

# School Handbook

# Harris Academy



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*NB The use of the term 'parents' in this note is deemed to include all carers of pupils at the school.*

## Section 1: Welcome and Vision

Dear Parent,

I warmly welcome you to Harris Academy. Our greatest priority as a school is to provide each and every pupil with an educational experience of the highest quality.

This handbook is designed to give you as much information as possible about our school, its aims and the opportunities that it offers. I hope it will give you an insight into Harris Academy and answer many of the questions that you may have.



The key to developing a successful school community is the quality of the relationships that exists between pupils, staff and parents. Valuing people is at the heart of our school, and we will do our best to ensure this happens in practice.

I look forward to welcoming you and your young person to our school community and hope you will share in, and promote, our traditions and values whilst at the same time support us in our continuous development.

I hope you and your young person will enjoy the joint venture upon which we are about to embark.

Kind regards,

A handwritten signature in black ink, appearing to read "B. Millar".

Barry Millar  
Head Teacher

## Section 1: Welcome and Vision

### About Harris Academy

Harris Academy was founded in 1885 and is the oldest public school in Dundee. It is a popular school with a good reputation, and its former pupils are active and prominent in every walk of life, both within the city and throughout Scotland.

Harris Academy is a successful comprehensive school offering a wide range of courses to suit pupils of all abilities. Although modern and up to date in our methods and equipment, we have continued to promote such traditional values as academic success, hard work, good behaviour and smart appearance. We regard this mixture of progressive ideas and traditional values as one of the school's great strengths.

In 2016, Harris Academy welcomed the community from the then-closed Menzieshill High School. At the same time, our school moved into our current £40 million pound campus.

In 2023, the addition of a £5.2m extension, that added six learning spaces into our school campus, was welcomed.

Our current cohort of young people mainly come from our six feeder primary schools, but we do have a small proportion of young people who are placing requests into our school from all areas of our city and surrounding local authority borders.

At Harris Academy, we have a school roll of 1401 young people. Using the Scottish Index of Multiple Deprivation, 31% of our young people live in the 20%\* most deprived areas of Scotland.

Across other key measures, 24%\* of our young people are in receipt of Free School Meals, 51.1% of our young people have an identified additional support need and 14% of the cohort have English as an additional language.

\*figures are accurate as at Census, September 2025

## Section 1: Welcome and Vision

One of the distinctive features of the school is the exceptionally wide range of curricular activities on offer, and the high level of participation by pupils.

At Harris Academy we are moving towards becoming a fully accredited Rights Respecting School.

Working with UNICEF UK, the world's leading organisation working for children's rights. The United Nations Convention on the Rights of the Child is an important agreement made by governments worldwide to uphold and protect children's rights.

The Rights Respecting School Award involves staff and young people:

- **Teaching and learning: ABOUT** the rights set out in the United Nations Convention on the Rights of the Child.
- **Teaching and learning: THROUGH** rights so that everyone respects the rights of others.
- **Teaching and learning: FOR** the rights of others so that we stand up for the rights and help make our school, our local and global community a fairer place.

The Rights Respecting Schools Award takes participants through bronze, silver and gold accreditations. Currently at Harris Academy we have been accredited the silver award for our work so far, and we are now working towards gold. The silver award is achieved by embedding the Conventions of the Rights of the Child into policy, practice and culture of schools.



## Section 1: Welcome and Vision

Almost all of our young people have decided that the 9 articles that will become part of our Harris Academy Charter are:

 <b>2</b> <b>NO DISCRIMINATION</b>	 <b>6</b> <b>LIFE, SURVIVAL AND DEVELOPMENT</b>	 <b>16</b> <b>PROTECTION OF PRIVACY</b>	 <b>19</b> <b>PROTECTION FROM VIOLENCE</b>	
 <b>24</b> <b>HEALTH, WATER, FOOD, ENVIRONMENT</b>	 <b>27</b> <b>FOOD, CLOTHING, A SAFE HOME</b>	 <b>28</b> <b>ACCESS TO EDUCATION</b>	 <b>34</b> <b>PROTECTION FROM SEXUAL ABUSE</b>	 <b>37</b> <b>CHILDREN IN DETENTION</b>
<b>Respect</b>	<b>Equality</b>	<b>Enjoyment</b>	<b>Achievement</b>	

## Section 1: Welcome and Vision

### School Aims and Values

We feel that it is important that we have a clear statement of responsibilities for our young people who attend Harris Academy. The School Aims and Values are a statement of what you and your young person can expect of us. We ask that you support us in the achievement of our aims and reinforce to your young person the expectations of living our values in all that we do, every day.

### HARRIS ACADEMY AIMS AND VALUES

**AIMS**

At Harris Academy, we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all.

**VALUES**

**RESPECT** | We work hard to respect everyone by recognising the value each individual brings to our community. we do this by being kind, polite and considerate.

**EQUALITY** | We work hard to treat everyone fairly regardless of their differences. we do this by ensuring everyone has the opportunity to achieve their full potential.

**ENJOYMENT** | We work hard to create a positive and happy learning community. we do this by nurturing the wellbeing of all.

**ACHIEVEMENT** | We work hard to celebrate the successes of everyone. we do this by motivating and supporting the ambitions of all.

Through hope and hard work, the Harris Academy community aims to develop the skills and qualities needed for everyone to make a positive impact on the world.

**RESPECT EQUALITY ENJOYMENT ACHIEVEMENT**

## Section 2: School Information

**School Address** ..... Harris Academy,  
Perth Road,  
Dundee DD2 1NL

**Telephone:** ..... 01382 435700

**Email Address:** ..... harrisacademy@dundeeschools.scot

**Website:** ..... harrisacademy.ea.dundee.city.sch.uk

**X (formerly Twitter):** ..... @harrisacdundee

**Senior Management Team**

Head Teacher: Mr Barry Millar  
Business Manager: Mrs Laura West  
Depute Head Teacher: Mrs Kelly MacDonald  
Depute Head Teacher: Mr Michael Stewart  
Depute Head Teacher: Ms Leona Chacko  
Act. DHT: Mrs Gaynor McKinlay  
Act. DHT (1 day per week): Mrs Shelly Short  
Act. DHT (1 day per week): Mr Andy Cunningham

**School Status:** ..... Non-Denominational S1- S6

**School Roll:** ..... 1401 as at Census, September 2025

**School Hours:** ..... 8.45am - 3.50pm (Mon-Wed)  
8.45am - 3.00pm (Thur-Fri)

**Parent Council**

**Contact Info:** ..... Mrs Lisa Melrose  
(contact via the school office)

## Section 2: School Information

### Office Hours

The school office is open from:

Monday - Tuesday 8.00am – 4.15pm  
Wednesday - Friday 8.00am – 3.15pm

Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

Our latest communication tool is the Parent Portal app that all parents / carers are encouraged to sign up to. This tool can be accessed 24 hours day and can be used to report absence. In addition, Harris Academy, along with all other schools across Dundee has introduced a new online system called Pupil Tracking to monitor, support and report on your young person's learning journey. As a parent or guardian you will be able to log into your young person's Pupil Tracking portal to view their reports, it will also allow you to stay up to date with their progress and see how they are doing in school.

In Harris we believe that close and positive contact and co-operation with parents / carers is essential for the support, well-being and progress of the young people whom we serve. We welcome contact from parents and assure you that such contact will never be considered as an imposition. A mutually convenient time can usually be found for you to meet with the relevant Guidance teacher or, if appropriate, a member of the Senior Leadership Team, which avoids disrupting learning and teaching time.

As a matter of course the school will be in touch with you in a number of ways throughout the year.

- Our Parent / Carer Padlet is sent out weekly by e mail each Friday
- Numerous letters are sent home with specific information or for specific purposes
- Pupil tracking reports are issued twice or three times per year (year group dependant)
- There is one Parents'/Carers' evening for each year group during the session
- X(Twitter) @harrisacdundee

## Section 2: School Information

- Via Text Message if we have important information to share
- GroupCall Xpressions App
- School Website

Experience has taught us that young people are best educated when there is a close liaison and shared agenda between school and home. We are committed to creating, maintaining and developing such links with our parents and carers.

# Harris Academy | dates for your diary

## Session 25-26

Term Dates and Holidays	
Term 1 – Autumn Term	
Mon 18 <sup>th</sup> August	Session begins for all staff (INSET 1)
Tues 19 <sup>th</sup> August	Session begins for all young people
Fri 3 <sup>rd</sup> October	Autumn Term ends
Term 2 – Winter Term	
Mon 20 <sup>th</sup> October	Winter Term begins
Thurs 13 <sup>th</sup> November	INSET Day 2
Fri 14 <sup>th</sup> November	INSET Day 3
Tue 23 <sup>rd</sup> December	Winter Term ends
Term 3 – Spring Term	
Wed 7 <sup>th</sup> Jan	Spring Term starts
Fri 13 <sup>th</sup> Feb	Mid-term holiday 1
Mon 16 <sup>th</sup> Feb	Mid-term holiday 2
Tues 17 <sup>th</sup> Feb	INSET Day 4
Thursday 2 <sup>nd</sup> April	Spring Term ends
Term 4 – Summer Term	
Mon 20 <sup>th</sup> April	Summer Term starts
Monday 24 <sup>th</sup> May	May holiday 1
Mon 25 <sup>th</sup> May	INSET Day 5
Friday 3 <sup>rd</sup> May	May holiday 2
Summer Term / School session ends	
Session 2026 – 2027	
Mon 17 <sup>th</sup> Aug	New school session begins (staff)
Tues 18 <sup>th</sup> Aug	New school session begins (pupils)
Assessments and SQA Exam Dates	
Final SOA Exams	22 <sup>nd</sup> Apr – 1 <sup>st</sup> Jun

<b>Key Events</b>	<b>Celebration of Achievements and Prize Giving</b>
Prizegiving Ceremony	Thurs 2 <sup>nd</sup> July
<b>Senior Phase Engagement Events</b>	
Course Choice Information Evening (3 <sup>rd</sup> -5 <sup>th</sup> Jan)	Wed 22 <sup>nd</sup> Jan
Career's Fayre	Tue 20 <sup>th</sup> Jan
<b>Performances and Events</b>	
Christmas Fayre	Sat 6 <sup>th</sup> Dec
Christmas Concert	Tue 16 <sup>th</sup> Dec
<b>P7 Transition Events</b>	
P7 Open Evening	Tue 11 <sup>th</sup> Nov
HT / DHT Visits	Term 2
P7 Roadshows	Term 3
P7 Transition Days	Wed 10 <sup>th</sup> Thurs 11 <sup>th</sup> & Fri 12 <sup>th</sup> Jun
P7 Parent / Carer evening	Mon 15 <sup>th</sup> June
<b>Parent / Carer Voice Meetings</b>	
Term 1 Meeting (incl AGM)	Tues 26 <sup>th</sup> Aug
Term 2 Meeting	Thurs 20 <sup>th</sup> Nov
Term 3 Meeting (1)	Tues 13 <sup>th</sup> Jan
Term 3 Meeting (2)	Wed 4 <sup>th</sup> Mar
Term 4 Meeting	Tues 19 <sup>th</sup> May
<b>Parent / Carer Contact Evenings</b>	
Wed 22 <sup>nd</sup> Oct	
Wed 25 <sup>th</sup> Jan	
Tue 2 <sup>nd</sup> Dec	
Mon 22 <sup>nd</sup> Sep	
Wed 13 <sup>th</sup> Nov	

Please note that all parent / carer events will be hosted in person in the school building

Formal Assessments throughout the session at appropriate times for each individual course.



[Email address – harrisacademy@dundeeschools.scot](http://harrisacademy@dundeeschools.scot)

[Follow us on Twitter - @harrisacademydundee](http://www.harrisacademydundee.com)

### Reporting

S1 Tracking Report 1	W/b 24 <sup>th</sup> Nov
S1 Tracking Report 2	W/b 25 <sup>th</sup> May

S2 Tracking Report 1	W/b 15 <sup>th</sup> Dec
S2 Tracking Report 2	W/b 23 <sup>rd</sup> Mar

S3 Tracking Report 1	W/b 26 <sup>th</sup> Jan
S3 Tracking Report 2	W/b 4 <sup>th</sup> May

S4 – 56 Tracking Report 1	W/b 15 <sup>th</sup> Sep
S4 – 56 Tracking Report 2	W/b 3 <sup>rd</sup> Nov
S4 – 56 Tracking Report 3	W/b 23 <sup>rd</sup> Feb

S1	Term 1 Meeting (incl AGM)
	Term 2 Meeting
	Term 3 Meeting (1)
	Term 3 Meeting (2)
	Term 4 Meeting

## Harris Academy | House Structure

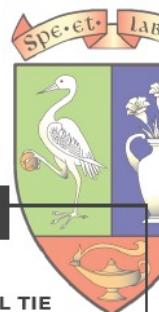
		August 2025					
Birnam		Cawdor		Forres		Kinloch	
PTs Guidance		PTs Guidance		PTs Guidance		PTs Guidance	
<b>Mr Cunningham</b>	<b>Miss Anderson</b>	<b>Mr Lesslie</b>	<b>Mr Mordente</b>	<b>Mr Clements</b>	<b>Mrs Nicolson (Mon-Thu) Miss Milne (Fri)</b>	<b>Mr Milne</b>	<b>Mrs Taylor (Mon-Tue) Mrs Gow (Wed-Fri)</b>
<b>Ba &amp; 2Bc</b>	<b>Bb &amp; 6Bc</b>	<b>Ca</b>	<b>Cb &amp; 4Cq</b>	<b>Fa &amp; 3Fc</b>	<b>Fb</b>	<b>Ka &amp; 1Kc</b>	<b>Kb &amp; 5Kc</b>
House Head		House Head		House Head		House Head	
<b>Mrs MacDonald</b>	<b>Miss Chacko</b>			<b>Ms McKinlay</b>		<b>Mr Stewart</b>	
Support for Learning link - <b>A Kata / A Howard</b>		Support for Learning link - <b>L Robertson</b>		Support for Learning link - <b>L Prior (0.6fte)</b>		Support for Learning link - <b>K Fuqua</b>	

## Section 3: School Policies & Practical Information

### School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance, ensure the safety of our young people by ensuring they are identifiable and to have respect for their school.

### HARRIS ACADEMY UNIFORM POLICY



#### OUR EXPECTATIONS

- WHITE SHIRT
- HARRIS ACADEMY SCHOOL TIE
- BLACK TROUSERS OR SKIRT
- BLACK CARDIGAN OR SWEATSHIRT
- PLAIN BLACK SHOES OR TRAINERS

#### OPTIONAL

- HARRIS ACADEMY BLAZER

#### WE STRONGLY RECOMMEND

- NO HOODIES
- NO LEGGINGS
- NO LARGE LOGOS ON SWEATSHIRTS
- NO JOGGING BOTTOMS



IF YOU NEED ANY FINANCIAL ASSISTANCE IN SUPPORTING OUR DRIVE FOR OUR YOUNG PEOPLE TO WEAR FULL SCHOOL UNIFORM ON A DAILY BASIS, PLEASE CONTACT THE RELEVANT GUIDANCE TEACHER IN THE FIRST INSTANCE.

**RESPECT EQUALITY ENJOYMENT ACHIEVEMENT**

## Section 3: School Policies & Practical Information

### PE Kit

Pupils are required to bring appropriate PE kit to all PE lessons, our preference is that PE kit is black in colour.

There is the option to purchase embroidered Harris Academy PE Kit from Direct Soccer. [www.directsoccer.co.uk](http://www.directsoccer.co.uk)

There is no expectation that young people must wear branded Harris Academy PE kit. If pupils are not wearing Harris Academy PE kit the expectation is that they will wear their own black PE kit.

Pupils will participate in swimming in PE at a point during the year and will be required to bring appropriate swimwear. Their class teacher will provide further information on this.

### School Clothing Grants

If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is not more than £850 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit or Council Tax Reduction, you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into your bank account. If you do not have a bank account we will contact you to discuss other payment options.

The current value of a Clothing Grant is £155 per secondary school child.

#### Automatic awards

Most families will get an automatic award, which means they will not need to fill in a new application form each year.

You get an automatic award if you meet these conditions:

- you got an award in 2024/25 and
- you get Housing Benefit or Council Tax Reduction.

## Section 3: School Policies & Practical Information

Payments will be made from 7 July onwards. Otherwise, you must apply.

Application forms can be submitted online:  
[www.dundeeicity.gov.uk/eduforms](http://www.dundeeicity.gov.uk/eduforms)

### School Meals

The cost of a school lunch varies according to what the individual young person chooses from the menu. Typically, a meal (including drink and snack) will cost £2.25.

We encourage all young people to stay in our social spaces at lunchtime and, if they would prefer to bring their own lunch with them, they are welcome to eat it in our social areas.

Please inform the school office in writing if your young person has any special dietary needs so that arrangements can be put in place.

### Free School Meals

Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit where take home pay is not more than £850 per month, Support under Part VI of the Immigration and Asylum Act 1999.

Application forms can be submitted online:

[www.dundeeicity.gov.uk/eduforms](http://www.dundeeicity.gov.uk/eduforms)

### Instrumental Tuition

Tuition fees and instrument hire are free of charge in all Dundee City Council schools.

## Section 3: School Policies & Practical Information

### Cost of the School Day

#### Harris Academy

##### Cost of the School Day 2025 - 2026

##### Whole School Activities

Activity	Cost
Canteen Meal Deal	£2.25
Duke of Edinburgh Award	£25.50 - £32.50
Non-Uniform Events	Donation Only

#### Harris Academy

##### Cost of the School Day 2025 - 2026

##### Uniform

Item	Cost
Blazer (Wool)*	£118.80
Blazer (Eco)*	£71
PE Kit (with school logo)*	£8 - £27
Swimwear	From £10
Trainers	From £15

\* not essential

#### Harris Academy

##### Cost of the School Day 2025 - 2026

##### Sixth Year Leaver's

Item	Cost
Hoodie*	From £20
Yearbook*	£25
S6 Leaver's Dance*	£45

\* not essential

If further financial assistance is needed to meet any of the above costs, please contact your child's guidance teacher and ask about Harris Academy's Opportunity Fund.

## Section 3: School Policies & Practical Information

### Education Maintenance Allowance (EMA)

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMA provides financial support for 16 – 19 year olds who stay on in full time non advanced education or a community/voluntary activity programme after their statutory school leaving date.

#### Do you qualify for EMA?

- Pupils born between 1 March 2006 and 30 February 2009 may be eligible for an award starting in August 2025.
- Pupils born between 1 October 2009 and 28 February 2010 may be eligible for an award starting in January 2026. Pupils eligible from January 2026 do not need to wait until January to submit their application form.
- Do you attend a Dundee school or do you reside in the Dundee area and are you undertaking a programme of learning in a community or voluntary setting?
- Is your household income:
  - £24,421 per annum or less (for families with a single dependent child) or
  - £26,884 per annum or less (families with more than one dependent child)?

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

#### How to apply for EMA

Application forms can be submitted online:

[www.dundeeicity.gov.uk/ema](http://www.dundeeicity.gov.uk/ema)

## Section 3: School Policies & Practical Information

### Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers parents/carers the freedom to make payments by debit or credit card whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school.

If you already have a ParentPay account, you don't have to do anything. If you haven't yet activated a ParentPay account, please contact the school office who will print an activation letter to enable you to set up your account.

### Leaving Dates

#### Summer Leaving Date

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

#### Winter Leaving Date

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

### Emergency School Closure Procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a young person home without first checking that there is an adult at home.

## Section 3: School Policies & Practical Information

### Placing Requests

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request. We are part of a new trial process and placing request forms can be accessed from the following link:

[ADHOC Placing Request - MyDundee](#)

### School Absence procedures

Please telephone the school as soon as possible if your child is absent.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence, a referral is made to our Senior Support Worker who will call you or arrange to visit you and your child at home.

The following points are included in the Education Authority's policy:

### Attendance Initiative

- If your young person is ill and cannot attend school, parents/ carers should contact the school to report the reason for absence via written note, email, text, Parent Portal message or telephone call before, or as soon as possible after 8.45am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your young person is absent for more than three days, please contact the school again, via any of the communication methods outlined above. Parent / Carer will need to contact us on each day of any continued absence if they have not already informed the school of a definite period of absence for their young person.
- If you have not contacted the school to say your young person is absent and have received a text message, please contact us as soon as possible via any of the communication methods outlined.

## Section 3: School Policies & Practical Information

Regular attendance at school ensures your young person is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

### Appointments

If your young person has an appointment during the school day or needs to leave school for any other reason, please call the school office. We would appreciate it if routine appointments could be made out with school hours but understand that this is not always possible.

If your young person does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety, we cannot allow young people, under the age of 16, to leave the school unaccompanied.

### Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

**Therefore, it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.**

## Section 3: School Policies & Practical Information

### Promoting Positive Behaviour

At Harris Academy we strive to build a learning community where staff, pupils and families work together to successfully nurture and develop the potential of all.

The Relationships for Learning Policy was developed by staff, pupils and parents and underpins our school values of **Respect, Equality, Enjoyment and Achievement**.



The purpose of the policy is to create a calm ethos, where everyone feels they are included, they belong and are cared for. We work in partnership to remove barriers, creating an engaging and empowering climate for learning. We want our young people to become responsible and successful citizens who fulfil and surpass their potential.

Positive relationships in our learning community are central to the well-being of learners and staff and underpin an effective learning environment. There is a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education. This policy should not be used in isolation, it links directly to the Harris Academy Standard for High Quality Learning, Teaching and Assessment, specifically relating to planning learning and creating a positive learning climate. This guidance has been developed to promote consistent application of our Relationships Policy and our relationship-based practice.

At Harris Academy we believe positive relationships and behaviour to be integral to achieving a happy, healthy and safe learning community. We aim to place the young person at the centre of all decisions that affect their learning so that each individual within our community can be appropriately supported to be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, and Included..

## Section 3: School Policies & Practical Information

It is everyone's responsibility to choose the correct behaviour in school. Reminders of expectations and responsibilities are displayed in all learning environments and corridors.

A full copy of our Relationships for Learning policy can be found on our website:

[\*\*Relationship for Learning \(RFL\) — Harris Academy\*\*](#)

### **Tobacco / Alcohol / Illegal Substance / Legal Highs**

Dundee City Council's no-smoking policy applies to all pupils as it does to school staff.

Smoking is not allowed during the school day or on the way to and from school. This includes the use of e-cigarettes or vapes. Should a young person be found smoking on school grounds or within the close vicinity of school, contact will be made with the parent in the first instance. Should this happen on a second occasion the young person will face further consequences that may include exclusion from school.

Alcohol, drugs and other illegal substances are prohibited in school. Pupils found to be in possession, or under the influence, of such will be subject to the full process of the law.

### **School Concerns and Complaints Procedures**

Please share any concerns with your young person's Guidance teacher in the first instance. If you have any concerns in relation to a member of staff, please contact the office, asking to speak with Mr Millar.

## Section 3: School Policies & Practical Information

To try and support your concerns as early as possible, Mr Millar holds a HT surgery on the last Monday of the month (4.30 – 7pm). You are welcome to come and discuss any concerns at this time.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in Dundee City Council's Children and Families Service.

### Home Learning

Our home learning policy can be found at:

#### [Home Learning Policy — Harris Academy](#)

Our Home Learning policy and approach is under review this year.

We are striving to ensure that all pupils will have a class 'Team' for each of their subjects, all learning materials and resources will be uploaded here as well as all home learning tasks. Hard copies of home learning tasks will still be made available for young people.

We are clear in our belief that the completion of home learning tasks enhances the understanding of our young people and, as a result, helps to improve levels of academic achievement.

There is an expectation across departments that appropriate and challenging home learning tasks are issued regularly to our Harris Academy pupils. Feedback will be provided by teachers to help ensure understanding and help our young people plan their learning journey with their teacher accordingly.

## Section 4: Parental Involvement

A working group of parents, in liaison with the Head Teacher and Dundee City Council, agreed the details of the Harris Academy Parent Voice.

The role of the Parent Voice is as follows:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupils and all parents.
- To develop and engage in activities which support the education, welfare and personal development of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education, welfare and personal development of the pupils.

The Head Teacher will attend Parent Voice meetings and the local Councillors and MSP will be invited to attend.

Meeting dates will be published on the school website, our weekly newsletter and our X feed.

Email: [harrisparentcarervoice@gmail.com](mailto:harrisparentcarervoice@gmail.com)

All parents of pupils at the school can, and are encouraged to, attend Parent Voice meetings whether they are members or not. The agenda of the meetings will be published on the school website so please feel free to come along at any time to observe or to contribute to the meetings (with no obligation!).

## Section 5: The Curriculum

Curriculum for Excellence 3-18

### Curriculum

Within Harris Academy we deliver education within the framework of the Scottish Government's Curriculum for Excellence. Its aim is to help prepare children and young people with the knowledge and skills they need in a fast-changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education before they enter the Senior Phase in S4 – S6.

Curriculum for Excellence is about bringing real life into the classroom and taking lessons beyond it. Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. At Harris Academy, we are committed to providing children with a broad general education experience, focused on eight curriculum areas and through the Harris Pledge.

<b>Expressive Arts</b>	<b>Health &amp; Wellbeing</b>	<b>Languages</b>	<b>Mathematics</b>
<b>Religious &amp; Moral</b>	<b>Sciences</b>	<b>Social Studies</b>	<b>Technologies</b>

The Harris Pledge is a commitment to ensuring opportunities to support ambition and complement academic attainment.

Progress in BGE learning is assessed and reported through curriculum levels as follows:

<b>Level</b>	<b>Stage</b>
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

## Section 5: The Curriculum

At the end of the Broad General Education learners are supported in planning a course of study through what is referred to as the Senior Phase. This curriculum, from S4 to S6 (from around ages 15 to 18) follows on from a young person's Broad General Education, building on the benchmarks which they will have achieved by the end of S3. Senior Phase, enables young people to extend and deepen their learning through more specialised study and to continue to develop skills for learning, life and work.

During the Senior Phase, young people will build up a portfolio of qualifications. It is at this stage of their educational journey that the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum in the Senior Phase, however, comprises of more than programmes that lead to qualifications.

There is a continuing emphasis, for example, on health and wellbeing including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work. Learners have opportunities, at all stages, to gain recognition for learning and achievements which take place outside the classroom. The Senior Phase ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment. In the Senior Phase, schools and their partners (colleges, employers or community learning and development providers) now have the flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners.

As well as National, Higher and Advanced Higher Qualifications there is also a wide range of National Progression Awards, vocational qualifications and awards that young people can choose, offering increased flexibility and a greater focus on skills and applying learning to real-life situations. More specific and individualised information about your child's learning can be obtained from the school, including skills for work; leadership, volunteering and personal development opportunities.

## Section 5: The Curriculum

### Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### Sensitive Issues

Part of our PSE curriculum involves teaching our young people about issues which could be considered sensitive i.e. Relationships, Sexual Health and Parenting, Mental Health or Substance Misuse.

The Guidance Team will send a letter to parents and carers at the beginning of each academic year which will include an outline of the topics being covered over the year. If any parent is concerned about what is being taught within the curriculum they should contact their young person's Guidance Teacher in the first instance.

### Religious Observance

Through the school's ethos and within the curriculum, opportunities arise throughout the pupil's experiences to explore morals and values. We help learners develop a responsible attitude to others as well as their own beliefs and values. Pupils are encouraged to develop an understanding of many religions.

Through specific focused inputs during the academic year, each year group has the opportunity to develop their skills of reflection, critical thinking and learn how to act when making moral decisions. The school welcomes diversity and individuality whilst emphasising our common commitment to moral values such as honesty, compassion, justice and respect for others. It is a fundamental principle of Harris Academy that all who are involved in the life of the school feel valued and have the right to be respected as individuals. All within the school community carry the responsibility to act in a considerate and respectful manner towards one another.

## Section 5: The Curriculum

Under the terms of the Education (Scotland) Act 1980 “any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance” Parents wishing to exercise this right should discuss with the Head Teacher.

### **Prayer Room**

Young people who wish to make use of a quiet room for individual prayer and contemplation can do so during their lunch break. Any queries should be directed to the relevant Guidance teacher in the first instance.

### **Friday Prayers**

We work closely with representatives from the Dundee Muslim Community to consider how we can work together to offer appropriate prayer spaces in school, and to support young people to meet both their commitment to Jummah Prayers and to their academic studies. Each Friday, Jummah Prayers is delivered in school, supported by an Imam from Dundee Central Mosque.

### **Assessment**

Assessment is an integral part of learning and teaching. It helps to provide a picture of a young person’s progress and achievements and to identify next steps in learning. As your child moves through the curriculum, they will experience a range of approaches to assessment.

Throughout S1 to S3 all Young People follow a Broad General Education. Assessment of young people’s progress and achievement during their broad general education will be based on teacher’s assessment of their knowledge and understanding, skills, attributes and capabilities.

Over the course of S1 to S3 all Young People will also be involved in a variety of Standardised Assessments. These are diagnostic assessments that provide information for teachers on how well children are doing in literacy and numeracy, to help guide learning and teaching, and allow teachers to identify possible strengths and weaknesses in learning which need to be considered to ensure appropriate teaching and progress takes place.

## Section 5: The Curriculum

These assessments are also designed to produce national-level information about children and young people's progress for teachers' use in school and the Scottish Government at national level. National level information covers the whole of Scotland and not individual schools.

In S4 to S6 Young People make their way through the Senior Phase. Assessment continues to be an integral part of learning and teaching and, in addition to providing a picture of a young person's progress and achievements and to identify next steps in learning, all young people will also experience a variety of assessment practices which lead to qualifications.

### **Reporting to Parents and Carers**

Engaging with Parents and Carers in a meaningful manner that supports learning at home and at school is central to our reporting procedures. Harris Academy, along with all other schools across Dundee has introduced a new online system called Pupil Tracking to monitor, support and report on your young person's learning journey. As a parent or guardian you will be able to log into your young person's Pupil Tracking portal to view their reports, it will also allow you to stay up to date with their progress and see how they are doing in school.

There will be between three and four formal reporting activities each session for every pupil. These formal reporting activities will include a combination of:

- Face to face parent consultation meetings (e.g. Parents' Evenings) (e.g. Parents' Evenings)
- Written Reports

Every pupil will receive one written report with comments on progress in learning in addition to tracking reports. The timings of these reports can be found in the school calendar.

## Section 5: The Curriculum

At all levels, provision exists for communication from individual teachers to be sent home, and parents in turn are invited to discuss progress with Guidance staff and/or the appropriate House Head. If parents require a progress report at any other time, contact should be made with the appropriate Guidance teacher.

### Leaving School

Skills Development Scotland (SDS) works in partnership with members of the extended pupil support team and positive destinations team to offer targeted careers guidance, targeted interventions, and a broad range of related support to all pupils.

At Harris Academy we have a dedicated SDS team who are based in the school most days and offer support to our young people in groups and on an individual basis.

They also support staff in raising awareness of the range of career options available including Employment, Modern, Foundation and Degree level Apprenticeships, Further / Higher Education, Enterprise, Gap Year options and training providers.

Our young people will meet their Careers Advisers in Social Education and are invited to request an individual Careers Interview at any point in their school career. Our Advisers also attend Parents' Evenings, Information Evenings, and our Career Fayre.

Skills Development Scotland welcome contact with young people and parents/carers from S1 – S6 and are committed to working with staff at Harris Academy to support our leavers into positive destinations.

For all year groups there are also lunch time drop-in sessions throughout the academic year.

All young people will be asked to complete a leavers form (see link below) to enable us to ensure that every young person transitions into a positive destination.

[Harris Academy Leavers Form](#)

## Section 6: Support for Pupils

Most children make satisfactory progress in school, and their education can be fully supported by their class teacher. However, some children may need additional support to help them access learning in the classroom.

### Assessment and Planning

When a child requires extra help, their needs are assessed and planned for through one or more of the following:

- **Additional Support Plan**
- **Individual Education Plan (IEP)**
- **School Environment Plan**
- **Child's Plan**
- **Co-ordinated Support Plan (CSP)** – for a very small number of children with significant, long-term needs.

These plans identify the child's strengths, barriers to learning, and the actions or support required to meet their needs.

### Inclusive Practice

Support for learning takes place in every class and is the responsibility of all staff, following Dundee City Council's Standard for Inclusive Practice. All pupils are encouraged to work to the highest level of their ability, and extra support is available for those who need it. The Head Teacher, teachers, and support staff work closely to ensure individual learning needs are met.

### Supporting Learners Team

Our Supporting Learners staff provide targeted help based on pupil need. Support may be delivered:

- Within the classroom
- In small groups
- In another setting

This is always tailored to the individual child.

## Section 6: Support for Pupils

### Identification and Intervention

The procedures for identifying and addressing needs follow Dundee City Education Department's Inclusion Strategy, using a staged intervention model and involving parents/carers at every stage. We also work in partnership with other agencies to support pupils with additional needs.

### Educational Psychology Support

If further assessment is needed, the school can seek advice from Dundee Educational Psychology Service. Parents/carers are always consulted before any referral, and the reasons are fully explained.

### Information for Parents/Carers

You can access a wide range of ASN information directly from the school.

### Legislation and Guidance

Our approach is guided by:

- Additional Support for Learning (Scotland) Act 2004 (as amended by the 2009 Act)
- Children and Young People's Act (2014) – including the Child's Plan and Named Person responsibilities
- Supporting Children's Learning Code of Practice
- Getting It Right For Every Child (GIRFEC)

### External Support Services

- **Enquire** – Independent advice on ASN
  - o Helpline: 0345 123 2303
  - o Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)
  - o Websites: [www.enquire.org.uk](http://www.enquire.org.uk) and [www.enquire.org.uk/yp](http://www.enquire.org.uk/yp)

## Section 6: Support for Pupils

- **Let's Talk ASN** – Support for parents in disputes with education authorities
  - Email: [letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk)
  - Phone: 0141 440 2503 or 0800 043 0306
- **Scottish Child Law Centre** – Legal advice for families
- **Scottish Government ASN Guidance** –  
[www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL](http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL)

## Section 7: School Improvement

Our improvement priorities have been generated through consultation with pupils, parents, partners and staff. For session 25-26, they are:



The graphic is a School Improvement Plan for the session 2025-2026. It features a maroon background with a green decorative border. At the top left is a school crest with a swan and a vase, and the motto 'Specie Labora'. The top center contains the text 'SCHOOL IMPROVEMENT PLAN' and 'SESSION 2025 - 2026'. To the right, the text 'Our Journey to Excellence' is displayed. The central part of the graphic is divided into three circular sections, each representing a priority: 'PRESENCE', 'PARTICIPATION', and 'PROGRESS'. Each section contains an icon (a group of people, hands shaking, and a person climbing steps respectively), a main goal, and several supporting actions. A megaphone icon is positioned on the left, pointing towards the circles, with the text 'WE WILL EMBED PUPIL VOICE ACROSS ALL OUR DECISIONS' below it.

**SCHOOL IMPROVEMENT PLAN**  
SESSION 2025 - 2026

**Our Journey to Excellence**

**PRESENCE**

IMPROVE ATTENDANCE TO 90%

PROMOTE AND SUPPORT WELLBEING OF ALL STAFF AND YOUNG PEOPLE

WE WILL EMBED PUPIL VOICE ACROSS ALL OUR DECISIONS

**PARTICIPATION**

CELEBRATE SUCCESSES EFFECTIVELY

ENSURE A CONSISTENT HIGH QUALITY EXPERIENCE IN EVERY CLASSROOM

REVIEW OUR CURRICULUM TO MEET THE NEEDS OF ALL YOUNG PEOPLE

**PROGRESS**

IMPROVE S4 ATTAINMENT

DEVELOP TRACKING AND MODERATION IN BROAD GENERAL EDUCATION (S1-S3)

ENSURE ALL YOUNG PEOPLE ARE AWARE OF THEIR PROGRESS AND POTENTIAL

## Section 7: School Improvement

### Attainment Data 2023 - 2024

#### Broad General Education Attainment Data (end of S3)

Harris Academy: S3 Achievement of a level - Reading					
	2020/21	2021/22	2022/23	2023/24	2024/25
2nd level and above	100%	98%	100%	98%	96%
3rd level and above	96%	89%	86%	90%	85%
4th level	64%	63%	52%	64%	64%

Harris Academy: S3 Achievement of a level - Writing					
	2020/21	2021/22	2022/23	2023/24	2024/25
2nd level and above	100%	99%	100%	98%	96%
3rd level and above	96%	89%	85%	87%	86%
4th level	64%	62%	52%	60%	64%

Harris Academy: S3 Achievement of a level - Listening & Talking					
	2020/21	2021/22	2022/23	2023/24	2024/25
2nd level and above	100%	99%	100%	98%	96%
3rd level and above	96%	92%	88%	91%	85%
4th level	64%	64%	50%	65%	59%

Harris Academy: S3 Achievement of a level - Numeracy					
	2020/21	2021/22	2022/23	2023/24	2024/25
2nd level and above	98%	99%	99%	97%	100%
3rd level and above	91%	93%	77%	92%	88%
4th level	68%	71%	49%	74%	70%

## Section 7: School Improvement

### Senior Phase Attainment (S4 – S6)

#### Breadth and Depth Analysis: S4 (based on S4 cohort)

# awards	SCQF level 3+				SCQF level 4+				SCQF level 5+			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
1+	97%	95%	99%	97%	96%	92%	91%	91%	84%	81%	83%	83%
2+	95%	92%	96%	96%	93%	87%	87%	88%	73%	76%	75%	76%
3+	90%	86%	93%	91%	88%	82%	84%	87%	64%	70%	69%	69%
4+	82%	80%	89%	88%	79%	77%	80%	84%	57%	63%	60%	61%
5+	65%	72%	81%	86%	63%	71%	74%	82%	44%	54%	52%	53%
6+	40%	53%	72%	80%	39%	51%	64%	73%	28%	36%	38%	44%

#### Breadth and Depth Analysis: S5 (based on S5 cohort)

# awards	SCQF level 4+				SCQF level 5+				SCQF level 6+			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
1+	99%	99%	98%	98%	92%	95%	95%	95%	67%	71%	92%	77%
2+	98%	98%	96%	97%	87%	91%	93%	91%	57%	55%	90%	68%
3+	95%	97%	94%	95%	84%	86%	92%	86%	49%	43%	85%	54%
4+	93%	93%	91%	91%	80%	82%	90%	82%	44%	38%	83%	43%
5+	89%	89%	88%	87%	68%	73%	88%	79%	30%	18%	78%	32%

#### Breadth and Depth Analysis: S6 (based on S6 cohort)

# awards	SCQF level 5+				SCQF level 6+				SCQF level 7+			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
1+	99%	98%	100%	100%	94%	90%	94%	97%	39%	47%	36%	38%
2+	99%	97%	99%	100%	90%	81%	87%	95%	21%	35%	17%	15%
3+	98%	94%	98%	99%	82%	76%	81%	91%	6%	15%	5%	3%
4+	95%	93%	97%	98%	74%	69%	73%	80%				
5+	91%	87%	89%	96%	68%	62%	61%	61%				

## Section 8: The Harris Pledge

 <h3>Experiences</h3> <p><i>Every young person will have the opportunity to experience an outdoor learning event and attend a club that interests them.</i></p>	 <h3>Career</h3> <p><i>Every young person will receive support to reach their career goals and will have an enriched career experience.</i></p>	
<h3>The Harris Pledge</h3> <p><i>ensuring opportunities for all to support their ambitions and to complement their academic attainment</i></p>  <h3>Leadership</h3> <p><i>Every young person will have the opportunity to experience a leadership role.</i></p>		 <h3>Volunteering</h3> <p><i>Every young person will have the opportunity to experience volunteering.</i></p>

The Harris Pledge demonstrates a vision of how we can further enrich the experiences of our young people. The four areas comprising of leadership, volunteering, career, and experiences will complement their academic achievement.

### Career

Our young people benefit from a successful work experience programme in S3 and through further world of work opportunities throughout their senior phase education. However, our career education spans the full S1-S6 experience. Our staff are informed of the young people's career preferences which allows them to best support their aspirations. We are committed to learning transferrable skills across all curricular areas which will equip our young people with the skills and qualities they will need for an ever changing 21st century world. We have strong partnerships with employers, further education, higher education and training providers, enabling us to guide them down the path that is best for them.

## Section 8: The Harris Pledge

### Leadership

Our young people benefit from a plethora of leadership opportunities that span across all year groups. Some of these opportunities can be found below, though can change from year-to-year.

- School Captain
- House Captain
- Senior Prefect
- S3 Prefect
- Harris Pledge Ambassadors
- Departmental Ambassadors
- Cluster Ambassadors
- My World of Work Ambassadors
- Digital Leader
- Extra-curricular group leaders
- Pupil Voice Member
- Rights Respecting Schools Ambassadors
- Tiny Teachers
- Sports Ambassadors

### Volunteering

We are committed to expanding the volunteering opportunities our young people can access. We are proud of our work with partner organisations such as Barnardos, Dundee Volunteer & Voluntary Action, Police Scotland Youth Volunteering and many more. Where a young person's age is a barrier to accessing volunteering through outside organisations, we encourage them to volunteer their time in school, some ways this can be seen in the school are in our school library, in departments, at parent/carer evenings and school events.

## Section 8: The Harris Pledge

### Experiences

This area of the Pledge focuses on the wider experiences our young people have access to. This varies from year-to-year as it is co-created with our young people, ensuring their interests are considered. From annual surveys we find out what they would like and support these clubs in getting started. Our staff or young leaders will then volunteer to facilitate clubs/groups/trips/experiences.

We ask for your support to encourage your child to take advantage of these opportunities. The list below is an example of the extra-curricular offer, this is updated regularly.

The Harris Pledge Experiences	Careers Drop-in	SI-S6	Lunchtime	3206 (Careers Office)	Careers Advisors
	Percussion Group	SI-S6	Lunchtime	Band Room 2 (Music)	Mrs Robinson
	The Harris Academy Podcast	SI-S6	Lunchtime	1315 (Music)	Mr Haxton
	Netball	SI-S6	Lunchtime	Games Hall	Mrs Kindlen
	Maths Homework Club	SI-S3	Lunchtime	2304 (Maths)	Elsie Mills and Ruxi Badicel

## Section 8: The Harris Pledge

<p><b>The Harris Pledge Experiences</b></p>  <p><b>T</b> Tuesday</p>	Games Club	SI	Lunchtime	4306 (Computing)	Mr Don
	A Calm Lunchtime Space	SI-S6	Lunchtime	4205 (Science)	Mrs Easton
	Chill out at the computers	SI-S6	Lunchtime	4305	Miss Hunter
	Rights Respecting Schools	SI-S6	Lunchtime (every 2 <sup>nd</sup> week)	Mrs MacDonald's Office	Holly Butchart-Morrison, Eva Dey, Ruxi Badicel
	Fitness	S3-S6	Lunchtime	Fitness Suite	Mr Stuart
	Page-Turners Book Club	SI-S3	Lunchtime	Library	Mrs Hunter
	Badminton	SI-S6	After School	Games Hall	Esra Sarac
	Table Tennis	SI-S6	After School	Gym Hall	DDTA

<p><b>The Harris Pledge Experiences</b></p>  <p><b>W</b> Wednesday</p>	Art Club	SI-S6	Lunchtime	1412 (Art)	Miss Cairns
	Scripture Union	SI-S6	Lunchtime	4102 (RMPS)	Elsie Mills S6
	My World of Work	SI-S6	Lunchtime	3304	Mrs Nicolson
	Futsal	SI	Lunchtime	Games Gall	S6 Pupils
	Miss Fits	SI-S6 Girls	Lunchtime	Gym Hall	Esra Sarac
	Science Club	SI-S2	Lunchtime	Science	Ms Herlihy
	Basketball	SI-S6	After School	Games Hall	Mr Sozzi
	Rookie Lifeguards	SI-S6	After School	Swimming Pool	Mr Clark

## Section 8: The Harris Pledge

<b>The Harris Pledge Experiences</b>  <b>Thursday</b>	LGBTQ+ Group	SI-S6	Lunchtime	4102 (RMPS)	Miss Jessop
	Games Club	S2-S3	Lunchtime	4306 (Computing)	Mr Don
	Careers Drop-in	SI-S6	Lunchtime	3206 (Careers Office)	Careers Advisors
	Hockey	SI	Lunchtime	Games Hall	S6 Pupils
	Learn to Hip Hop	SI-S6	Lunchtime	Dance Studio	Louise Ironside
	Fitness	S3-S6	Lunchtime	Fitness Suite	Mr Stuart
	Cricket	SI-S6	Lunchtime	Gym Hall	Shahzaib Iqbal
	Pupil Voice	SI-S6	Lunchtime	4103	Miss Lee
	Velocity Dance Group	SI-S6	After School	Dance Studio	Mrs Kindlen
	Running Club	SI-S6	After School	PE Department	Mr MacDonald
	Girl's Basketball	SI-S6	After School	Games Hall	Miss McKinlay

<b>The Harris Pledge Experiences</b>  <b>Friday</b>	Geography Club	SI-S6	Lunchtime	4111 (Geography)	Miss Quirk
	Musical Theatre Group	SI-S6	Lunchtime	Band Room 2 (Music)	Mrs McEleny
	Chess Club	SI-S6	Lunchtime	Library	Mrs Hunter & Mr Price
	Rugby	SI-S6	Lunchtime	Games Hall	Mr Scouler
	Learn to Hip Hop	SI-S6	Lunchtime	Dance Studio	Louise Ironside

## Section 8: The Harris Pledge

### Music

A range of co-curricular activities are on offer within the Music Department. Sometimes these activities change from year to year depending on pupil interests. We have a long, proud, and flourishing musical tradition and a high proportion of young people are involved in music-making of one kind or another. Musicians take part in two large events – a Christmas Carol Concert and a Spring/Summer Concert. Our musicians play a prominent part in the life of the school community, providing entertainment for whole school charity and social events and performing in the community in care homes and at Former Pupil Association events.

### Instrumental Tuition

Instrumental tuition is provided by visiting teachers in the following disciplines:

- Woodwind
- Brass
- Percussion
- Strings (violin/viola & cello)
- Piano
- Guitar
- Bagpipes

Tuition usually involves a weekly lesson during the school day which changes weekly on a rotational basis.

All young people who join Harris Academy in S1 are offered the opportunity to take up a lesson in one of these disciplines. Demand for lessons is normally far in excess of provision and a selection procedure is therefore essential. All S1 pupils are issued with a letter inviting them to apply for instrumental lessons at the start of each session.

Any young person who already receives instrumental tuition in their primary school will automatically carry on this tuition in Harris Academy unless the parent/carer advises otherwise.

## Section 8: The Harris Pledge

Instruments are available to hire to pupils involved in this scheme and parents are required to arrange insurance cover for any loss or damage.

There is no annual charge for lessons or instrumental hire.

Young people who learn an instrument have the opportunity to take part in central music activities provided by the Dundee Instrumental Music Service.

### **Drama**

The Drama Department provides a range of co-curricular activities for our young people. These activities change from year to year depending on pupil interests, but include clubs that develop skills in acting, directing, producing, theatre arts and film making.

The accommodation in both the Music and Drama departments is available at lunch times and after school for pupils to practise and rehearse.

### **Sport and Games**

As with all co-curricular activities, the range of sports offered to young people may vary from year to year.

All pupils take part in a wide range of activities in their P.E. classes which are part of the curriculum, but, in addition, there are a number of games which are played competitively between Houses or against other schools out with the school. These normally include:

Athletics, Badminton, Basketball, Dance, Netball, Rugby, Running, Swimming, Table Tennis, Water Polo, Football and Hockey

We enjoy a good reputation for sportsmanship and for high standards of achievement. Those who run our teams insist on the highest standards of sporting behaviour. Many of our pupils achieve very high standards and in recent years many have represented their country. We recognise the achievements of our young people and award International Ties to those who have represented their country in a National Team. These have been awarded for a wide variety of sporting activities ranging from football and rugby to cheerleading and jujitsu.

## Section 8: The Harris Pledge

### Community

We encourage our pupils to take a responsible interest in their local environment and in their local community. Many are involved as individuals, volunteering in hospitals, old people's homes, nurseries, playgroups and primary schools, but there are some collective projects as well.

Fund-raising for charity is one of the most practical ways of expressing concern for others and our pupils give very generously, not just in terms of money, but in terms of effort. The biggest fund-raiser in recent years has been our Christmas Appeal, supporting local charities and families in our own community but there are many smaller enterprises, sometimes by individuals or small groups as part of their social education programme or our Youth Philanthropy Initiative (YPI). Most of the money from these goes to local charities.

### Educational Excursions

We encourage and promote opportunities for learning to take place outside the classroom. Part of this type of learning is delivered in the form of educational trips and visits. Many departments offer opportunities for young people to participate in local, national and international trips and visits. These are planned to support and enhance the curriculum and every effort is made to make them as accessible as possible.

Some of the trips and visits currently offered to our Young People include, but are not limited to:

- Edinburgh Playhouse Theatre Trip
- South of France Watersports Trip
- Dynamic Earth
- Ski Trip to the Italian Alps
- Dundee Science Centre
- V&A
- Museums
- Avertical World
- RRS Discovery and HMS Unicorn



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**dundeeicity.gov.uk**