communication is channelled through our very skilled, discrete and professional team of office staff.

School Contact Information

Milne's High School, West Street, Fochabers IV32 7DJ

Office Phone Number: 01343 820611

Email: admin.milneshigh@moray-edunet.gov.uk

Canteen: 01343 821478

Website: www.milneshighschool.org.uk

Other Useful Numbers

Miss Jemma Playfair

Acting Head Teacher

Milne's Primary

High Street

Fochabers IV32 7EP

01343 820977

Education, Communities and Organisational Development

Moray Council

High Street

Elgin IV30 1BX

01343 563374

Ms Donna Mackay

Head Teacher

Mosstodloch Primary

Mosstodloch

Fochabers IV32 7JB

01343 820476

Mrs Sandra Dean

Head Teacher

Lhanbryde Primary

Garmouth Road

Lhanbryde IV30 3PD

01343 842649

School Calendar 2024-2025

Autumn

In-Service Closure: Monday 12 August 2024

In-Service Closure: Tuesday 13 August 2024

Term starts: Wednesday 14 August 2024

Term ends: Friday 4 October 2024

Autumn holiday: Monday 7 October 2024 - Friday 18 October 2024

Winter

Term starts: Monday 21 October 2024

In-Service Closure: Monday 11 November 2024

In-Service Closure: Tuesday 12 November 2024

Term ends: Friday 20 December 2024

Christmas holidays: Monday 23 December 2024 - Friday 3 January 2025

Spring

Term starts: Monday 6 January 2025

In-Service Closure: Thursday 13 February 2025

Mid-term holiday: Friday 14 & Monday 17 February 2025

Term ends: Friday 28 March 2025

Spring holiday: Monday 31 March - Friday 11 April 2025

Summer

Term starts: Monday 14 April 2025

Good Friday holiday: Friday 18 April 2025

May Day holiday: Monday 5 May 2025

Term ends: Friday 27 June 2025

Plus 1 occasional day holiday when ps will be closed

•Milne's High School ASG - Tuesday 18 February 2025

A CARING, SUPPORTIVE COMMUNITY



Transition from Primary to Secondary School

The majority of pupils at Milne's High School come from our three associated primary schools. These are Lhanbryde Primary School, Milne's Primary School in Fochabers and Mosstodloch Primary School. To assist with transition arrangements and the associated curriculum planning between the primary schools and the secondary, a number of structures are in place. From term two onwards, visits by secondary staff are made to meet with Primary 7 pupils and their teachers. This is followed by pupil visits to Milne's High School to become familiar with their environment and help them feel more confident about their transition into secondary school.

During the five days pupils will take part in activities which will enable them to:

- Build new friendships
- Team build
- Become comfortable with their environment
- Develop a knowledge and understanding of wellbeing



The transition programme is aimed at making our new pupils feel welcome and to make the move from primary to secondary straightforward and enjoyable. Pupils enrolling from other primary schools are also invited to attend the transition week at Milne's High School. An initial Parents' Information Evening is held in February to share information and help parents become familiar with the school.



House System and House Heads

A considerable emphasis is placed on ensuring that new first year pupils settle in quickly and successfully to their new environment. Each pupil is placed in one of three 'Houses'. A member of the Senior Leadership Team has overall responsibility for each house group as House Head. Key personnel include:

Headteacher

Depute Head (Tynet House)

Depute Head (Spey House)

Depute Head (Inchberry House)

Miss Jemma Playfair

Mrs Susan Valentine

Mrs Susie Burchell

Mr Adam Macleod

Principal Teacher of Guidance

Tynet – Mr Allan McRitchie

Spey – Miss Jenna Ogg

Inchberry – Mrs Vicki Slater



A CARING, SUPPORTIVE COMMUNITY

Assemblies

During the weekly period of Wellbeing & Attainment throughout the school session, year group and House group assemblies take place. There are two principal purposes in holding such assemblies. First they are designed to encourage a sense of identity and belonging to the school. They are also intended to provide an opportunity for thought-provoking reflection. Members of our Chaplains' team are involved in assemblies at various times throughout the year. The themes of the assemblies will vary with a programme drawn up at the beginning of each school year.

Guidance - Support for Pupils

Our Guidance Team perform a key role in the link between home and school. Although all teachers in the school have responsibility for the health and wellbeing of pupils, it is the Guidance Team who are in a position to have a complete overview of progress during a pupil's secondary school career. They offer advice and direction on a range of issues including dealing with bullying and resolving friendship issues. They also assist pupils in the decision making process at all stages. Furthermore, they act as a link with many partner agencies such as Social Work, Health and Skills Development Scotland.

Principal Teachers of Guidance have regular learning conversations during each stage of a pupil's school career. Where there are matters of concern about a pupil's wellbeing, the Guidance Team usually contact parents/carers by letter or by telephone. In return, parents/carers are asked to inform Guidance teachers of any circumstances which might affect a pupil's progress at school. All pupils entering Milne's High School are assigned to a House Group under the care of a Principal Teacher of Guidance and will normally remain in the same House throughout their education at the school. Should you have any concerns or questions, the Guidance teacher should be your first point of contact. They have the overview of your child and work closely with the Senior Leadership Team to resolve any issues.

Named Person

As part of the national Getting It Right For Every Child (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person to help them get the support they need. In secondary schools the Named Person will usually be a Principal Guidance Teacher and will remain throughout their time at school. The Named Person will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person. The GIRFEC approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed, GIRFEC aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how safe, healthy, achieving, nurtured, active, respected, responsible and included wellbeing indicators they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The Named Person Service supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (eg from health, social work, police etc) if required. Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your Named Person either by phone, email or alternatively a letter marked for the attention of your Named Person.

A CARING, SUPPORTIVE COMMUNITY



Careers Education

Skills Development Scotland (Careers) works in partnership with us to support key parts of both our Guidance work and Personal and Social Education. Our programme of careers education is enhanced by contributions from our careers coach from Skills Development Scotland. One-to-one careers guidance is also arranged with pupils at different stages in the school, especially in the Senior Phase. Parents/carers are also welcome to contact Krissy Martin for careers advice regarding their son or daughter. A well-stocked careers library contributes to this provision along with information on work and further/higher education which is available from a computer database. Pupils are encouraged to investigate careers areas independently. Senior pupils are encouraged to attend University Open Days and other careers events as appropriate. Careers talks from various outside agencies are also given each session. Senior pupils in particular are encouraged to attend.

Additional Support Needs (ASN)

In Milne's High School, the ASN Department reflects the inclusive policy of the Moray Council. We aim to provide equality of access to an appropriate and effective curriculum which is suited to the needs of young people. Support staff work across the breadth of the curriculum providing in-class support. ASN staff also work collaboratively with teachers in a planning and consultative role and with Principal Teachers of Guidance in their supportive and pastoral roles.

Where a flexible curriculum is more appropriate, and in full consultation with parents/carers and young people, this can be provided within the department. In S1-S3, this curriculum parallels that of CfE and in S4, National 1 and 2 courses are provided as a route to qualification.

The ASN department works closely with partner professionals whose expertise can enhance the provision for young people in school. They also work collaboratively with parents and young people, taking full account of their views in accordance with their rights and responsibilities.

Information on GIRFEC

("Getting it Right for Every Child") is available at:

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

Enquire – the Scottish advice service for additional support for learning. It offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0345 123 2303

Email Enquiry Service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

A CARING, SUPPORTIVE COMMUNITY



Peer Support

In June of each year, pupils entering sixth year are offered the opportunity to become members of the Peer Support Team in one of the following ways::

Paired reading S5/6 Supporting others in curricular classes

Supporting others in curricular classes

Senior students can help teachers in certain classes. A wide range of subject areas currently have senior student support and this particularly helps S1 but can also occur in S2-S4 classes where appropriate. The senior student is involved in many ways as agreed with the individual teacher.



Anti-Bullying Policy

At Milne's High School, all staff aim to give youngsters the best possible chance to gain valuable skills and qualifications and to equip them with a knowledge and understanding of their environment so that they can cope with and enjoy life in a fast changing world. Furthermore, we recognise that young people need to develop self-reliance while also appreciating the inter-dependence of individuals and acceptance of other people, their opinions and their cultures.

Milne's High School Pupils' Definition of Bullying

- We think bullying is behaviour that can leave people feeling hurt, frightened and left out. Such behaviour impacts negatively on our school community
- Bullying can be characterised by intentionally aggressive behaviour that involves an imbalance of power and strength. It can be exemplified through physical, verbal/nonverbal, and/or relational means
- Bullying can also be characterised as being prejudice because you are perceived to be different e.g. appearance, intelligence, sexuality, race, beliefs, disability or personality
- Bullying can be any combination of the above negative behaviours and often it is a repeated offence, even when teachers observe it for the first time



Milne's High School Statement

Bullying occurs in every school and Milne's High is no exception. When bullying is identified here it will be dealt with quickly, firmly and sensibly

This action includes:

A CARING, SUPPORTIVE COMMUNITY

School Action:

- Encouraging our young people to talk to someone they trust – Guidance teacher, wellbeing and attainment teacher, parent, relative, friend, captain
- Guidance teachers will talk through the issues and actions taken will depend on circumstances and the degree of bullying involved. This may include fact-finding, talking with others, problem-solving work, restorative work and talking to parents
- We may involve others to work with us, such as Home School Link Worker or Police Scotland
- Persistent or serious incidents will lead to referral to the Senior Leadership Team
- Persistent or serious incidents will result in sanctions, restrictions, formal warnings, parental meetings and ultimately, exclusion from school
- Incidents are recorded and filed for review. These are discussed on a regular basis by the Senior Leadership Team

Parents/carers should be aware that they may contact the school at any time if their child reports being bullied or if they notice a change in the child's behaviour which might indicate bullying. The initial contact would normally be made with the child's Guidance teacher. Similarly, any member of the school staff will report incidences of bullying to the Guidance team if they witness it, if a child tells them about it or if they themselves sense that it may be happening. Everyone has a right not to be bullied. Our message to pupils is that they must tell an adult if they themselves are being bullied or if they know of other youngsters who are in this position.

Health and Wellbeing - Guidance and Support for Pupils

Throughout your child's time at Milne's High School your child's Guidance teacher along with all other members of the school community will have the responsibility of promoting positive health and wellbeing. Health and Wellbeing is a responsibility of all members of the school and the main areas that are addressed are separated into five areas:

Mental Emotional Wellbeing – relationships, resilience, bullying, empathy and bereavement and loss

Social Wellbeing – rights and responsibilities, diversity, peer education

Physical Wellbeing – personal safety, internet safety, first aid and safe travel

Planning for Choices and Change – decision making, making good choices, target setting, taking responsibility and independent learning

Relationships – importance of making and keeping good relationships, respecting boundaries in a social context

Pupils will experience the Health and Wellbeing outcomes through the general ethos and life of the school, curriculum and subject areas, interdisciplinary projects and studies and also through opportunities for personal achievement. Assemblies, the House System, careers education and peer support all contribute to the health and wellbeing approach in school.



HIGH QUALITY LEARNING EXPERIENCES

Curriculum for Excellence (CfE)

CfE balances the importance of knowledge and skills. It aims to raise standards, prepare our children for the future and equip them for work in a fast changing world. Every teacher will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

Literacy

CfE gives a new focus to literacy across learning. Literacy skills will be developed in all subjects and across the eight curriculum areas. Literacy experiences will promote the development of critical thinking, creative thinking, competence in listening and talking, reading and writing, personal, interpersonal and team-working skills as well as skills in using language.

Numeracy

CfE recognises the importance of numeracy and that our young people need to be confident when solving problems, making decisions and analysing situations that involve numbers. Throughout the curriculum the teaching of numeracy is organised into areas which include understanding and calculating numbers, applying numbers when working with money, time and measurement and understanding information to make decisions.

CfE develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. CfE links knowledge in one subject area to another, helping children understand the world and make connections. CfE develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

We offer personal support to help young people fulfil their potential and make the most of their opportunities. There is much emphasis by all staff on looking after our children's health and wellbeing to ensure that the school is a place where children feel safe and secure.

Ultimately, CfE aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens.

Broad General Education (S1-S3)

All pupils are entitled to a Broad General Education. In some subjects pupils are taught in class size groups of 30 and under; in practical size groups the maximum number is 20. Primary school reports are used along with information gathered by secondary staff during visits to associated primary schools to ensure that as far as possible, an appropriate measure for each youngster is established. The curricular areas studied are:

- **Languages and Literacy** - English, Modern Language
- **Mathematics and Numeracy** - Mathematics
- **Health and Wellbeing** - Physical Education, Home Economics, Personal and Social Education
- **Religious and Moral Education** - RME
- **Social Subjects** - History, Geography, Modern Studies, Business Education, Religious and Moral Education
- **Expressive Arts** - Art & Design, Music, Dance
- **Sciences** - Biology, Chemistry, Physics
- **Technologies** – Computing, Design & Technology

HIGH QUALITY LEARNING EXPERIENCES

In the Autumn term of their second year, pupils are given further opportunities for personalisation and choice. An information booklet about the course choice available online for parents and pupils. Detailed advice about courses is given by Guidance and Subject staff, with every pupil studying English, Mathematics, a Modern Language and five other subjects which must ensure coverage of all eight curricular areas (see previous page). This provides an opportunity to study courses in depth.

Senior Phase (S4-S6)

In S4, pupils select six subjects to study with English and Mathematics/Numeracy being compulsory. Pupils will be presented in these subjects for the National Exams. Pupils also study three core subjects of Physical Education, Personal and Social Education and Religious and Moral Education.

Pupils who reach the age of 16 years on or before the last day of February are entitled to leave school on the last day of term before the Christmas holiday of the previous year. Pupils who reach the age of 16 on or before the last day of September may leave school on the last day of May of the same year. Any pupil leaving Milne's High School at any time should collect and complete a leaver's form from the school office. All books and equipment belonging to the school should be returned.

The vast majority of pupils remain in school for a fifth and sixth year to gain more advanced qualifications. In the senior phase, pupils may study from a range of SQA courses covering a variety of subjects and levels. Detailed course information is issued during the Autumn term to pupils in fourth and fifth year. Advice from Guidance Teachers and our Careers Adviser is also available to allow seniors and parents to make informed and achievable choices.

During their fifth and sixth years, we hope that our seniors will develop more advanced and increasingly 'independent' study skills. They are encouraged to take responsibility for the organisation of their work and private study.

We are conscious that education is about more than academic or vocational qualifications. Other skills and qualities which will enable young people to contribute to society and to make their own way in the world are also required. Senior students in particular are encouraged to make a contribution to the wider life of the school and community, developing skills of leadership and responsibility.

It is encouraging to see that many seniors do take the opportunities to enrich the life of the school, working both alongside staff and independently, for the benefit of younger pupils while presenting themselves as positive role models.

Work Experience

All students in the Senior Phase have the opportunity for Work Experience at a time appropriate to their individual needs.

HIGH QUALITY LEARNING EXPERIENCES

16+ Learning Choices

It is the intent of the Scottish Government that every young person of school leaving age in Scotland will receive an offer of continuing education or training that is attractive, appropriate and relevant to their needs. It is felt that this is the best way of ensuring young people's long term employability. In partnership with Schools, Colleges, Skills Development Scotland (Careers), the private, voluntary and other public sectors, Moray is developing systems and plans that will translate that vision into reality.

For many young people, schools will continue to be the main route for that progression beyond S4; for others, college will be the best option or it might be a combination of school and college. For some young people the best offer may lie outside of school and college and this is where alternative provision will be identified and developed. During a young person's final year of statutory schooling, school guidance staff and Skills Development Scotland (Careers) staff will be in discussion with pupils to identify the most appropriate pathway.



Physical Education (PE)

All pupils from S1 to S6 will follow a Core PE programme which involves participation in a wide range of activities and fitness work. The activities include:

- **Team games (outdoors and indoors)**
- **Racquet Sports**
- **Dance**
- **Gymnastics**
- **Athletics**
- **Fitness**



Through these activities pupils will have the opportunity to develop their physical competencies, physical fitness, cognitive skills and personal qualities, as well as their ability to evaluate self and peers, and a range of leadership skills. Pupils will also gain an awareness of the physical, emotional, social and health benefits of participation in physical activity. It is hoped that pupils will identify activities that interest them and that may become part of a healthy lifestyle now and in the future.

Pupils who have a particular interest in physical activity will be able to choose from a variety of courses to study specific aspects of PE in greater detail from S3 onwards.



All pupils are required to change into appropriate clothing for PE, including different footwear as appropriate to the activity. Jewellery must be removed and long hair tied back for safety. Parents are requested to encourage participation and in the instance of illness or injury a note should be signed to explain inability to participate.

The PE department supports many school and community clubs and organises a full Inter-House Sports Programme.

HIGH QUALITY LEARNING EXPERIENCES

Religious and Moral Education

Religious and Moral Education encourages pupils to engage in a search for meaning, value and purpose in life. It aims to develop their understanding of a wide range of beliefs within Christianity and other world religions. In S1-3 pupils have one lesson a week of RME, where they explore a range of moral issues and religious beliefs. This course forms an important part of the Broad General Education, promoting tolerance and inquisitiveness towards different ways of living. The aim is for pupils to learn about the beliefs studied. In the senior phase, pupils have the option to continue learning in the department through studying Religious, Moral and Philosophical Studies, and/or Philosophy at National and Higher Levels. It is possible for parents/carers to request that young people are withdrawn from RME. This must be stated in a letter to the Head Teacher as soon as possible.



Additional Learning Experiences

A wide and varied programme of educational activities runs throughout the year at Milne's High School. Pupils are given the opportunity to participate in these exciting and valuable learning experiences.

These extra-curricular activities are an important part of the education which we offer to all of our young people and we value parental support in encouraging participation.



Many activities take place on a regular basis: others take the form of inter-house competitions or one-off events. Whilst some take place at lunchtime, others are after school or in some cases at the weekend. A number are competitive; others may involve attending a performance of a play or a workshop offered in school. A major activity such as a concert also involves considerable numbers of pupils in a valuable additional experience to the formal curriculum. A number of activities allow pupils to represent Milne's High School in inter-school competitions.

Activities which have been running previously have included the following:

Archery, athletics, badminton, basketball, football, hockey, rugby, netball, fitness

We also hold an annual sports day, inter-house competitions and cross-country event.

Duke of Edinburgh, World Challenge, book group and discos.



At Milne's High School, we offer a number of extra-curricular activities in Music including the Jazz Band, Orchestra, Choir and Guitar Group – new members are always welcome. In addition to this, there are various performance opportunities throughout the year for all year groups.

HIGH QUALITY LEARNING EXPERIENCES



Activities Days

First, second and third year pupils are given the opportunity to take part in a range of activities over two days in May.

School Trips Home and Abroad

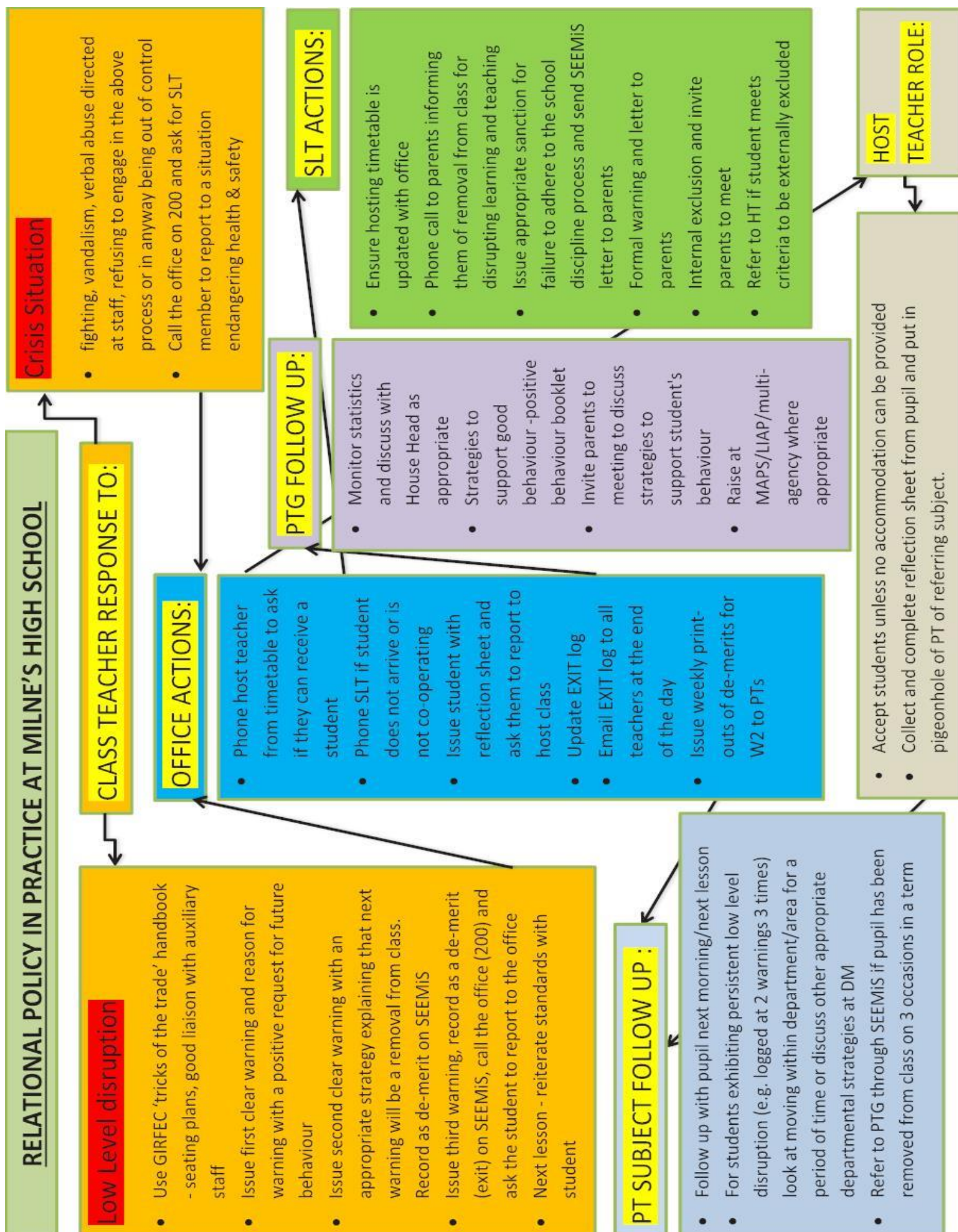
Months of pre-planning really pay off in the enjoyment experienced on these trips, which are usually open to pupils from different year groups. In the past, we visited various locations such as London, Paris and India.

Out of Class Activities

These are the out of class activities that we are currently offering this session

Club	When	Where	Who
Lego League	Monday	ICT3	S1 & S2
Badminton	Monday	Games Hall	All Pupils
Dance	Tuesday	Games Hall	All Pupils
Netball	Tuesday	Games Hall	All Pupils
Rugby	Wednesday		S1
Basketball	Wednesday	Games Hall	All Pupils
Walking Club	Wednesday		S1
ASN Afterschool Club	Wednesday	Games Hall	
MHS Library Club Dungeons & Dragons Milne's Makars Character Club MHS Bookworms	Monday – Thursday	Library	All Pupils
Football	Wednesdays		Boys and Girls
Gymnastics	Thursdays		All Pupils
Volleyball	Thursdays		All Pupils
Music @ Milne's Milne's Fiddlers New Voices Northern Lights Orchestra	Monday to Friday	Room 13	Everyone welcome

HIGH QUALITY LEARNING EXPERIENCES



Behaviour

Students are expected to follow the agreed code of conduct. Generally, pupils are made aware that they are responsible for their own actions, and that breaking rules will lead to sanctions including:

- 1 Verbal warnings for persistent misbehaviour
- 2 Withdrawal of privileges
- 3 Referral to the senior leadership team
- 4 Detention
- 5 Parents/carers asked to discuss behaviour and agree future conditions
- 6 Seclusion
- 7 Exclusion from school
- 8 Restrictions on use of school facilities at certain times

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Moray HQ, and the Police may also be involved.



Milne's High School Homework Strategy

Homework supports learning in the classroom, helps to develop independent learning skills and encourages a positive attitude to learning in our young people. We aim to develop further our partnership with parents and carers by providing a purposeful homework programme. This strategy outlines the roles of everyone involved.



Pupils

- Seek help in advance, if required, so that you can still meet the deadline
- Check any work you have missed following absence
- Aim to submit quality and best work
- Accept non-completion as a missed learning opportunity
- First piece of missed / incomplete homework in a term will be recorded as a demerit and a text message sent home
- Second piece of missed / incomplete homework in a term will also result in a referral to PT subject and a letter sent home
- Third piece of missed / incomplete homework in a term will also result in a referral to Guidance



Class Teacher

- Issue homework at least monthly in BGE and weekly in Senior Phase
- Meaningful and appropriate homework in line with current learning and teaching in class to support and consolidate learning
- Differentiate using Bronze, Silver, Gold
- Outline homework tasks on TEAMS and orally to pupils
- Monitor the completion of homework and provide appropriate feedback
- Try to avoid issuing homework for completion the next day
- Provide support and extensions to deadlines where possible
- Use SEEMIS systems for demerit and referrals to PT
- Report on homework using tracking systems ratings 1-4



Principal Teachers

- Ensure homework completion is included in departmental tracking and monitoring
- Discuss missed / incomplete homework with pupil
- Facilitate support for completion of outstanding SQA work if needed
- On first piece of missed / incomplete homework in a term, email office to send group call - cc PTG
- On second piece of missed / incomplete homework in a term, 1:1 with pupil and email office to generate letter home- cc PTG
- On third piece of missed / incomplete homework in a term, referral to PTG



PTG

- Upon referral from PT subject, speak with pupil regarding missed / non-completion of homework
- Call parent for a supportive conversation. Agree action points to support completion of homework
- Upon second referral from PT subject, send a letter home inviting parent for a meeting to discuss a way forward with completion of homework
- Upon third referral from PT subject, send a letter home to inform parent of continuing concern. Make House Head aware
- Signpost to homework club



DHT

- Monitor quality and issuing of homework for link departments



Office

- Provide weekly reports of homework demerits dated from the start of term

"Every child has the right to an education that develops their personality, talent and abilities to the full." At Milne's High School, we believe that homework is an essential part of providing education that will meet the rights of all our children'.

Article 29- the goals of education



HIGH EXPECTATIONS OF ALL OUR YOUNG PEOPLE



Study Out of Hours/Focused Tutorials

Homework can be undertaken in the ICT Suites or by agreement with teachers in a classroom. This gives pupils the chance to complete their studying and homework in a suitable environment with Information Technology to hand. There is also the opportunity for pupils to attend lunchtime and after school tutorials in a wide variety of subjects, offered voluntarily by staff.



Milne's Learning Centre

The Milne's Learning Centre is available to all pupils to assist in their formal learning providing a rich source of materials. Individual study space is provided particularly for seniors. After consultation with the Library Resource Centre Coordinator, computers and internet access can be provided. Other facilities including games are available for pupil use at lunchtimes. Various clubs operate in the Milne's Learning Centre at lunchtimes which all pupils can join including a 'Homework only' session.

Essential Equipment

We expect that pupils will come to school equipped to take part in all lessons. The following should be brought every day:

- Schoolbag
- Pencils, pens, rubber, sharpener, ruler and calculator
- Books and jotters for timetabled classes
- Equipment for PE, Home Economics etc

School Dress

At Milne's High School, we encourage pupils to wear appropriate school wear and are delighted that our young people, supported by their parents, choose to do so on a daily basis. The following is the acceptable dress code for Milne's High School:

- **Fully Black Footwear**
- **Black school trousers, black jeans (no rips), black skirt or black shorts (trouser material)**
Leggings and tracksuit bottoms are not part of our school uniform
- **Plain Black V-neck jumper**
- **School jumper with school badge (Optional)**
- **White shirt or blouse**
- **School tie**
- **S4/5/6 Blazer with school badge (Optional)**
- **S6 School Captain and House Captain - Blazer**

NB No article of clothing should feature any logos (apart from school logos). All articles of clothing Should be functional i.e. they should be of the type that is acceptable in all areas of the school in terms of safety, hygiene and, in particular, modesty.

Please note school shirts, trousers, skirts, jumpers, cardigans, **hoodies**, blazers and school ties can be purchased from Price and Buckland. Please visit their website www.pbuniform-online.co.uk/milneshigh Some households may be entitled to clothing grants. Please refer to Appendix A for access to information and application forms. We also have a small stock for pupils who find themselves without uniform on a temporary basis.

HIGH EXPECTATIONS OF ALL OUR YOUNG PEOPLE

Merit System and Recognising Achievement

The merit system aims to promote responsible behaviour, celebrate success and create a culture of achievement for all students.

Underpinning the system are the four capacities of “A Curriculum for Excellence” -Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We want all our students to be successful and confident learners and believe they can be. Merits are awarded from teachers for work, behaviour or attitude they believe demonstrates improvement under one or more of the four capacities.

We record merits for the following reasons:
RESPECT, RESPONSIBILITY and RESILIENCE

Pupils can also be awarded a #MILNESMAKESADIFFERENCE award, teachers are given two awards to hand out a term to pupils who showcase all three values, have done an exceptional piece of work or achieved something within or out with school. Pupils will receive a text home to say they have been awarded this along getting hot chocolate with either their guidance teacher, head of year or head teacher.

Every pupil's merit total contributes to the inter house competition; at the end of the year merits are converted into points which are added to the house total alongside other points from recognition such as sports day. The house with the most points is then recognised.



Maximising Potential: Pupil Progress

Reports on pupil progress and opportunities to meet with teaching staff are an important link in communication between home and school.

Parents are invited at any time to contact the Principal Teacher of Guidance, House Head or Head Teacher should they wish further information on the progress of their son or daughter. Similarly, the school may find it necessary to contact parents/carers regarding pupil progress outwith formal reporting times. This session, interim reports were issued for all stages of the broad general education and provided basic information on behaviour, effort and homework with the option of attending two parents evenings from S1-3. Formal reports are issued annually and will provide information on progress, achievement, behaviour, homework as well as suggestions on ‘next steps’ for further improvement. The school encourages feedback from home on the content of the reports and how we can work together to assist pupils in meeting their ‘next steps’.

In addition to the reports, all departments negotiate targets with senior pupils to ensure they reach their potential and “aim high”. These targets are revisited monthly during the session to assess progress being made towards working grades. Reports are currently being changed in line with the expectations of the Curriculum for Excellence. Parents will be kept up-to-date on developments.



Arrangements for Profiling

Profiling is a process which is intended to support pupils in their continuing development of skills, knowledge and understanding. The process involves engaging in learning conversations with teachers, reflecting on and evaluating students achievements. This might be after a key assignment or at the end of a unit and often focuses on how effective they have been using a wide range of skills. This is followed by pupils determining their next steps by identifying what they need to develop and make further progress. An action plan identifies how they will achieve this. Pupils then have an opportunity to update their profile, updating their targets, working achievements and linking these to the Moray Skills Framework. We would also expect pupils to access their profile at home to update their targets and achievements and upload evidence.

HIGH EXPECTATIONS OF ALL OUR YOUNG PEOPLE



Assessment

During the Broad General Education phase (S1-3), most assessment is on a continuous basis in which all of the work produced in class, as homework or for special projects contributes to the overall assessment. This system has the advantage that it prevents pupils being pressurised to perform 'on the day', but does mean that students must work hard throughout the year to obtain good grades and reach their potential. All pupils will detail their successes in their 'online Profile' which will outline their targets, attainment, achievements and include reflective comments on how they can improve on their learning.



SQA Qualifications: Senior Phase (S4-S6)

Qualifications range from:

National 1-5

Higher

Advanced Higher

How will these qualifications be assessed?

Teachers will assess the courses and units at National 1 to National 4. SQA will verify the assessments to make sure they meet National standards.



Courses at National 5, Higher and Advanced Higher levels may still include work that is assessed by teachers but pupils will also have to pass a course assessment for those qualifications – usually a question paper and/or coursework. This will be marked externally by the SQA.



Assessment methods – such as assignments, case studies and question papers – will be appropriate to the subject and level pupils are studying.

Courses at National 1-4 contain unit assessment which is marked throughout the year. These units are assessed as pass or fail.

Courses at National 5, Higher and Advanced Higher will be graded A to D or 'No Award'.

HIGH EXPECTATIONS OF ALL OUR YOUNG PEOPLE



Pupil Participation and Responsibility

We encourage all pupils to take responsibility for their own learning. Different ways we can support this are detailed in several sections of this prospectus. We also believe that pupils play an important leadership role in their participation of decision making within the school. This allows our students to develop as responsible citizens, effective contributors and confident individuals, while ensuring that we actively seek and value their opinions and contributions.

Student Voice Forum

Our Student Voice is made up of S1-6 Ambassadors who lead consultations with their peers through wellbeing and attainment classes. Previously our Student Voice Forum has had an input into our new Positive Relationships and Managing Behaviour Strategy and refreshed Homework Policy. They also assisted in scripting a wellbeing information performance which is now used in other Moray schools. Last session they created a whole school definition of bullying, created designs for the revamp of four toilet blocks and gave feedback on uniform which led to subsequent changes.



Senior Students

Senior students are given opportunities to assume significant leadership roles and responsibilities in terms of organising events in the school. There are also important S6 positions of responsibility which they can apply for such as School Captain, Depute School Captain, House Captains and Vice House Captains. S5 and 6 students can apply to become captains. S6 students participate in supporting learning via paired reading or as peer supporters in classrooms. Many S6 students will chair and coordinate the running of various committees in the school.



IN PARTNERSHIP WITH PARENTS

We believe that an effective partnership between home and school is a very powerful support for our young people and their learning. Some of the ways in which parents can be involved have been set out elsewhere in this prospectus.

There are, however, several ways in which parents are linked with the school in a more direct way and it is to be hoped that these links continue to develop over the coming years through our very supportive Parent Council:

Chairperson

Heidi Elcock

Treasurer

Chris Campbell

Members

Alison Smith

Clare Jackson

Tracey McPherson

Neil Houldon

Becki Haley

Gemma Ramshaw

Also in attendance

Head Teacher

School Captain



You can email the parent council at

mhsparentcouncil@gmail.com

Our facebook page can be accessed on:

www.facebook.com/mhsparentcouncil

Parent Helpers

The school invites all parents to make known to us any special interests or talents that may be used from time to time. We welcome the assistance of parents in appropriate ways and are grateful to those who already assist in a variety of ways in enriching school life. A PVG check (Protecting Vulnerable Groups) is required for all parents involved in working with young people.



Unaccompanied Out of School Activities

From time to time, pupils will be involved in learning experiences which will take them out of the school buildings. In such circumstances they will not always be under the direct supervision of teaching staff. Parents/Carers will be asked to give consent for such activities.

Attendance and Absence

All parents/carers have a legal responsibility for their son or daughter's education. Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their children attend school regularly. Regulation 7 of The Education (School and Placing Information)(Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/carer (truancy) or excluded from school). Please note that it is not a legal right in Scotland for parents/carers to allow pupils to take time off school for holidays during term.

The school has the ability to send text messages to advise parents/carers that their son/daughter is absent from school. Parents/carers are requested by the message to contact the school. Any absence notes, sickness notes or prearranged appointments should be handed into the school office, clearly marked with pupil's name and year/ house group

School Telephone Information Line

Instructions for Use

1. Dial **0870 054 9999**

(Calls to this number will be charged at 2p per minute service charge plus your call provider's access charge)

2. Milne's High School's PIN Number **031060**

3. You will get a confirmation message:

"Selected Milne's High School"

You will then enter a menu system:

Press 1 to hear severe weather information

Press 2 to leave a non-urgent message

Press 3 to hear general school information

Press 4 to enter a different school PIN number

Press # to end call

Further advice is issued in a separate letter to parents available from the school office.

Safety and Security - Guidelines

All clothes and possessions should carry name tags. Expensive or valuable items should be left at home. Money should not be left in coats or bags. As little money as possible should be brought into school. Sums of money being brought as payment for items connected with school can be brought in as a cheque made payable to Milne's High School or paid online via iPayImpact (Moray council school payment)

Pupils are expected to follow all instructions given by staff in the event of an emergency evacuation of the building. A practice evacuation is carried out each term. Pupils must not leave the school premises without the permission of a teacher during the school day. The only exception is at lunchtime. In the event of a known appointment e.g. medical or dental, pupils are asked to bring a parental/carer note advising of the details. This should be handed in to the office for processing. Pupils should not behave in any way which might put themselves or others at risk. We regularly remind students to be safe and responsible online. Students should ensure that they do not use any device to threaten, harass, embarrass or redistribute materials involving other students. This can result not only in sanctions in school or action by the police but can also potentially affect future employment prospects due to the ever evolving importance of a "digital footprint"

GENERAL INFORMATION FOR PARENTS

Mobiles

With the increasing numbers of students owning a mobile phone and the ever-developing range of functions available, the undernoted guidance on appropriate use by pupils of mobile phones in school should be applied.

- Children are permitted to take mobile phones to school. It is recognised that parents/pupils will have legitimate needs with regard to contact via telephone. However, any alteration to normal childcare arrangements at the end of a school day must continue to be communicated by parents directly to the school and not directly to the pupil.
- In order to minimise disruption and safeguard the teaching and learning process, all mobile phones must be switched off during class time, unless authorised by the Class Teacher.
- Mobile phones may be used during interval and lunch time, but not whilst walking around in the corridors
- The taking of photographs and/or video footage is strictly forbidden unless the prior agreement of the subject has been obtained. Any unauthorised images shall be required to be removed by parents of the pupil owning the phone.
- No pupil is permitted to take a mobile phone into any SQA examination. Even if the telephone is switched off, the pupil will be automatically disqualified from the examination.
- The responsibility for the security of the telephone and appropriate insurance cover will rest with the parent and/or pupil.

It is important for parents/carers, children and young people to appreciate that the misuse of mobile phones is in fact a breach of school discipline. Should pupils not comply with these instructions, staff may confiscate mobile phones until the end of the school day, when they will be returned. However, repeated non-compliance with the policy may result in the withdrawal of permission to take a mobile phone to school. In these circumstances, information will be confirmed in writing to the parents and will be time limited in the first instance.



Child Protection

At present the Child Protection Co-ordinator for Milne's High School is Mr A Macleod. The Moray Council is guided by the North East of Scotland Child Protection Committee in Child Protection matters. See Moray Council **Appendix A** for further information.

Lockers

Lockers are provided free of charge to allow pupils to have a suitable storage space for personal possessions. An annual refundable fee payable at the start of the school session in August/September is charged. This will be £10 for the coming session. This fee is taken to cover any lost/damaged keys during the session.

Higher Education

Pupils applying to College/University should apply to the Student Award Agency for Scotland for information on funding.

Education Maintenance Allowance (EMA)

Students who are planning to stay on at school after 16 years of age and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week may be eligible for an EMA. An EMA consists of a weekly allowance during term time. Please refer to Appendix A for information and application form.

ICT Guidelines

Moray Council Guidelines for Pupil Use of Internet and E-mail

Pupils are responsible for good behaviour on the Internet just as they are in a classroom or a school corridor. General school rules apply. Moray school networks are provided for pupils to do school-related work including research and communication with others. For Internet access parents' permission is required. During school, teachers will guide pupils toward appropriate materials. However, not all Internet access is supervised and accordingly there is the need for an element for personal responsibility.

Individual users of the Internet are responsible for their behaviour and communications over the network. E-mail use will only be permitted during designated times, or at the specific request of the class teacher. It is presumed that users will comply with school standards and will honour the agreements they have signed. Designated members of staff may on occasion access student files, where circumstances suggest that files may contain inappropriate content, in order to fulfil the school's duty of care.

When students are using ICT equipment and services at school, the following are not permitted when using the Internet or email:

- 1 Searching, sending or displaying offensive messages, images or videos
- 2 Searching for inappropriate images or content
- 3 Sending messages likely to cause offence or using obscene, foul, racist or sexist language
- 4 Harassing, intimidating, bullying, insulting or attacking others
- 5 Sending unsolicited, spam or nuisance emails
- 6 Damaging computers, computer systems or computer networks
- 7 Violating copyright laws
- 8 Copying content found online without crediting the source
- 9 Using others' passwords
- 10 Trespassing in others' folders, work or files
- 11 Intentionally wasting limited resources
12. Downloading or uploading non approved software, games or screensavers
13. Trying to find ways to bypass the Council's security systems, virus protection systems and filtering tools
14. Posting information that identifies a person
- 15 Agreeing to meet in real life an unknown person who was met online

Please note:

- 1 Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour
- 2 When applicable, police or local authorities may be involved
- 3 Violations of the above rules will result in a temporary or permanent ban on Internet/email use

Moray school networks are provided for pupils to do school-related work, including research and communication with others. For Internet access, parental permission is required.

Education, Communities and Organisational Development

Education, Communities and Organisational Development is a single, integrated department which brings together Education; Social Work support for Children and Families; Community Care services for adults; and Lifelong Learning, Culture and Sports. Our vision: **-To provide a creative and ambitious learning environment where everyone is the best they can be.**

Our aims:

- Ensuring people's outcomes remain at the heart of what we do
- Ensuring effective partnership working
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them
- Actively promoting early intervention
- Delivering accessible, consistent, equitable and high quality services
- Using our resources effectively and targeting our capacity appropriately and efficiently
- Engaging and involving through effective communication with everyone we work with
- Promoting equality
- Sharing and using our information openly and fully
- Creating a culture of self evaluation and continuous improvement

GENERAL INFORMATION FOR PARENTS



School Cafeteria

We are fortunate to have very good catering facilities in school. The cafeteria serves full meals at lunchtimes along with a wide range of snacks. At intervals, the cafeteria is also open for business and sells a wide range of items, many of which are freshly made. Healthy options are available at all times. Prices are competitive and represent very good value.

It is ample testimony to the quality of the catering that the cafeteria is a very popular area at intervals and lunchtimes. For further information on catering in the school please contact Mrs Stewart. The cafeteria operates on a 'cashless catering' system. This means that pupils pay for their food by use of a National Entitlement Card. Parents can put money on to pupils accounts by logging into the school payments page on the Moray Council website (iPay). Pupils put money on their card by using any of the three machines located within the canteen area or by cheque made payable to Moray Council and handed to Mrs Stewart, Catering Supervisor. On enrolment, pupils will be issued with a pin number until their personal card (with photograph) has been processed.

If you think your household income may mean your child is eligible for free school lunches, please refer to Appendix A to access information and a claim form from Moray Council.

Transport

Any child living more than two miles from the school is entitled to transport if the family live in the school's catchment area. Children living out with the zone are not entitled to transport. To claim entitlement, please refer to Appendix A for information on how to request an application. Only students entitled to transport can travel on their allocated school buses. The school has no authority to allow privileged transportation.

Adverse Weather Conditions (bus pupils)

During inclement weather it may be advisable to send pupils home early (particularly those who travel by bus). In such circumstances, the school will endeavour to contact parents/carers who live a distance from the school and whose children may be at risk. Parents/carers of bus pupils are asked to inform the school of any changes to emergency contacts. In cases where road conditions are bad in the morning, parents/carers who live a distance from the school are advised to use their discretion in keeping their son or daughter at home. In all that we do in this matter, we will err on the side of caution to ensure safety for pupils and staff.

Additional School Activities Bus Travel

Although the school subsidises transport for many activities throughout the year, a contribution will be required where there are travel costs to events/activities. In the case of sports teams representing the school, a token sum is asked for. In the case of an 'optional extra' such as a theatre trip, the proportion of subsidy will be less. It is important to say, however, that in cases where the costs of transport would prevent a pupil from taking part, an appropriate arrangement may be made. All of this is done in order to support additional school activities. Please note if a pupil's current or recent behaviour pattern is poor, the school reserves the right to refuse any pupil a place on a such trips.

Instrumental Instruction

Parents of pupils wishing to be considered for musical tuition for the first time should contact Mr R Ross. Please refer to **Appendix A** for further information. In addition, at Milne's High School, guitar tuition is available for pupils in S1-S6 which is a private scheme. At present this is £6.00 per lesson.

GENERAL INFORMATION FOR PARENTS



Notes for Parents/Carers

The Moray Council has produced a 'Notes for Parents and Carers' booklet which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education, Communities & Organisational Development, or the Moray Council website at:

http://www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.



Medicines in School

In line with policy and agreed by the Senior Clinical Medical Officer, schools will only administer medicines with written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request. Should your child need to have medicines administered in school, then a form can be collected at the school office. Medicines are stored in a locked cabinet and administered as per the medical practitioners' directions or from the completed medical form. A copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available at the school.



Data Protection Act

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the Terms of the Data Protection Act 2018. The information may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified. The Data Protection Act ensures that information is collected fairly and lawfully, is accurate, adequate, up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice.

More information is available on the Moray Council Internet site at:
http://www.moray.gov.uk/moray_standard/page_75569.html

Please note that the school is restricted by local and national authorities and legislation regarding sharing information. We will not discuss individual members of staff or another child with parents.

GENERAL INFORMATION FOR PARENTS

Privacy Statement

Milne's High School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. The type of personal data we will collect include:-

Data about our pupils/children and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils/children at school/within ELC setting

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Milne's High School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Milne's High School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the Moray Council's Information Management webpages.

Sharing personal data to support wellbeing

In addition to the above, Milne's High School has a legal duty to promote, support and safeguard the wellbeing of children in our care. Wellbeing concerns can cover a range of issues depending on the needs of the child.

Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

MILNE'S HIGH SCHOOL ATTAINMENT

S4						
%	2017	2018	2019	2020	2021	2022
1+ National 5	81	80	75	95	78	90
3+ National 5	55	55	63	82	67	68
5+ National 5	40	38	32	64	36	42
6 National 5			19	44	28	31
S5						
%	2017	2018	2019	2020	2021	2022
1+ Higher	44	48	49	61	82	58
3+ Highers	30	36	36	41	66	40
5+ Highers	15	13	20	18	33	16
S6						
%	2017	2018	2019	2020	2021	2022
1+ Higher	53	52	51	51	64	86
3+ Highers	36	36	43	43	47	70
5+ Highers	22	28	30	34	34	48
1+ Advanced Higher	12	23	13	14	14	25

Moray Council
Education, Communities & Organisational Development

Address: Council Office, High Street, Elgin IV30 1BX

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 15/10/2019

Moray Council A-Z		
Active Schools	Telephone:	01343 563890
	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or education@moray.gov.uk
	Websites:	www.moray.gov.uk/moray_standard/page_53021.html https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com (Children's Education Advisory Service)
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	https://www.gov.scot/children-and-families/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccessteam@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_40122.html
Child Protection		Telephone: 01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html

APPENDIX A

Moray Council A-Z		
Data Protection	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Inclusion	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html

