



Forres Academy

Handbook

2025-26



**EDUCATION, COMMUNITIES & ORGANISATIONAL
DEVELOPMENT**



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Forres Academy: *Inclusive-Kind-Determined* | Ready | Respectful | Safe |
Dear Parent/Carer

Welcome to Forres Academy

On behalf of all pupils and staff, I am delighted to welcome you to Forres Academy. We hope this handbook will be useful as it has been prepared with you in mind. We also hope it will answer many of the questions which you may have when your son/daughter moves to a new school. However it is never the intention that this handbook should replace the personal contact which we believe is crucial for any prospective new pupil and their parents/carers.

We all appreciate that moving to a new school can be a daunting process, not only for pupils, but also for their parents and this is particularly so when moving to a school as large and vibrant as Forres Academy. However, at all times we aim to work in close partnership with our parents to ensure their sons and daughters are settling well into the school and to ensure that any concerns are being appropriately addressed. We aim to establish open, trusting and rewarding relationships between pupils, parents and ourselves.

We hope you will find Forres Academy a happy, safe and welcoming school where your child will have every opportunity to develop skills and acquire knowledge which will serve them well in the future as well as paying due care and attention to their welfare and development. We set high expectations of our pupils in terms of achievement, attitude, effort and behaviour. If we are successful in our aims then our pupils will achieve at the very highest standards of which they are capable.

We are certainly delighted that your child will be joining our school community and we look forward to welcoming them. Further information can be accessed on our website at <https://sites.google.com/my.glow.scot/forresacademy/home> and you can also access minutes of Parent Council meetings there too. We are fortunate to have an active and supportive parent body but the Parent Council are always looking for more parents who wish to be involved in the life and work of the school. We also have official school Twitter and Facebook pages where you are kept up to date with achievements and events in Forres Academy.

The information contained within this handbook is correct at time of publishing (January 2025) and is prepared by the Head Teacher following guidelines set out by Moray Council.

We wish your child a happy and successful time at Forres Academy.

Yours sincerely

Jan Sinclair
Head Teacher



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Section 1 - Introduction

The Vision for Forres Academy

Forres Academy is a six year non-denominational secondary school serving the town of Forres and its extensive rural catchment area in west Moray. This includes the villages of Alves, Dallas, Dyke, Logie, Kinloss (including children of Army personnel) and Findhorn (including the nearby Findhorn Community). A small number of pupils also transfer to the Academy from the local Drumduan. The school roll is approximately 860. This varied catchment provides the school with a vibrant and unique atmosphere.

Forres Academy is a Rights Respecting committed school. This is based on the United Nations Convention on the Rights of the Child.

Over the past 18 months a lot of work has been undertaken with the school community as we reviewed our vision and values. The vision of our school is that We Work Together for a Bright Future. With this the partnership we have with parents is vital. Our school has three main values of Inclusive, Kind and Determined. We work hard to ensure these are fully felt over the school.





Who's who in Forres Academy

The Senior Leadership Team

The Senior Leadership Team have day-to-day responsibility for leading and running the school. They are;

Mrs Jan Sinclair	Head Teacher
Mrs Cath Reilly	Depute Head Teacher
Mr Ross Jagger	Depute Head Teacher
Mr Mike Burchell	Depute Head Teacher
Mrs Lindsay Muluzi	Depute Head Teacher

Pupil Guidance

The **Getting It Right For Every Child** (GIRFEC) approach, 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 the GIRFEC approach 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* (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

As part of the national GIRFEC approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In Secondary schools this will usually be the Principal Teacher of Guidance. As your child will have the same Guidance Teacher throughout their time at school, they will have the closest knowledge of and the greatest responsibility for your child. **They should be your first point of contact with us.** The best way to make contact with your child's Guidance Teacher is by phoning 01309 672271 or by leaving a message on the school's answering service: 0870 054 9999, pin no - 031030. Alternatively you can send a letter or e- mail the school on admin.forresacad@moray-edunet.gov.uk marked for the attention of the particular Guidance Teacher. Please note that Guidance Teachers have a teaching commitment and will not always be able to return calls the same day. If you feel the situation is urgent please inform the office of this so that they can take appropriate action. Contact with parents and carers is, of course, actively encouraged and Guidance Teachers will often contact parents directly to clarify an issue. If you are unable to make contact with the Guidance Teacher you could ask to speak to your child's year Head – Mrs Muluzi for S1 and S5, Mrs Reilly for S2, Mr Jagger for S3 and S6, Mr Burchell for S4.

Staff are quick to contact the Guidance team in the event of any pupil having difficulties with wellbeing, work or behaviour. This means that the pupil can be offered help and advice at an early stage. In return pupils know that they should contact their Guidance Teacher regarding any worry or concern.

The Guidance Team

Mrs Sian Finlayson	Cluny House
Miss Hailey Currie	Dava House
Mr Ryan Welsh	Nelson House
Mrs Joanne Shepherd	Romach House
Mrs Emily Greenwood	Sueno House



Departments - office

Art & Design	Mrs Stewart (PT 2 days)	Mrs McGregor (PT)
Ms Cole (PT)	Ms MacFarlane	Mrs Mitchell
Mr Fleming	Ms Ackermann	Mrs Pearce
Mrs N Williams	Miss Kacar	Mrs Sienna-Prime
		Mrs Deregowska
Business Studies & Computing	Music	
Mrs Robinson (PT)	Mrs Lestienne (PT 4 days)	Support Staff PSAs
Ms Power	Mrs McPhee	Mrs Barron
Mr Oliver	Mr Wilson	Mrs Cameron
		Ms Duggie
Design & Technology	Physical Education	Miss Fraser
Mrs Dodd (PT)	Mr Fraser (PT)	Mrs MacDonald
Mr Brown	Miss Deans	Mrs Munro
Mr Daley	Mr Keyes	Mr Owen
	Miss Hills (Temp)	Mr Poyner
Drama		Mrs Priestly
Miss Grant (PT)	Raising Attainment	Mrs Pugh
Mrs Boyd (PT Music 1 day)	Miss Ross (PT Curriculum)	Miss Russell
		Mr Stephen
English/RME	Sciences	Mrs Turner
Mrs Stephen (PT)	Dr Shand (PT)	Miss Cresswell
Miss Lumsden	Miss McCormick	Mrs Jacobs
Mrs Daley	Mr Drysdale	Mr Mitton
Mrs Hind	Miss MacDonald	Miss Murray
Miss McLean	Miss Oag	
Miss Hughes	Mrs Barrere	Support Staff PSWs
Miss Coulson	Mr Thornton	Mrs Foley
	Ms McNeil	Miss Speed
Home Economics	Ms Jamieson	Mrs Paragreen
Mr Fraser (PT)		
Ms Poole	Social Subjects	Home School Link Worker
	Mrs Goodwin (PT)	Mrs Wilson
Mathematics	Mr Robertson	
Mr Riddoch (PT)	Miss Ross	Family Link Worker
Miss Hunter	Mr Rodgers	Mr Daniels
Mr Barrowman	Mrs Whittaker	
Mr Hutton (NQT)	Miss Carmichael	Armed Forces Support Worker
Miss Blair	Mr Wynne	Mrs Gilmour
Mrs Easton	Mr Philip	
		Inclusion Support Coordinator
Modern Languages	Support for Learning	Mr McCook
Miss Harris (PT 3 days)	Mrs Carrott (PT)	

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The School Day

All teaching periods are 50 minutes.

The standard normal school periods are as follows;

Period Time	Day 1	Day 2	Day 3	Day 4	Day 5
08:45-09:35	1	1	1	1	1
09:35-10:25	2	2	2	2	2
10:25-10:40	Interval	Interval	Interval	Interval	Interval
10:40-11:30	3	3	3	3	3
11:30-12:20	4	4	4	4	4
12:20-13:10	5	5	5	5	5
13:10-14:00	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)	Lunch (50 mins)	
14:00-14:50	6	6	6	6	
14:50-15:40	7	7	7	7	



School Term Dates - office

Term Begins	Wednesday 20 August 2025
Term Ends	Friday 10 October 2025
Term Begins	Monday 27 October 2025
Term Ends	Friday 19 December 2025
Term Begins	Monday 05 January 2026
Term Ends	Friday 27 March 2026
Term Begins	Monday 13 April 2026
Term Ends	Thursday 2 July 2026

Mid Term, In-Service and Other Closures

In-Service Closures	Monday 18 August 2025 Tuesday 19 August 2025 Monday 10 November 2025 Tuesday 11 November 2025 Thursday 12 February 2026
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Mid Term Holiday	Friday 13 February 2026 Monday 16 February 2026
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May Day Holiday	Monday 04 May 2026
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Plus 1 occasional day holiday to be agreed by 31 March 2025

The particulars are correct at the time of going to press.

School holiday dates are available on the internet www.moray.gov.uk



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Contacting Forres Academy

Address: Burdsyard Road
FORRES
Moray
IV36 1FG

Telephone: (01309) 672271

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

Website: <https://sites.google.com/my.glow.scot/forresacademy/home>

Facebook: ForresAcademy, Moray

Xpressions: Downloaded for both Apple and Android devices

Parent Portal: <https://parentsportal.scot>

Automatic Answering Service: 0870 054 9999 pin No: 031030

The school office is a very busy place and the switchboard is open from 8.00 am until 4.45pm Monday-Thursday and 8.00am-2.00pm Friday. When you call the school, please ensure you know exactly, where possible, who it is you wish to speak to. As the Guidance Teacher is the person in the school who has the closest knowledge of and the greatest responsibility for your child, they should be your first point of contact with us.

The best way to make contact is by phoning 01309 672271 or by leaving a message on the school's answering service: 0870 054 9999, pin no – 031030. Calls to the latter number will be charged a 2p per minute service charge plus your call provider's access charge. Alternatively you can send a letter or e-mail the school on admin.forresacad@moray-edunet.gov.uk marked for the attention of the particular Guidance Teacher. If your child is going to be absent on the day of your telephone call, this message can be left with Reception Staff who will deal with this information. You can also report absence through Parent Portal.

Please note that Guidance Teachers and the Senior Leadership Team have a teaching commitment and will not always be able to return calls the same day. If you feel the situation is urgent please inform the office of this.

Please be aware of our Home-School Communication Policy - this can be viewed on our google website.

Automatic Answering Service

In common with all other Moray schools, we have had an automatic answering service installed. This is updated if we are impacted by any events disrupting the normal running of the school. By dialing a given number, available 24 hours a day, parents will have access to the following:

- a) School open or closed information. eg. in the event of bad weather parents can ring in for updated information.
- b) General school information
- c) The ability to leave a non-urgent message : this facility is used for pupil attendance.
- d) A simple keypad operated menu system helps you through the options.



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This facility does not prevent you from writing to us, phoning us on the normal school line or emailing in. However at times you may find it useful - as already stated, it is available 24 hours a day.

The Procedure

- a) The number to ring is 0870 054 9999.
- b) You will then be prompted to key in a PIN number - it is 031030.
- c) You will then be taken through the Forres Academy menu.

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 (e.g. children at two schools)

Press # - to end call.

Please note that this is NOT a freephone service ie. you are paying for calls. As this is an 0870 service, charges are slightly higher than normal. Your messages will be forwarded by administration staff at certain times of the day, the first being between 8 and 8.30 am. The system therefore only suits non urgent messages. If your call is urgent use the normal school number 672271.

Enrolment and Induction

If you wish to enrol your child into Forres Academy, you should contact the school office who will pass your details to the appropriate Year Head. They will arrange to meet with you, organise a tour of the school and will make all necessary arrangements to ensure a smooth transition for your child. The school admin address is forres.acad@moray-edunet.gov.uk Please indicate on the email your child's name and date of birth and give a telephone number at which you can be contacted.

If you have a concern

As a school, we provide many different services to many different people. If you wish to raise a concern/complaint with regard to any aspect of your son/daughter's education, then your first point of contact will usually be his/her Guidance Teacher and/or Year Head. The House teams will work hard to ensure that your concern is dealt with appropriately.

If you feel, after contact with this team, that you wish your concern/complaint to be investigated further contact the Head Teacher via email or letter.

Please do view all of this information on the school google website.

If you are still unhappy at this stage you can contact education@moray.gov.uk

Please be aware that Guidance teachers and the Senior Leadership Team in school have teaching commitments and regular planned meetings and therefore if the situation is an emergency this must be stated when you make contact with the school.

More information on the Local Authority Complaints policy can be accessed through Moray Council website.



Section 2 - A Safe and Welcoming School

School House System

All pupils in Forres Academy are part of a “House” which they will join at the start of S1 and remain in until they leave the Academy. Each House is looked after by a Guidance Teacher who will be your first point of contact for any issues or concerns. The Guidance Teacher will also work with the pupils in their Personal and Social Education classes from S1 to S6. Considerable emphasis is placed on ensuring that new first year pupils settle in quickly and successfully to their new environment.

HOUSE	GUIDANCE TEACHER
Cluny	Mrs Finlayson
Dava	Miss Currie
Nelson	Mr Welsh
Romach	Mrs Shepherd
Sueno	Mrs Greenwood

Transitions

Transition from Primary School to Forres Academy

Mrs Reilly is in charge of the primary-secondary transition programme. Consultation between all the primary schools in the Forres catchment area and Forres Academy starts at the beginning of primary 6 and continues throughout the pupil's final year at primary school. Primary school pupils and their parents will have the opportunity to visit the school during the transition period. Letters containing further details of all planned events will be issued to you and your child through their primary school.

Forres Academy staff will also meet with the parents of some pupils who have specific learning or teaching needs if it is deemed necessary by the primary school. In exceptional circumstances these Transition Review Meetings can start as early as Primary 6 but are more usual during Primary 7 and decisions about extended transitions can be made during these meetings.

Transition from Forres Academy to post-Forres Academy

Many of our S4 pupils stay on to S5 and then on to S6. Pupils leave Forres Academy for a number of destinations, eg employment, training, apprenticeships, college or university. Guidance work closely with the wider Pathway Planning Team to ensure all young people progress on to a positive destination post school.

Some of the partners who are represented on the the Pathway Planning Team consists of:

- Skills Development Scotland (SDS)
- UHI Moray
- Moray Employability Team
- Mentoring Young Talent

This is by no means an exhaustive list and other partners may be included to ensure that all pupils are given the appropriate support to reach the positive destination post school.



Supporting Learners

Forres Academy is committed to offering universal support to all learners. Teachers provide support on a day-to-day basis by engaging learners in personal learning planning and in giving feedback on their work. Guidance Teachers will also provide regular support via PSE (Personal and Social Education) or through 1-1 interaction with pupils. Additional staff are also available to support young people – the home school link worker, armed forces support worker and the inclusion project co-ordinator can be accessed through referral from Guidance staff. There are also other supports which can be accessed via referral. These include:

- Peer Support
- Aberlour Youth Point Moray
- Educational Psychology
- S6 mentors
- The Exchange Counselling service
- Social Work
- PT Raising Attainment – Miss Ross
- Nurture Department
- Inclusion rooms
- School Health Team
- Home/School Links
- Study Support programme
- Skills Development Scotland

Additional Support for Learning

The Additional Support for Learning Team provides support for a wide range of pupils in an integrated way within mainstream schooling.

Support is provided in a variety of ways by Support for Learning teachers and pupil support assistants.

- a) working alongside subject teachers.
- b) suggesting teaching strategies taking into account the barriers to learning experienced by pupils with additional support needs.
- c) working together with mainstream staff in order to offer an appropriate curriculum. This may involve altering course materials for individual pupils.

Not all pupils with additional support needs have PSA support in their classes. Some pupils will have an IEP (Individual Education Plan) or an LPS (Learner Profile and Strategies), a few may have a CSP (Co-ordinated Support Plan), some pupils will participate in literacy and/ or numeracy interventions overseen by staff and supported by senior students. If you are concerned about your child's learning needs, please contact their guidance teacher in the first instance who will liaise with ASfL staff and ensure ongoing communication with you.

A small number of pupils will not be able to engage fully with a mainstream curriculum. For these pupils a tailor-made curriculum will be developed and supported by staff within the ASfL Department. The aim is to support pupils to achieve their maximum potential.

Close links exist with outside agencies such as Speech and Language Therapy, Health Service, Sensory Education Services and the Moray Autism Support team. There are strong links within the community to support the development of life skills in a practical context and also to afford the opportunity for supported work placements.

For parental information:

Further information can be found on the Education Scotland website:

<https://education.gov.scot/parentzone>

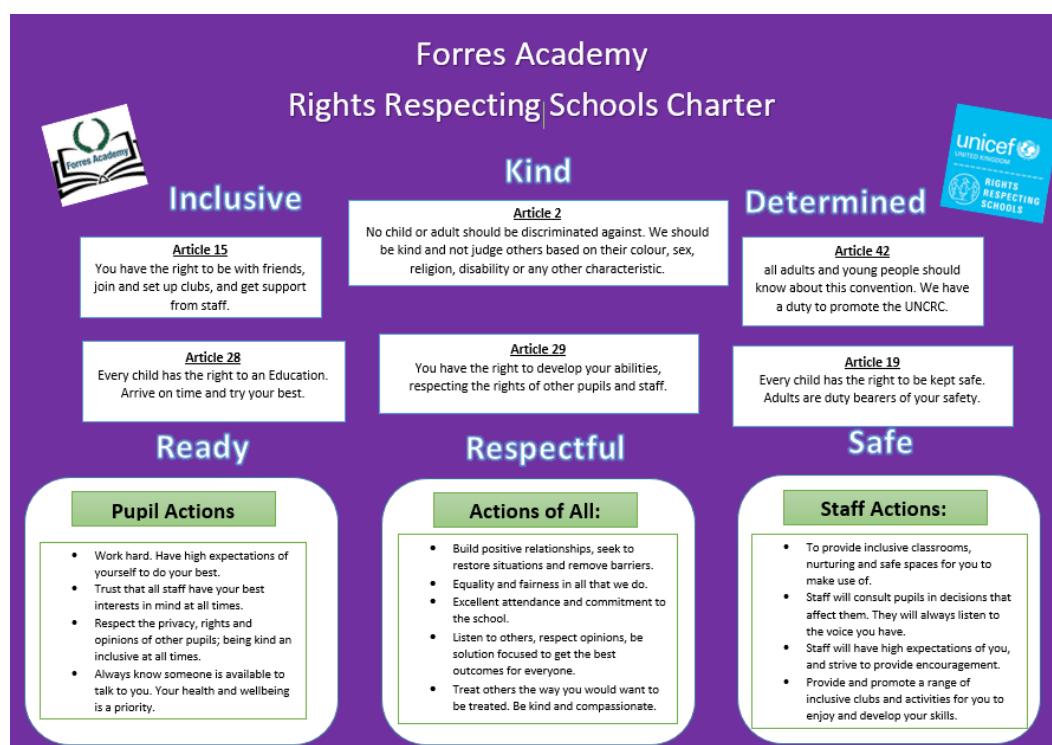


Promoting Positive Relationships

Forres Academy is a values-led, Rights Respecting School where positive relationships are at the centre of our school community.

We believe that through our values (of inclusive, kind and determined) and our core expectations (of ready, respectful and safe) pupils, staff and the wider community can work together to maintain our rights respecting environment where we can all thrive and “work together for a bright future”.

Our whole school charter highlights our commitment as a school to 6 Articles in the UNCRC that underpin our school values and expectations.



At Forres Academy we value a high quality learning and teaching environment where all learners feel included, safe and experience success while promoting positive relationships across our school community. A key part of this is knowing our learners well through the use of individual Learner Profile Strategies (LPS), Guidance and Support for Learning information and department and whole school Tracking.

A key part of our system is to ensure a careful balance and combination of both positive acknowledgements as well as appropriate consequences for all behaviour.

Our full Positive Relationships Policy can be viewed on the policy section of the school google site and we strongly recommend that parents review this with their child.



Anti Bullying Policy

Forres Academy actively encourages positive relationships based on the school values of being Kind, Inclusive and Determined and our expectations of being Ready, Respectful and Safe. We robustly follow Moray Council's anti-bullying policy to record and monitor bullying incidents and closely follow all advice as laid out by Respect Me, Scotland's Anti-Bullying Service.

We accept that bullying will sometimes happen and we will act swiftly to deal with any issues that become apparent. We strongly urge pupils, parents and carers to make early contact with Guidance Staff or with your child's Year Head whenever a bullying incident occurs as it is important that we know about it quickly in order to deal with it efficiently. Where bullying behaviour occurs, we adopt a restorative approach; this means putting the parties together with a member of staff, clarifying the problems and talking through possible solutions. In the relatively few cases where this approach fails, further counselling is given. In very few cases, where all action proves unable to resolve the issue, the school will resort to strict disciplinary procedures.

At various points in the PSE curriculum we cover specific aspects of bullying and relationships. In addition, throughout the school there is an emphasis on the need for good relationships, building self-confidence and self-esteem and caring for others. We hold regular FAB (Forres Against Bullying) events to promote good relationships and make clear our stance on anti-bullying.

Does the teacher know?

There are many reasons why a pupil might be experiencing problems in their school life. If teachers are to be able to assist pupils to follow a smooth, untroubled path through the system and yet allow full pupil participation in the life of the school, it may often be necessary to know something of the background of a particular child.

For example:

- a) Are there health problems of which we should be aware?
- b) Does your child have any special dietary requirements?
- c) Are there any problems in taking part in games or other physical activities?
- d) Are there any particular issues at home or in the community that we should be aware of?

Obviously some of these issues might raise concerns with parents and young people. The school operates within strict codes of conduct in sharing information: families can be assured that any confidential information is treated with confidence and on a need to know basis.

Understandably, it is only in issues regarding child protection, where the safety of the young person is a concern, that information will be shared without asking for specific permission from the young person or their family/ carers.



School Uniform Code

Wearing school uniform can promote a sense of identity, belonging and connectedness to school that we wish to encourage. The benefits of wearing school uniform include:

- giving pupils a pride in and sense of belonging to their school,
- preventing competition between pupils over expensive fashion wear thereby helping to prevent bullying and victimisation of others on the grounds of what they wear,
- safeguarding: wearing school uniform means it is easier to identify who is a pupil in the school and who is not so making our school community safer for all.

Wearing school dress increases the sense of belonging to the school and reinforces our aim of us all working together. We rely on and welcome the support of families in this matter. We do not wish to see parents and pupils involved in arguments over school dress. That is why we give a clear statement about what is acceptable and what is not.

We ensure our dress code is affordable for all by keeping it a simple black and white with no noticeable logos. It consists of:

1. School tie – issued free of charge to all new S1 pupils, any new enrolment and the S6 Tie is issued for free
2. White collared shirt or blouse
3. Black trousers or skirt (black jeans are acceptable so long as they are not faded and have no rips or tears)
4. Black v-neck jumper, plain black hoodie (hood must be kept down in school building)

Footwear and outdoor clothing are not part of our uniform policy although we do encourage pupils to wear black footwear and remind students that outdoor clothing should be removed in classrooms.

Students should not wear football shorts, items of clothing that could be construed as offensive to others or anything that has potential to cause harm such as raised jewellery.

We understand the difficult circumstances that many families find themselves in following the cost-of-living crisis. We endeavour to support our young people and their families in following our uniform guidelines and offer support by referring to support agencies as and when required. If you are struggling to provide your child with school uniform, please contact your child's guidance teacher who will support you to complete a referral to Moray School bank who may supply full uniform including PE kit, outdoor clothing and footwear.

Opportunities for Pupil Voice

At Forres Academy there are a number of opportunities to get involved in whole school improvement planning. We believe in giving young people a voice. We agree with UNCRC Article 12 that states “Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.” All pupils involved in a leadership activity are encouraged to apply for their Saltire award.

At Forres Academy you can participate in the following pupil voice groups:

- **Our Student Network Collaboration.**
We meet twice a term to discuss a range of whole school topics – some of our most recent meetings have been working in collaboration with the architects for the new school build, canteen services and other partners like Pride Moray. We also regularly discuss HGIOURS framework questions and carry out tasks from this document. We also plan Pupil Voice conferences. The SNC gives opportunities to learners to discuss school improvement issues and ideas, participate in consultation and feedback activities and widen these to enable the student body views to be heard. The work of the SNC aligns with staff School Improvement Groups, in order to achieve collaborative staff and learner approaches to school improvement. When relevant, pupils also represent the school on local Authority-wide consultations.



- **Rights Respecting Schools Ambassadors.**
We meet every week at Equalities club to create opportunities to embed the UNCRC articles into school life.
- **LGBT+ Ambassador – Pride of Forres Academy (POFA).** We meet weekly at Equalities club to work on the LGBT school charter.

- Elite Tutors. Work Closely with Miss Ross the PT of Raising Attainment to build in mentoring and tutoring opportunities for pupils requiring support.



- Sports Ambassadors. Meet termly with Active Schools to plan sporting partnership events across our ASG.



- SCQF Ambassadors meet twice termly to promote the SCQF framework and the many learner journeys in our school.
- The Mentors in Violence Prevention (MVP) ambassadors are trained peer mentors that challenge attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence in our local community.
- Wellbeing ambassadors are trained peer mentors who provide support to their peers in the school community.
- Military Ambassadors: Meet weekly at a drop in club with Katie to promote ongoing partnerships in our local community and to support our own military experienced pupils.



- ASfL Ambassadors.
Pupils in our ASfL department have formed their own pupil council to report on their viewpoints on a number of topics relating to our Nurture Department classrooms and enhanced provisions.
- S6 Committees:
All of S6 have a dedicated Leadership period on their timetable where they have formed a number of committees to contribute positively to the wider life of the school. Examples include: Year book, Interhouse, Charities, and Events.
- Prefects:
Our S5 and S6 pupils have the opportunity to apply for the role as prefect. This role involves working with staff to arrange events, give tours of our school, help monitor social areas and corridors as well as meet and greet parents, carers and partners.
- Senior Prefects:
S6 pupils can apply for the role of senior prefect. We have 2 senior prefects who help lead and manage the wider prefect team, as well as help mentor and provide training for this team.
- House Captains:
We have 5 houses at Forres Academy: Cluny, Dava, Nelson, Romach and Sueno. We have 2 house captains per house who are tasked with creating fun Interhouse competitions, and hosting end of term celebrating success assemblies.







Section 3 - High Quality Learning Experiences

In developing and delivering our curriculum, it is vital that we always keep our Vision and Values at the centre of our work and plan our curriculum around this.

The curriculum in Forres Academy aims to instill in young people the skills, knowledge and attributes which will allow them to develop as successful learners, confident individuals, effective contributors and responsible citizens. These four capacities are what leads the whole school and subject departments when planning the curriculum and when reviewing pupil achievement as they move through the school.

Central to the Forres Academy curriculum is the high importance we place on good quality learning and teaching. By having a skilled workforce keen to develop and use a wide variety of effective methodologies, we are well placed to deliver an innovative and creative curriculum which ensures our young people gain the many skills and the knowledge base they will require throughout their lives.

At Forres Academy, we strive to provide opportunities for all young people to develop skills for learning, life and work to support the transition from school to a positive destination. By bringing real life experiences into school and making learning relevant we find it helps young people apply their learning to life beyond the classroom. Interdisciplinary Learning provides the opportunity to link knowledge and skills across subjects, helping young people understand the world and make connections. It develops skills so that young people can think for themselves, make sound judgements, challenge, enquire and find solutions.

Our S2 pupils have 2 periods of Project Based Learning where they take ownership for their learning. The aim is to provide opportunities for our learners to build creative capacity while working to complete a challenge/project/question. In session 2024-25 this included 'Who is Forres Academy's learning community?', the Baxters' Soup Challenge and a Moray Firth Conservation Challenge.

The emphasis we place on strong teacher/pupil relationships will also allow us to ensure that we instill a passion for learning and a hunger for knowledge in our young people to keep them switched on to learning throughout their lives.

Literacy and Numeracy

We place great importance on literacy and numeracy across our curriculum and at all stages of learning. Working closely with our partner primaries, we ensure we have a sound knowledge of our learners' progress in these core areas, and monitor this as they move through the BGE and into Senior Phase. We carefully plan support and interventions where required to help all our learners succeed. Currently, we have a S2 Literacy/Numeracy period in the timetable – this period is focused on developing literacy and numeracy skills in order to support success in other areas of our curriculum.

Furthermore, our Support for Learning staff work alongside our Principal Teacher of Raising Attainment to offer targeted interventions on literacy and numeracy to small groups as well as individuals to raise attainment.

All young people are supported across the school to develop the transferrable literacy and numeracy skills required to be successful, applying these skills in both familiar and unfamiliar contexts and settings.

Health and Wellbeing

The wellbeing of children and young people sits central to the *Getting it Right for Every Child* approach. The eight wellbeing indicators shown below, outline the aspirations for all Scotland's children and young people to help ensure everyone fulfils their potential while feeling safe and secure in school.

Safe	Protected from abuse, neglect or harm at home, at school and in the community.
Healthy	Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.
Achieving	Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.
Nurtured	Having a nurturing place to live in a family setting, with additional help if needed, or where 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, at home, in school and in the community.
Respected	Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.
Responsible	Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.
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.

Getting it right for every child: understanding wellbeing leaflet

Broad General Education – S1-3

Every child is entitled to a broad and deep general education, whatever their level and ability. In some subjects pupils are taught in class size groups of under 30 while in others they will be in practical size groups where the maximum number is 20. Primary school reports are used, along with information gathered by secondary staff during their visits to associated primary schools, so that we build upon prior knowledge to ensure continued progression.

S1&2

During S1&S2, young people at Forres Academy will study the following subjects across the curricular areas:

- Languages & Literacy - English/Modern Languages (S1&2 study French and German)
- Mathematics & Numeracy - Mathematics
- Health & Wellbeing - Physical Education//Personal and Social Education
- Social Studies & RMPS - History/Geography/Modern Studies/Business

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Education/Religious, Moral and Philosophical Education

- Expressive Arts - Art & Design/Music/Drama
- Sciences - Biology/Chemistry/Physics
- Technologies – ICT/Computing/ Business Education/Technical Education/Home Economics

S3

At Forres Academy, we want our S3 students to continue to follow a Broad General Education while providing the opportunity for more personalisation and choice. As well as continuing to develop a range of skills, qualities, attributes and knowledge, we believe that pupils in S3 should also look ahead to future learning pathways and courses covered this year will support pupils when transitioning from S3 into the Senior Phase (S4-6).

All information about the choices young people have moving in to S3 can be found on our Google Site at the following link:

<https://sites.google.com/my.glow.scot/forresacademy/pupil-information/pathways/choices-for-s3>

The end of S3 represents an important milestone in our pupils' education as the point of transition from a Broad General Education into the Senior Phase. The on-going learner conversations staff have with our pupils about their progress will help them to increase self- awareness, recognise their achievements as well as gain an insight into the skills they are developing. They will be able to build an understanding of their achievements and skills progression as they go through third year and will receive advice and guidance from their teachers when it comes to making important decisions about subject choices and progression into the Senior Phase.



The Senior Phase - S4-6

At Forres Academy, we want our Senior Phase students to have the opportunity to build a portfolio of qualifications reflecting their very best achievements. Completion of these courses will not only allow pupils to gain qualifications but also to develop knowledge, skills and attributes to prepare themselves for leaving school on their chosen pathway.

In addition to the certificated courses, Senior students are encouraged to get involved in the wider life of the school, developing skills in leadership and responsibility.

Our partnership with UHI Moray allows for young people to choose from a course available through UHI Moray to be part of their choices for their Senior Phase. Information on the programme and courses available can be found here:

<https://www.moray.uhi.ac.uk/for-schools/>

S4 Senior Phase

Students in S4 will study English, Maths and 4 other qualifications at Level 3, 4 or 5.

In addition, students will study compulsory areas of education including Physical Education, Religious & Moral Education and Personal & Social Education.

S5 Senior Phase

Students in S5 will study 5 subjects across Levels 4, 5 and 6. Progression routes will be advised based on assessment performance in S4 as well as considering individual plans for the future pathway.

In addition, students will study compulsory areas of education including Physical Education and Personal & Social Education.

Periods of study time and Wider Achievement options are included.

S6 Senior Phase

Students in S6 should take a range of subjects across Levels 4, 5, 6 and 7 – a minimum of 4 courses should be selected depending on the SCQF Level of study.

In addition, students will study compulsory areas of education including Physical Education and Personal & Social Education. Periods of study time, Wider Achievement options and Leadership time (contributing to whole school improvement) are included.



16+ Learning Choices

It is the intention 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 has developed systems and plans to translate that vision into reality.

For many young people school will continue to be the main route for 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 offer.



Work Placements and Developing the Young Workforce

Where appropriate, pupils in S4 – S6 can be given the opportunity to undertake relevant, career orientated work experience. If this is the case, students are encouraged to investigate relevant and meaningful placements, engendering a sense of independence at a time when they are preparing for their next steps beyond school. For all participants it is an opportunity to meet individual needs and personal aspirations. It is a chance to experience aspects of the world of work, build confidence, employment and enterprise skills and bring focus to career pathways. Work placements are valuable additions to the curriculum but in most cases will require the young people and their families to organise and pay for transport if the work placement is based outwith Forres.

We are very grateful for the excellent co-operation and support which we receive from the wide range of employers involved with the school. Throughout the curriculum, many courses benefit from links with local firms and organisations.

Students in S5&6 may choose to be part of the Career Ready Programme – more information can be found here: <https://careerready.org.uk/>

Peers

Through experience we know peer support provides the kind of help pupils can benefit from when having short term difficulties. These difficulties can include worries around friendships, self-esteem and low confidence as well as advice on how to improve learning skills. Getting the appropriate support gives pupils an additional perspective on themselves and can help them to overcome barriers and move forward in their school life. Our senior pupils volunteer and give up their time to work with younger pupils. This will be arranged by Guidance teachers who will seek to link pupils who are most likely to make that initial connection and build a trusting and supportive relationship with each other.



Buddies

Moving to Forres Academy can feel daunting for some P7 pupils, exchanging the familiarity of the primary school for a new environment, with new older pupils. It is important for P7 pupils to meet with some of our senior pupils at this stage and our S5 students from each House will join the new pupils coming to the House and will spend the three induction days in June and the first week in August guiding pupils around the school. This gives our seniors an opportunity to pass on their knowledge of the school and critically answer questions from an experienced pupil's point of view; offering sensible advice and guidance. We have found this experience fosters a greater sense of belonging as we welcome our new pupils into S1.

Prefects and Senior Prefects

Our S5 and S6 Prefects are a group of young leaders who provide a positive role model for other pupils who go through a selection process and are nominated based on their exemplary attitude, behaviour and commitment to Forres Academy. Prefects take on a variety of role and responsibilities around the school including helping at Parents' Evenings, accompanying visitors on tours round the school and organising pupils for school photographs. Easily identified by their Prefect badges they also provide additional guidance to younger pupils at break and lunch, working with staff they encourage younger pupils to behave in a kind, safe and respectful way in the foyer, canteen and courtyard area.

Physical Education

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
- Swimming

Through these activities pupils will have the opportunity to develop their practical skills, knowledge of rules and tactics, ability to evaluate self and peers, and a range of leadership skills. Pupils will also gain an awareness of the physical, mental, emotional and social health benefits of participation in activity. It is hoped that pupils will identify activities that interest them and that may be 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. (Gum shields are optional. Any pupils who suffer with Asthma are required to carry their own inhaler at all times. We also encourage Epipen users to carry one with them.) Parents are requested



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to encourage participation and in the instance of illness or injury a note should be signed to explain inability to participate. Please note that pupils are still expected to bring their PE kit when they are unable to participate in practical activities, the teacher will include them in other ways.

Religious and Moral Education

RME as a subject forms a part of the core curriculum for all students from S1 to S4. RME plays an important role in developing a richer understanding of the world in which we live.

Religious and Moral Education will provide your child with opportunities to explore the world's major religions, views that are non-religious as well as philosophical views. In RME, your child will think critically about the challenges presented by these beliefs and values, and their place in the world. They will explore how religious and non-religious beliefs and values are expressed through traditions in religion, society and cultures, as well as reflecting on their own beliefs and values.

Through the work done in RME your child will develop a better understanding of themselves, others and the wider world. They will develop their awareness that beliefs, values, practices and traditions are important to families, communities and society - locally and globally.

Students who have a particular interest in RME will be able to choose The Meaning of Life course in S3, and in S4 and beyond, RMPS and Philosophy are offered as SQA courses.

Under the terms of the Education Scotland Act 1980, "any pupil may be withdrawn by his/her parent from any instruction in Religious Subjects and from Religious Observance". Any parent who wishes to exercise their rights on grounds of belief should contact the Head Teacher in writing.

UPS

Universal Pupil Support periods are intended to help pupils to develop their learning and thinking skills; their understanding of themselves; their knowledge of the world around them and to help them reflect on their own progress and achievements. In S1 and S2 pupils have one period a week in UPS covering ideas such as equalities, health and wellbeing as well as opportunities to take part in charity fundraising activities.

Project Based Learning

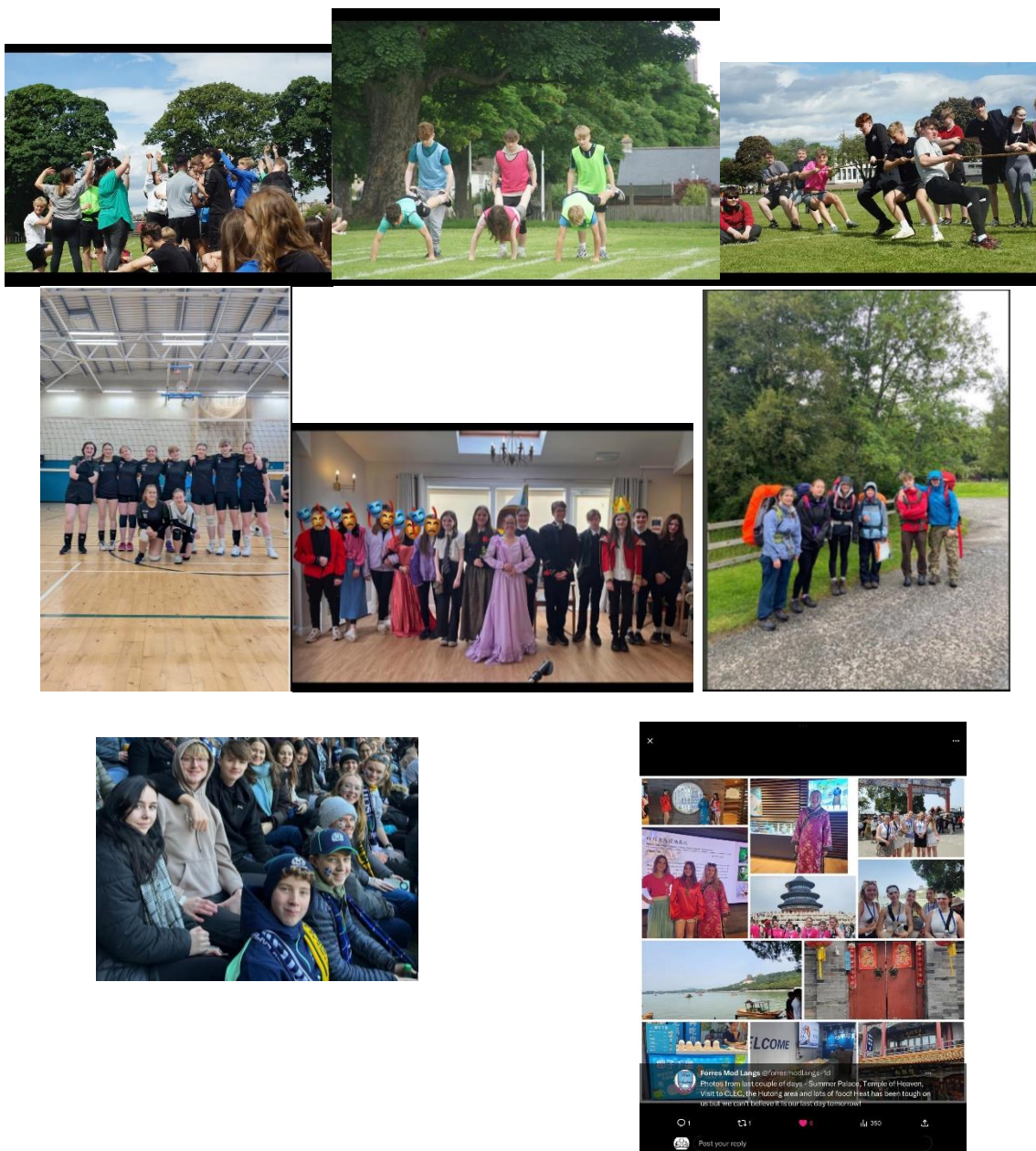
As part of our curriculum in S1/2, pupils have allocated time for Project Based Learning where pupils work in groups to answer a 'Big Question'. The learning is driven by the pupils as they take ownership of their learning, the task and the output. There is a focus on application of knowledge gained through curricular areas as well as out of school and development of key skills. For some of the projects, we work with partners to launch the project and set the question.

In 2024-25 the projects that S2 were involved in include: 'Who is our Forres Academy Community?', 'How do we reduce pollution in our Moray Coastline?' and the Baxters Soup Challenge.

There are a wide variety of activities on offer to pupils at Forres Academy – at time of writing 37 different clubs/activities are on offer. Some of these activities will take place at lunchtime, some after school. These 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.

Among the activities pupils can become involved in are the school clubs - craft, book, film, Chinese culture, drama – to name but a few. There are also a range of sports clubs that can be joined as well as every lunchtime Monday-Thursday a variety of sports on offer through Active schools that any pupil can join with. Throughout the year, there are a number of inter-house events such as inter- house football. This creates a really good buzz as well as a healthy rivalry between the House groups.

We hope that your child will take full advantage of these opportunities when he/she comes to the Academy. There is financial support available for trips that comes from the Enrichment fund – these include trips to national sporting events and local theatre performances.





Assessment, Achievement and Attainment

At Forres Academy, we take a holistic view of education and are very keen to celebrate not only the academic attainment, but also the much wider achievements of our young people. Although we will be aware of many of the activities your child is involved in, please do share with us your child's achievements in activities outside of school.

Assessment and testing are important features of the school system. Our teachers use formative assessment on a day-to-day basis to ascertain how well pupils are learning, where there are gaps and how to best move forward with the learning process. In the early secondary years, there may well be end of unit tests or short weekly tests in certain subjects. It is important that our pupils take these seriously as they are an important preparation for the certificated exams which come at the end of S4 and then in S5/6. These exams will be required for entry to college, university and employment and it is very important that we all work very well in partnership to ensure all our young people do as well as they possibly can in these exams. This can be quite daunting for parents as the system has changed radically since you were at school. If you ever require any explanations of what the different levels of exams mean, please contact your child's Guidance Teacher who will be happy to answer your queries.

SQA Qualifications: The Senior Phase (S4-S6)

Pupils in Forres Academy sit examinations prepared by the Scottish Qualifications Authority (SQA). The school's SQA coordinator is Mrs Lindsay Muluzi, Depute Head Teacher.

Teachers assess courses and units at National 2 to National 4. SQA will check the assessments to make sure they meet National standards. Courses at N2 – N4 will contain work that is assessed and marked throughout the year. These units are assessed as pass or fail. Courses at National 2-4 will not be graded. They will be assessed as pass or fail, based on the unit passes over the year. All National course passes will be included in SQA certification.

Courses at National 5, Higher and Advanced Higher levels will still include work that is assessed by teachers, but pupils will also have to pass a course assessment for those qualifications – usually an exam paper and/or coursework. This will be marked by the SQA. Courses at National 5, Higher and Advanced Higher will be graded A to D or 'No Award'.

Other SQA qualifications including National Progression Awards, Skills for Work Courses and Wider Achievement courses also make up our curriculum offer to our pupils in S4-6. These courses are offered at levels on par with National 3,4,5, Higher and Advanced Higher. The key difference in these courses is that the courses are continually assessed via unit outcomes. This means that there is no final course exam and no coursework submission to SQA. The SQA will still verify the assessment materials from time to time, to ensure that national standards are met.

Special Examination Arrangements

The Scottish Qualifications Authority (SQA) and Moray Council are keen to ensure that all pupils with Specific Learning Difficulties (e.g. Dyslexia) receive appropriate support in their SQA Examinations. The exact nature of this help depends upon individual circumstances. There is a policy that gives more guidance on how additional assessment arrangements are organised in school, a copy of this policy can be found on the school website or requested from the SQA Co-ordinator, Mrs Muluzi. Assistance that may be available includes:

- Extra time for examinations
- Use of a "scribe".
- Use of a "reader".
- Access to appropriate word processors/spell checkers etc.

Additional Assessment Arrangements (AAA) will be put in place when there is appropriate evidence that these effectively remove unfair barriers to attainment. This evidence is gathered by class teachers and shared with our Support for Learning department. All AAA needs to be evidenced and this evidence needs to be available for SQA to verify at any time. Should you believe your child may have a case for AAA being put in place, please speak to your child's Guidance Teacher in the first instance.

Parents' Evenings and Reporting

Each year group has an evening which parents and carers can book individual appointments to meet with their child's teachers. Appointments are 5 minutes long and give an overview of the progress, strengths and next steps of our learners. Parents' evenings are calendared across the year for each year group and are a great opportunity for parents and carers to have insightful discussions about their child's learning.

Parent Information Sessions

A variety of information events will be held over the year for parents. These range from transition focused events for our P7 parents to information on how to best support your child with their school life – covering study supports at home as well as health and wellbeing information. Events will also be held at course choice times to increase parental awareness and understanding of the various course options and pathways available at Forres Academy. All these events are well supported by many of our partner agencies, and we strongly encourage parents to attend these.



Written Reports

Each year group will receive one written report in each school year. The purpose of these reports is to share progress and next steps with learners and parents. Reports for each year group will be provided at different calendar points across the year, and a cover letter will explain the content of reports in more detail. However, if you have a query or concern about your child's progress, you can make contact with their guidance teacher at any time to discuss this.

S1 and S2 learners will receive three reports over the year, one will be a report containing tracking and comments on strengths and next steps. They will also receive two further reports which will give tracking grades only. These reports will give an overview of the level achieved in each subject area of the Broad General Education, as well as an indication of their potential achievement by the end of S3, when they are ready to move into Senior Phase and National courses.

In S3, learners will receive reports on three occasions in the year. The first report will have tracking of effort, behaviour and homework, along with progress in CfE levels and comments outlining strengths and next steps. The second and third reports will contain tracking of effort, behaviour and homework, and confirm levels achieved in the Broad General Education (BGE) before moving into Senior Phase.

Reports in the Senior Phase (S4-S6) are provided at 3 intervals across each school year. Initial reports indicate an aspirational target grade for final SQA exam performance, plus a current working grade for each subject. We have also introduced a 'next target grade' as a stepping stone to help learners achieve their course target at the end of the year. If teachers become concerned about your child's progress, you will also receive a letter detailing the support and actions required to improve progress and enable your child to get back on track.

If you have any queries regarding a report, you should contact your child's Guidance Teacher who will be able to assist you.

Homework and Deadlines

The establishment of efficient study skills is an important aspect of your child's education. There will be many opportunities for them to develop all aspects of their learning skills during their everyday school work. However your child can also develop in confidence and competence in the techniques of study and the process of learning through support and encouragement at home. There are a number of ways in which you as a parent can work along with us to help achieve this aim.

As a school homework is set online through Microsoft Teams through their individual Glow account. A helpful guide to Glow can be accessed at: <https://glowconnect.org.uk/> Microsoft Teams can be accessed via your child's Glow account, along with a wealth of other support and digital tools. Useful parent/carer information can be found at: <https://glowconnect.org.uk/about-glow/glow-for-parents/>

When a child begins at Forres Academy they will be taught on how to effectively set up and make use of their class Microsoft Teams.

Homework should promote and encourage such independent learning. As parents this can be supported in the following ways:

- Showing your interest and support through discussion of work set and the offer of help or advice where appropriate.
- Encouraging your child to develop a responsible attitude to homework and private study and to the discipline of regular study and investigation even without set homework.
- Encouraging your child to make use of materials available at home and to join and use the local Library.



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Obviously the time spent on home study will increase as pupils progress through the school but the establishment of discipline and responsibility should begin in the early years. In the interests of promoting your child's education in the wider sense you might give some thought to the value of the following suggestions:

- assisting your child in developing self-confidence by noticing and appreciating things he/she does well, and recognising his/her worth.
- taking your child to places of historic, cultural or general educational interest.
- providing your child with materials to stimulate interest such as books, artistic materials, musical instruments, construction kits, etc.
- encouraging the joining of local or national clubs or organisations dealing with their interests.
- developing in your child skills involved in everyday practical tasks such as writing letters, making purchases, making simple repairs, caring for plants and animals etc.

Over a year your child spends much more time on activities outside school than they do within school. Education and the realisation of a child's potential are therefore very much achieved in a partnership between home and school.

Senior pupils

Pupils in S5 have timetabled Study periods across the week.

Pupils in S6 will have non-contact periods which are designed to provide time for additional study but also to contribute to the wider life of the school. This time can be spent in the school hall or school library.

Across these times, pupils in S5/6 are being given the opportunity to develop as responsible citizens, effective contributors, confident individuals and successful learners – all capacities which will be beneficial to our young people as they progress into employment or further/higher education.

During S5/6, pupils are encouraged to manage their time effectively to ensure appropriate time is spent on their studies to remain up to date with course work and continually preparing for assessments/assignments.



Section 4 - 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.

Parent Forum and Council

There is an active and growing Parent Council and we would ask you to support your child and his/her school by becoming involved.

All Parent Council meetings take place in Forres Academy and usually start at 6.00pm.

The Chair of the Parent Council is Mr Tim Spencer. He can be contacted at admin.forresacad@moray-edunet.gov.uk or via the Parent Council link on the school website. This link will also provide very useful information for parents, minutes of meetings etc.

What is the Parent Forum?

The membership of a Parent Council is made up of parents who have a child at an education authority school. Parents are automatically members of the Parent Forum for their school. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council. As a member of the Parent Forum, each parent can expect to:

- Receive information about the school and its activities
- Hear more about what partnership with parents means in their school
- Be invited to be involved in ways and times that suit them
- Participate in deciding how the parent representative body, the Parent Council, is organised and how it operates
- Identify issues they want the Parent Council to work on with the school
- Be asked their opinion by the Parent Council on issues relating to the school and the education it provides
- Work in partnership with staff
- Enjoy taking part in the life of the school in whatever way they can.

What is the Parent Council?

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at a school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. Parents might decide they want a representative from each year group in the school. They might want to include pupils, other teachers at the school or parents from a feeder primary or secondary school. This flexibility allows parents to choose a Parent Council which reflects their school and will encourage parents to get involved.



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The type of things a Parent Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, Education Authority and Education Scotland
- Promoting contact between the school, parents, pupils, providers of nursery education and the local community
- Fundraising
- Organising events
- Being involved in the appointment of senior staff.

School information events for Parents

Over the course of the school year different information events will be hosted by the Senior Leadership Team for parents of the different year groups. These events are very useful to explain key information about different stages of your child's educational journey.

General Information for Parents

The Moray Council has produced a "Notes for Parents and Carers" booklet and "Information for Parents and Carers" leaflets which are 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. These are also available in other languages. Please refer to Appendix A for further information.

Information for parents from military families

Pupils who come from families with a military connection make up around 18% of our school roll. Moray Council and therefore all schools in Moray has signed the Armed Forces Covenant Fund. In Moray there is a very strong commitment to ensuring our military pupils receive the best supports to help them attain and achieve in our schools. Here in Forres Academy we have a dedicated military support worker that assists with this. More information about supports for Military families in Moray can be seen at http://www.moray.gov.uk/moray_standard/page_156431.html



Attendance

At Forres Academy, our school vision is to create a learning environment where everyone feels welcome, safe, respected, and valued and where we work together for a bright future. To achieve this, we value our relationships with each other, and we try to be rights respecting to everyone. Our values are reflected in how we behave therefore we will be: kind, inclusive and determined.

Attendance is important because:

- it supports wellbeing, social connections, social competency, and social cohesion
- it gives us the opportunity to access and engage with learning in and out of the classroom
- it provides opportunities to develop skills and confidence, to contribute to and be part of a wider community, and to demonstrate that we can be responsible citizens now and in the future

Other benefits of attendance include things like providing us with:

- a safe, calm, caring, learning environment
- a place to make and meet friends
- somewhere to develop and learn about ourselves, our emotions, and how we relate to, and respect, others

Every day of absence is a day of lost learning → 1 day absent per fortnight = 1 year of lost learning by S3

Attendance is everyone's responsibility – what's your role?

Learners should:

- take personal responsibility for attending as often as possible
- try not to be late
- engage in all aspects of the life of the school including learning and other social activities
- contribute to the daily life of the school and encourage peers to attend

Parents and carers should:

- ensure their child understands the importance of education and attendance
- support their child to attend as often as possible
- notify the school as soon as possible when their child is unexpectedly absent
- work with staff to minimise absence and reduce any barriers to attendance
- book medical appointments outside school hours where possible and give advance notice if an absence is unavoidable
- keep the school up to date with telephone numbers and emergency contacts

Staff should:

- proactively develop respectful and supportive relationships that support a positive ethos and culture
- regularly promote good attendance through lessons, assemblies, informal and formal conversations, and events
- make learning interesting and relevant and support learner engagement using a range of strategies
- keep regular and accurate records of attendance for every learner
- share concerns about a learner's engagement, attendance or wellbeing, at the earliest stage
- respond sensitively to learners and parent/carers when exploring attendance concerns

Senior leaders should:

- prioritise attendance and punctuality
- promote attendance through policies, documents, training, meetings and communications
- improve overall attendance and reduce lateness through supportive interventions
- follow-up on all absences and identify and investigate patterns of absence

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- improve overall attendance and reduce lateness through supportive interventions
- follow-up on all absences and identify and investigate patterns of absence

Promoting attendance

We promote attendance in our school by:

- building relationships and prioritising wellbeing and care
- being inclusive and rights respecting
- involving learners in all aspects of learning and the life of the school including improvement planning and policy making
- having a curriculum which is relevant, engaging, and meets the needs of all our learners
- using a range of teaching styles and approaches that cater for different learning styles - pedagogy
- all adults promoting attendance as well as having specific adults to help learners and families who may need a little bit of extra support – pupil support
- treating parents and carers as partners in supporting attendance
- linking into other supporting structures such as assemblies, Parent Partnership, Family-Community Supports, Other School Policies etc.

Absence is likely to affect all children at some point in their life at the school. The school will follow up all instances of absence to make sure that everything is okay and learners are safe. To contact parent/carers we may use text, email, phone call or letter. When absence becomes a concern then the school will begin an assessment process, in consultation with learners and parents or carers, to explore the reasons behind the absence and to offer supportive interventions if appropriate.

Supporting families when absence becomes a concern

Stage 1

Universal and preventative approaches – this may include adaptations within the normal learning environment in addition to all the approaches listed above that promote attendance

Stage 2

Additional school-based supports and planning – this will involve trying to establish the specific reasons for the non-attendance and then trying to provide support to reduce barriers to engagement or attendance. Learners and parents will be involved in this assessment and planning by attendance at planning meetings and use of pupil and parent questionnaires. Examples of supports include mentoring, establishing a link with a supportive adult for check-ins, a safe space, some withdrawal from class for short term targeted pieces of work to build confidence, understanding or skills, relationship building or repairing, or catch-up learning after an absence.

Stage 3

Enhanced individualised, potentially multi-agency planning and support – this may involve a more focussed assessment of needs with supporting services such as Educational Psychology, Speech and Language or allied health professionals, Young Carers Service, and/or Youth/Social/Community/3rd sector partners. All partners involved will work together to create a package of supports. This may involve some Stage 1 & 2 supports and some more specific supports such as befriending, counselling, personal development or health related programmes, vocational training, volunteering, work experience, family learning and/or family support programmes etc.

Stage 4

Intensive support – this may include an individualised timetable or flexible programme, community-based support for the learner, more intensive wellbeing or mental health supports or a split placement between school and an alternative learning provision either within or out with the school.

For more information or help

- Learners - talk to an adult, see school posters, listen in assemblies and in PSE classes
- Parents/carers - contact the school, attend parent evenings/meetings, see our information leaflets and our website
- Staff - ask a colleague/manager, consider further professional learning, see local authority policy/operational guidelines



How to contact the school

Report an absence on the Parents Portal: <https://parentsportal.scot>

Or

Telephone the school on 01309 672271 and select the option to report an absence.

Or

Email the school office: admin.forresacad@moray-edunet.gov.uk

Planned absence

If you know that your child is going to be absent from school, please let us know beforehand using either of the methods above. This information will be processed in advance and a call will be avoided.

Change of Address

In order to ensure efficient communication with parents we like to keep our school records as up to date as possible. If you change your address or any other relevant circumstances during your child's stay at the Academy, we would appreciate it if you could pass the updated information to us as soon as possible. All you need to do is contact the School Office.

Clothing Grants and Free School Meals

The process for applying for free school meals and a clothing grant has changed from in 1st May 2017. The process has now moved to Moray Council's Benefits Service. This means you will no longer need to submit an application form every year with your household income documents to the school. If you are eligible for Free School Meals and a Clothing Grant and you also currently claim Housing Benefit or Council Tax Reduction, you do not need to do anything as the Benefits Service will contact you automatically by post. If you have not hear from them by 1st August or you think you may be entitled to Free School Meals and a Clothing Grant, you can contact the Benefits Team by telephoning 01343 563456, writing to The Revenues Section, Council Office, High Street, Elgin, IV30 1BX or by emailing: Revenues@moray.gov.uk

As a school we can assist families in gaining access to a variety of other financial supports including uniform and warm clothing from Moray School Bank and food support from Moray Food Plus and the Forres community larder. Please contact your child's Guidance teacher if you are facing any financial difficulties; absolute discretion is assured.

Forres Academy Enrichment Fund

The Forres Academy Enrichment Fund established in 1988 by Lord Laing of Dunphail, and supported by friends of the school, now provides money annually from interest on the capital sum invested. Depending on the rate of interest, between £7000 and £9000 per annum may be available. This cash supports and increases opportunities for all pupils in a large variety of ways neither funded, nor likely to be funded by the Council and may provide assistance for school trips for those young people who otherwise may not be able to participate and to support a range of extra curricular activities and events.



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The success of the scheme depends on parents, former pupils, local employers and everyone else concerned about the quality of educational experience given in Forres Academy. For all those who wish to help, a donation can be made any time for any amount. However, a request for donations is issued to parents annually which we hope you will support. Every pound counts and goes directly into funding the extra-curricular life of the school.

Donations should be sent to:

The Secretary
Forres Academy Enrichment Fund
Forres Academy
Burdtyard Road
Forres
IV36 1FG



Cycle Security

We cannot accept any responsibility for cycles brought to school. Cycles are left entirely at the risk of the owner. From time to time, security marking of cycles is undertaken by the school in co-operation with the Police.

Education Maintenance Allowances (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. Further information on full eligibility criteria and application forms can be obtained from the school.

Health Care in School

Within Forres Academy and its primary schools there is a school health team which consists of a school nurse, a public health nurse, a support worker and a team of first aid practitioners.

First Aid

During school hours there is at least one first aider accessible throughout the day. For obvious reasons it is important that a sick child must not leave the premises on their own and must be supervised within school to monitor their condition and to liaise with parents/carers if required. Therefore there is a clear routine which is emphasised to pupils which is as follows:

- any pupil who is feeling unwell should report to their class teacher. During break-times illness should be reported directly to reception.
- the class teacher should send the pupil directly to the first aid team – for safety, the pupil should be accompanied if deemed necessary.
- If pupils are temporarily unwell and then recover, they can be managed at reception until well enough to return to class.
- if pupils are too ill to return to class, parents/carers will be contacted to come and collect their child.

At the time of enrolment, parents are asked to provide an emergency contact number to be used if parents/carers are not available. The school asks that any changes to telephone numbers and emergency contacts be communicated to us as soon as changes occur. **It is very important these numbers are kept up to date so that you can be contacted easily.** First Aid kits are accessible in several areas of the school. There is a portable first aid kit for school trips.



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School Nursing Team

The role of the school nursing team is wide ranging and aims to meet the health needs of the pupils within the school. The team have a 'public health' role within the school which, although remaining pupil-centred, incorporates the whole family and school community. The school nursing team is responsible for promoting the health and well-being of pupils within the school by providing:

- drop-in clinics with open access for all pupils
- accessible service for those pupils with additional needs and those identified as vulnerable
- a comprehensive immunisation schedule within the school environment
- support for children with complex needs and for pupils whose attendance is impacted by health concerns
- Delivery 1-1 or small group sessions of LIAM programme for low level anxiety
- Assessment of health needs following referral from school staff and parents
- liaison with other professionals to ensure pupils' health needs are met

Diphtheria, Tetanus and Polio boosters are offered to all 3rd year pupils. Anyone with queries on this should contact the school Nurse who will be able to advise on immunisation.

Screening tests for vision are carried out at the request of the pupil.

Forres Academy is a designated school for the disabled. A lift has been installed. There are ramps and special toilet facilities.

Please enquire to school nursing team for further information on 01309 678878

Counselling

In school we have 2 professional counsellors who work from school on a Monday and a Tuesday. Further information regarding this service is available on the School website or by contacting your child's Guidance Teacher.



The Moray Council is guided by the North East of Scotland Child Protection Committee in Child Protection matters. The following statement applies to all Moray schools.

"It is the duty of The Moray Council and all its staff to ensure, as far as possible, that all children are protected from the danger of child abuse in all its forms. These include:

- emotional abuse, physical abuse, sexual abuse, non-organic failure to thrive and neglect.

Where school staff have concerns about a pupil, which suggests the possibility of abuse, then these concerns will be discussed with a member of the Social Work Department to determine what, if any, action needs to be taken. In these circumstances, parents will not normally be consulted first."

Mrs Reilly (Depute Head Teacher) is the school's Child Protection Co-ordinator.

Food Safety

In view of the fact that there are pupils in the school who may have severe allergic reactions to certain foodstuffs, all pupils are advised that they should not share, taste or handle foods from the snacks or lunches of other young people. Those with severe food allergies should have snacks and lunches provided from home to enable parents to minimise the risks of their child's meal containing nuts or whichever food is implicated.

Health and Safety - Out of school visits

Increasingly pupils find themselves taking part in project work involving out of school visits as part of their course. We would wish to encourage this as it involves the community in the educational process and gives the pupils real educational experiences involving the world outside the school. For their part, during such visits and excursions outside school, pupils are expected to behave in a responsible manner with due regard to the safety of themselves and others.

When your child enrolls you are asked to give your permission for your child to take part in school trips. If your child has any medical problems, however minor, which could cause difficulties on any trip, you must let us know. We will ensure discreetly that relevant staff are aware of the problem and take special care of your child's welfare where appropriate.

Special permission will always be sought for dangerous activities or where overnight stays are required.

Insurance

No insurance cover is held by The Moray Council to provide automatic compensation to pupils in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

The Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (eg. parents of pupils) who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. However, if there is no negligence, no claim would be accepted by the Council.

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has



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occurred, however remote this possibility.

Medicines in School

By law all students are medically examined from time to time by the School Doctor or the School Nurse. If any treatment is required, parents are always consulted and may choose to have this carried out by the family G.P.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and therefore will not be administered on student request. Sometimes young people may be required to take medication during the school day – in this instance please contact your child's guidance teacher who will discuss policy and protocols with you and arrange for medication to be stored and administered appropriately.

If you require further information on supporting your child's medical needs within school please request a copy of "Supporting Students with Medical Needs in Schools" including "The Administration of Medicines" from the school office.

Students who have dental and medical appointments out with school should try to give the School Office at least one day's advance notice. On the day of the appointment they should report to the office with their appointment cards - they should also report to the Office on their return to school. Please try to get as many appointments as possible outside school hours.

School Meals / Allergies

Following recent enquiries and discussions with NHS colleagues, Moray Council legal team and Catering Services, Moray Council have revised their position on school meals and children with food allergies. Please now note the following procedure.

- Children with a food allergy will be entitled to receive school meals provided that a parental consent form is completed. These forms can be collected from the school office if required.
- Should a child who is suffering from a food allergy be entitled to free school meals but their parents do not wish them to receive these meals, then the parents will be offered the food cost of a school meal to compensate. Parents wishing to claim the cost of a school meal in place of their child receiving free school meals must complete the attached form to evidence their entitlement. These parents, however, will be expected, should they wish their child to remain in school over lunchtime, to provide an appropriate packed lunch.
- Children who are diagnosed with a food allergy and who are not entitled to free school meals will not be reimbursed as above.

Additional considerations:

- The Catering Service will, as a matter of course, avoid using obvious sources of nuts in food; however, there can be no absolute guarantee of traces of nuts not being present in the foodstuffs. Equally, there may be other food or drink (such as milk) used by the Catering Service that could trigger an anaphylactic shock and parents must ensure that details of their child's allergy are passed to the school.



Physical Intervention

In the Moray Council document "Physical Intervention Guidelines", guidance is provided for all staff dealing with situations where physical intervention may be required.

This document describes Physical Intervention at three levels:

- Supportive Physical Intervention: positive physical intervention used by staff to demonstrate, encourage, guide or reassure
- Reactive physical intervention: used as a considered reaction to a situation where children or young people are at immediate risk of harm
- Predictable (Planned) Physical Intervention: planned, agreed action where it is known that a young person may present violent or dangerous behaviours. These planned actions will arise from risk assessments based on evidence of previous behaviour and will contribute to support plans in place to guide the actions of all involved.

A copy of this policy is available upon request at the school.

Road Safety

All pupils, but especially cyclists, should exercise great care on the roads near the school, especially at the busiest times. Pedestrians and cyclists should be particularly wary in the vicinity of the school buses at the beginning and end of the school day. Though the staff do try to provide supervision at such times, there are large numbers of pupils milling about and any carelessness could have unfortunate consequences.

Pupils who come to school by bicycle should always make sure they are highly visible and that they carefully obey the Highway Code.

Supervision Out of Class

At breaks and lunchtimes, for those who remain inside the premises, SLT, together with S5 and S6 prefects, operate a light monitoring role. In the case of the outdoor area, pupils are permitted without close adult oversight as is the case at home where parents allow their children to play unsupervised.

However, there is always someone on hand to deal with problems and/or emergencies.

During non-school hours, or where children leave the school premises at lunchtimes, responsibility lies with the parent/carer. Pupils are not allowed off the school premises at break time. When pupils do choose to go off site at lunchtime we expect them to behave in a safe and respectful manner. This included having an awareness of litter and their actions around the town.

At all times, the school develops and expects responsible attitudes and behaviour from its pupils. We cannot be expected to anticipate those rare occasions when pupils act in an irresponsible manner.



Lateness to school is disruptive and has a detrimental effect on educational progress. Every instance of late-coming is recorded and regular reviews of each pupil's record are carried out. When a pupil is late without any permitted explanation on three occasions they will be given a lunchtime detention. Parents will be made aware of this.

For lateness as a result of dental, optical or medical appointments a pupil will be recorded as authorised absence. Parents/carers should notify the school, in advance, of any anticipated lateness due to appointments.

Any pupil who has not arrived by approximately 09:30 (with no prior notification) is treated as an unexplained absence and a text will be sent home. Thereafter, if the pupil arrives late as a result of reasons under their own control (e.g. slept in, missed bus etc.) they will be recorded as unauthorised absence for any entire periods missed and late for the period in which they arrive. If the pupil does not arrive and no response is received to the text, the pupil's record will show as unauthorised absence and child protection procedures may be followed.

Such unauthorised absence is treated in a similar way to truancy in statistical terms. Outside agencies would also view absences in this light. We hope that attention to this important aspect of attendance encourages everyone to develop a responsible attitude to timekeeping.

Leaving School

When a pupil finally leaves school or moves out of the area, the following procedure should be adopted. They should:

- a. Inform their Guidance Teacher.
- b. Obtain a Leaver's Form to be signed by their teachers as they return all books/equipment.
- c. Give the completed Leaving Form to the Guidance Teacher.

We would make a particular request here, that you should encourage your children to return all books, including Library books, when they leave, so that their fellow pupils may have the future use of them. Locker keys, school bus pass and if a pupil has been allocated a laptop – these should all be returned.

Lockers

For the convenience of pupils we have lockers available for hire. See main office for details and application form.

We emphasise the desirability of hiring a locker, since regrettably the school cannot accept responsibility for loss of property.

In certain exceptional circumstances, the school may require that a locker be opened in order to examine the contents. The following procedure will apply:

- The pupil will be asked to open the locker in the presence of 2 members of staff.
- If a pupil refuses, a member of staff may then open the locker in the presence of the pupil and at least one other member of staff.
- In the absence of the pupil, the locker may be opened in the presence of another member of staff. This only applies if there is an immediate need and every effort has been made to



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contact the pupil.

- Any item removed from the locker will be held securely pending further action.
- Once a search has been completed the locker will be secured immediately.

Lost Property

Pupils can help to avoid confusion by labelling appropriate property such as clothing for easy identification. Lost and found items should be taken directly to Lost Property in Reprographics.

Pupils are advised not to bring valuables such as iPads, electronic games, iPods etc. to school and the school will not be held responsible if pupils choose to ignore this.

All pupils are responsible for their own property and the school cannot accept responsibility for bags left unattended.

Meals and Packed Lunches



All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack and vending provision.

A variety of snacks and refreshments are available from 10.25am for break and from 1.10pm for lunchtime from the school meals' service. On Fridays a pre-order grab and go service is in operation.

For those who wish to use the meals' service a varied menu of full meals and a cafeteria service are available at moderate cost. We consider them to be good value and highly recommend them.

Seating is available in the pupil social areas and in the canteen for pupils who wish to bring their own packed lunches. Soft drinks can be purchased through the canteen. Pupils should remember to bring correct change.

Forres Academy is a health promoting school so pupils are not permitted to bring items such as burgers, chips etc which they have purchased in the town, back onto school grounds, nor do we allow pupil consumption of energy drinks within the building since these are known to have a negative effect upon behaviour.

Moray school networks are provided for pupils to do school related work, including research and communication with others. This includes Microsoft Teams and GLOW.

For Internet access, parental permission is required. Pupil use of the Internet is closely monitored and misuse or abuse of the Internet may result in access being withdrawn and other actions being taken.



All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if this is their local catchment school. Door-to-door transport is not guaranteed. Children living outwith the zone are not entitled to transport. To claim entitlement, please refer to Appendix A for information on how to request an application.

Free bus passes are available for all young people in Scotland and are applied for in line with their Young Scot.

School Performance Data

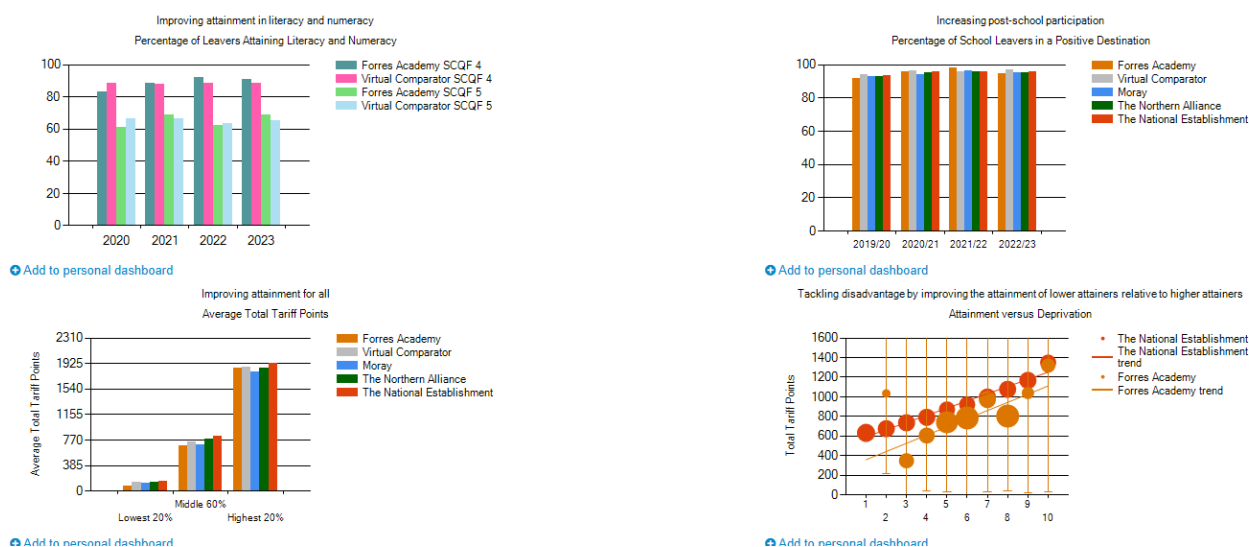
Schools are measured in a number of ways. The information gathered from Senior Phase National Qualification results comprises one important part of this. Every year these results across four national benchmarking measures are published. The four national benchmarking measures focus on:

- Improving attainment in Literacy and Numeracy
- Increasing post-school participation
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers
- Improving attainment for all

The data that informs the measures above are drawn from a wider range of sources than solely SQA exams. It includes data from Skills Development Scotland about post school destinations of school leavers, wider achievement that is accredited through organisations other than SQA and socio-economic and other data that relate to the characteristics of young people.

A snapshot of our data sits below.

Dashboard: National Measures



Further information can be found at: www.educationscotland.gov.uk/parentzone



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APPENDIX A – office please check

Contact: The Moray Council, Education and Social Care **Address:** Council Office, High Street, Elgin IV30 1BX **Website:** www.moray.gov.uk
Telephone: 01343 563374 **Fax:** 01343 563990 **Email:** educationandsocialcare@moray.gov.uk **Hours:** 8.45am - 5.00pm Monday to Friday

Revised 02/12/2016

Moray Council A-Z	Telephone:	Web page address:
Active Schools	01309 672838	http://www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	01343 563374	http://www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	0870 054 9999 (school information line) Local school or 01343 563374	http://www.moray.gov.uk/moray_standard/page_53021.html http://www.moray.gov.uk/moray_standard/page_40560.html
Armed Forces Families Information	01343 563374	http://www.moray.gov.uk/moray_standard/page_156431.html
Attendance and Absence	01343 563374	http://www.moray.gov.uk/moray_standard/page_55580.html
Bullying	01343 563374	http://www.moray.gov.uk/moray_standard/page_52988.html
Children and Families Social Work	01343 563374	http://www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	01343 563424 01343 563990 101 (Police Scotland)	http://www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	01343 563144	http://www.moray.gov.uk/moray_standard/page_55486.html



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Moray Council A-Z	Telephone:	Web page address:
Data Protection	01343 563374	http://www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52991.html
Inclusion	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	01343 563456	http://www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	01343 563374	http://www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Local school	http://www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	01343 563374	http://www.moray.gov.uk/moray_standard/page_43903.html
Home Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Instrumental Instruction	01343 563374	http://www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	01343 563374	http://www.moray.gov.uk/moray_standard/page_49601.html
School Meals	01343 557086	http://www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	01343 563374	http://www.moray.gov.uk/moray_standard/page_55829.html
Transport (Pupils)		http://www.moray.gov.uk/moray_standard/page_1680.html