

Hawick High School



Parent Handbook 2024-25





Contents

Welcome

Welcome from Headteacher page 3

Background Information page 4

Communication

Contact Details page 5

Lateness and Absence page 6

Appointments page 7

Discussing a Concern page 8

Parental Involvement

Parent Council page 9

School Ethos

Pivotal Approach page 10

Wellbeing Indicators page 11

Respectful Relationships page 12

Curriculum

Curriculum Rationale page 14-15

Senior Phase page 16-18

Wider Curriculum page 19

Transitions

Transition 1:
Primary to Secondary School page 20

Transition 2:
BGE to Senior Phase page 20

Transition 3:
Post 16 transition page 21

Assessment, Tracking and Reporting

Targets and Progress page 22

Holistic Model page 23

Setting a Target page 24

Progress Points Report page 25

Support for Learners

Additional Support for Learning page 25

GIRFEC page 26

Pupil Support page 27

Enhanced provision page 27

Inclusion Zones and CLD page 27

Young Carers page 28

Educational Psychologist Service page 28

Child protection page 29

School Improvement

School Improvement Plan page 30

School Information

Dates and Times page 31

School Uniform page 32

What Should You Bring with You? page 33

Staffing page 34-35

Wider achievement opportunities page 36

General Information

Severe weather page 37

Financial assistance page 37

EMA page 37

Data Protection page 38/39



Welcome from the Headteacher



Dear Parent/Carer,

I am delighted to welcome you to Hawick High School. I hope this handbook gives a sense of our school community and goes some way to address any questions you may have prior to your child joining us.

The learning community of Hawick High School is aspirational and inclusive and strives to meet the needs of all learners. We endeavour to innovate and develop a curriculum that provides learning opportunities to motivate, engage, excite, and inspire all our young people. Our ambition is to consistently deliver high quality teaching to ensure excellent learning and progress for all. We aim to establish curricular pathways that will ensure our young people have a positive destination to aspire to and work towards. Our staff work hard to develop their understanding of local, national, and global economies as well as ensuring we raise the attainment and achievement of all our young people to make them competitive in the world of work.

Hawick High School seeks to build our young people's confidence in who they are, their values, skills, character and ambitions. We are determined to learn, celebrate, value and show respect for our local and Scottish heritage traditions and sense of community alongside embracing modern thinking, technological advancements and the school values. It is important to us that our young people show respect for themselves, and others and develop a clear understanding of the importance of social justice, equal opportunity, inclusion, citizenship and their rights and place in modern society. We hope to realise this vision with the ongoing commitment, determination and teamwork of our staff, pupils, parent and partners from the local community and beyond.

We value and encourage the opinions and support of parents in their child's education. This handbook gives information on how you can get involved in the school. We place great importance on helping new pupils settle into the school quickly and hope that your child will find the transition from primary to secondary an exciting and enjoyable process. If your child is presently in P7 there will be opportunities to visit the school and meet teachers and staff as part of our transition programme. If you would like to see round the school prior to this, or require any further information, please do not hesitate to get in touch.

Lisa Scott

Headteacher



Background Information

Hawick is the largest town in the Scottish Borders situated in the heart of Teviotdale. It lies on the River Teviot where it is joined by the Slitrig Water and is one of the farthest towns from the sea in Scotland.

Hawick has a long and colourful history which can be traced back to the 12th century, when King David I granted land to a Norman family, the Lovels. Today Hawick is part of the Textile Trail and the major centre for the industry in the Scottish Borders. The town therefore has many shops with a large selection of knitwear and cashmere.

Attractions include the [Borders Textile Tower-house](#) in which the heritage of Scotland's premier textile manufacturing region is presented within a restored 16th-century tower house. [Wilton Lodge Park](#), on the wooded banks of the River Teviot, has 107 acres of riverside and tree-lined walks, and a walled garden. The [Hawick Museum and Scott Gallery](#) detail the town's history and provide a venue for visiting exhibitions.

Hawick is also home to the recently opened [Borders Distillery](#). Housed in a restored Victorian industrial building, it's the first Scotch whisky distillery in the Scottish Borders since 1837.

'The Horse' at the end of the High Street commemorates the victory of local youths over English invaders at nearby Hornshole in 1514. During the skirmish, the Abbot's banner was taken and triumphantly carried back to Hawick. One of the oldest [Border Common Ridings](#), held in early summer, honours this event where 'The Horse' becomes the centrepiece for this symbolic festival. Other events in the town include the Summer Festival and the Hawick Reivers Festival.

Hawick High School is a non-denominational secondary in the town. As well as serving the town, it also takes in pupils from as far away as Newcastleton and Denholm. The associated cluster primary schools for Hawick High school are; Burnfoot Community School, Drumlanrig, St Primary School, Trinity Primary School, Wilton Primary School, Newcastleton Primary School and Stirches Primary School.

Our school is fully comprehensive catering for young people of all abilities and a variety of backgrounds from the ages of 12 to 18.

Our curriculum has been designed to meet the needs of all of our learners and as such we have an extensive offer of subjects in the Senior Phase ranging from Advanced Highers to National 3 and vocational courses.

We are committed to ensuring that all learners achieve their potential and we support young people through our Pastoral Support systems, our Support for Learning department and Inclusion Zones and effective partnership working with agencies.

Our curriculum structure reflects the principles of a Curriculum for Excellence with our students completing their Broad General Education between S1 and S3 and selecting exam subjects in the Senior Phase.

A wide variety of curricular enrichment activities are offered beyond the school and the school day including, rugby, hockey, football, netball, musical and dramatic opportunities to perform, Duke of Edinburgh and community volunteering opportunities.





Contact Details

Hawick High School

A partner in the Teviot and Liddesdale Cluster

Headteacher : Mrs L Scott

**Hawick High School is a non-denominational, non-Gaelic
school**



**Address: Hawick High School
Buccleuch Road,
Hawick,
TD9 0EG**



Tel no: 01450 372429



Fax: 01450377830



Email: hhs@scotborders.gov.uk



Website: www.hawickhighschool.org.uk



Facebook: www.facebook.com/Hawick High School



Twitter: @Hawick_HS



Instagram : [hhs_employability](https://www.instagram.com/hhs_employability)



Lateness and Absence

The school's aim is to promote good habits and routines which show a sense of commitment, reliability and responsibility. If parents and teachers work together on this, good habits will be developed by all students and we will achieve high levels of attendance, higher than the national average of 93.2%.

Punctuality

Parents are asked to ensure that students arrive on time for school (i.e. by 8.50 am at the latest and by 2.00 pm after lunch).

Students are required to be at their registration class for 8.50am.

A formal registration will be taken at 8.50am. If a student arrives late an explanation will be required. Students must make sure that they make the class teacher aware of their late arrival so that the register can be amended.

Students who arrive after 9.00am must sign in at the school office and make their way quickly to class.

Student attendance will also be monitored and logged by every teacher at the start of every lesson and registered electronically for the student office staff and pastoral staff to monitor.

Absences

Parents are asked always to provide an explanation of student absence on the first day of absence. Parents can contact the Main Office directly to explain absences or to indicate that their child will be out of school. There is an answering service so that parents can contact the school at any time.

Parents may find it useful to use the Xpressions App to communicate with the school and we would encourage all parents to get this App.

No written explanation is required when the school has been notified of absence by telephone.

The school will try to contact parents on each day of unexplained absence using group call. Continuing unexplained absence will be investigated by the student office and Pastoral staff and may be recorded as truancy if appropriate.

Where truancy (from isolated classes or whole day truancy) is discovered or suspected, parents will be informed at the earliest opportunity and will be invited to discuss issues surrounding the truancy with their child and Pastoral teacher.





Appointments

Medical and Dental Appointments

Any student with an appointment during the school day must bring evidence (appointment card or letter from parent) to the Main Office before the appointment.

Students will not be allowed to leave school without evidence.

The student must sign out at the Office. On returning to school after the appointment the student must sign in at the Main Office.

Holidays during term time

It is well-known, and proven by research, that regular, unbroken attendance at school is very closely linked to good performance in class work and examinations, and to success beyond school. Days out of school-whole weeks, long weekends, or single days-in any term, can cause be a significant barrier to progress in all subjects. It is often difficult to catch up on work that is missed. Because of this, you are requested very strongly not to take children off school for family holidays.

If it is completely unavoidable, and a family holiday must be during term-time, permission must be sought from the Head teacher well in advance. Where it is appropriate, a letter from an employer should also be provided. If permission is not granted the absence will be recorded as unauthorised.

Emergency Contacts

The school must be able to make contact with a parent at any time during the school day, in case a student has an accident or falls ill. An emergency daytime contact telephone number should be made known kept up to date. It may be the number of a neighbour, a close relative, a family friend or your place of work.

Parents who live out of town are asked also to provide the school, via annual data check sheet the name, telephone number and address of a family who live in town who, where possible, would be willing to receive your child home from school in the case of serious school transport difficulties if possible (e.g. roads closed because of snow).





Discussing a concern

Key Adult: Pastoral Teacher

Every student in the school has a Pastoral teacher who is the key person for them throughout their school career. The role of the Pastoral teacher is to build resilience and provide universal support in terms of social, academic and career-based advice and support. Pastoral teachers meet with their classes on a regular basis, including during Personal and Social development lessons, house assemblies, and during registration and they are available whenever a particular need/issue arises.

We value the close working relationship that we have built between the school, our students their families and other partners to ensure the best outcomes for our young people.

Should you have any concerns about your child and their education it is important that you let us know. The first point of contact is your child's Pastoral teacher. If they are not available and the matter is important you will be able to speak to a senior member of staff (Depute Headteacher or Headteacher).

Making a complaint

There is formal complaints procure common to all services in the Scottish Borders Council. This can be found on the council website.

www.scotborders.gov.uk/complaints

[The Social Work Model Complaints Handling Procedure \[word version\] \(sharepoint.com\)](#)

If something goes wrong or you are dissatisfied with our services please tell us. If you do wish to make a complaint you can tell us in person, by telephone, in writing or by email. You can do this through your child's Pastoral teacher or any senior member of staff.





Parental Involvement

Parent Council

All parents are members of the Council which aims to create a valuable, welcoming, inclusive working partnership between the school, young people and the parents.

The Parent Council reviewed its constitution this year in 2019 and are looking to review this in Session 2023/24.

The Aims of the Parent Council are:

- to work in partnership with Hawick High School to create a welcoming school for all
- to promote close co-operation and communication between parents and teachers
- to identify and represent the views of the parents on matters relating to the education and welfare of the students
- to develop and engage in activities which support and advance the education and welfare of the students

The officers for the 2022-24 session are:

Chair: Derek Hartop

Vice: Carly Chamber and

Sara Scott

Secretary: Paula Elliot

Scottish Borders Council Policy on Parental Involvement:

[Partnership with Parents.pdf \(sharepoint.com\)](#)

Education Scotland website:

<http://www.education.gov.uk>

Parentzone website: <http://www.educationscotland.gov.uk/parentzone/index.asp>

<https://learningfoundation.org.uk/>



'The Parent Council is made of a group of dedicated parents who volunteer their time to work on the parent council driving forward our ambitions to make our parent council and our forum the best it can possibly be for the benefit of our young people in Hawick and their parents. It is made up of a chair, Vice Chair, Secretary and treasurer along with a wide range of other parent council members who are dedicated to the work we do.

It is an undisputed fact, that when parents are more engaged in their young people's education then young people do better in school and achieve more in life. The Hawick High School Parent forum is dedicated to fostering positive parental engagement at all levels.

If you would like to know more about our parent council and would like to join us we meet regularly through- out the year both as one group where we all get together and the sub groups who meet more frequently. We truly value every single parent who is willing to give us even the smallest amount of time to help.'

Parent Council Chair

Parent evenings

In addition to normal parents' evenings we also host;

P7 Parents' Evening
Curricular Information Evenings at Course Choice time for S2 to S5.
There is also an S6 Graduation.

These evenings and events are really important and very well attended. In addition a significant number of parents and carers attend performances, exhibitions and sporting events.



School Ethos

Hawick High School is a fully comprehensive school with young people from a variety of backgrounds, experiences and abilities. Our aim is to ensure that all young people develop the qualities, skills and knowledge to enable them to successful members of their community and wider society.



The Behaviour Plan for the school highlights the expectations of conduct for all young people. This underpins all we do at Hawick High School.



THE SCHOOL VALUES

HEARD – The school values embody all our ethos and the climate for learning in the school. Our overall vision for our young people – ***Learning to be the best version of you.***



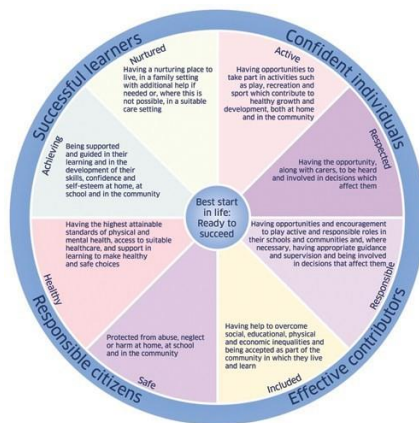


School Ethos

We aspire at Hawick High School that all of our young people develop the four capacities identified by Education Scotland as being essential attributes for life in the 21st century;

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

To enable this to happen we work with all our partners, where necessary, to ensure that each child develops as fully as possible across each of the eight Wellbeing Indicators, shown in the diagram below.



Celebration of Achievement

At Hawick High School recognising and celebrating EVERY young persons achievements are very important to us.

Within the classroom environment staff are ensuring 'First Attention to Best Conduct' to focus on the positive achievements and attitudes in young people. In addition departments are identifying innovative ways to recognise young people who are making good progress eg 'Cook of the Week' in Home Economics,

We have a House Championship and we recognise the achievements of our students through the House Points system. There is a very competitive House Championship that includes all members of our school community. It involves all our young people working together, under a Head of House (elected S6) and House Mentors (staff) to work towards gaining the House Championship title. The winning House is awarded a Cup and a day of rewards. All young people are rewarded but the winning house gets a range of special activities.



Prizegiving

Our formal Prizegiving takes place in early September. There are Academic excellence prizes for all year groups as well as subject prizes and trophies for senior students. There are also special prizes such as the Callants Prize, Memorial Prizes for a wide range of academic and sporting disciplines and the 'Dux' Prize. The climax of the event is the entrustment of the Office Bearers for the new session. There is a Prizegiving for BGE (S1-3) pupils in June. We have a Wider Achievement Ceremony that is based around the school values – HEARD. The community is involved in nominating for this.

Graduation

Our S6 Graduation takes place in June and celebrates those young people who complete fully their Senior Phase education.





Respectful Relationships Policy

School Respectful Relationship and Anti-bullying Policy

[respectful-relationships-and-anti-bullying-summary-document \(scotborders.gov.uk\)](https://www.scotborders.gov.uk/respectful-relationships-and-anti-bullying-summary-document)

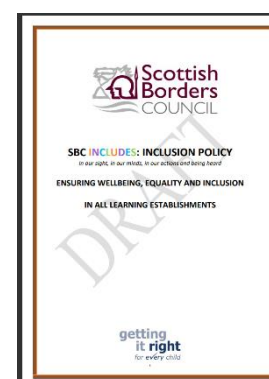


The Scottish Borders Respectful Relationships and Anti-Bullying Policy is one of a suite of policy and guidance documents in the Inclusion Framework, within the context of our overarching policy on Inclusion and our Nurturing Approaches Guidelines. The policy applies to all incidents of bullying behaviour within a learning establishment between children and young people. Based on Respect for All *: The National Approach to Anti-Bullying for Scotland's Children and Young People, the policy provides a coherent and consistent approach for staff, parents/carers, and children and young people on the prevention, early intervention and management of bullying behaviour. In order to outline the procedures and actions which learning establishments will undertake to embed

this policy, each establishment should complete a Respectful Relationships and Anti-Bullying Establishment Statement (See Appendix 1 of the main policy document). RESPECTFUL RELATIONSHIPS In Scottish Borders learning establishments, adults should work together with children and young people to create an environment that encourages respect, celebrates difference, and promotes positive relationships and behaviour. The starting point for promoting respectful relationships and behaviour is the provision of a:

- coherent and inclusive curriculum
 - effective and engaging learning and teaching
 - whole school nurturing ethos based on positive relationships
 - whole school commitment to inclusion
- SBC Includes

This policy details the actions required by all learning establishments to ensure the ongoing development of inclusive practices within Scottish Borders Council. It complements and is integrated within a suite of policies and guidelines which are subsumed under the Inclusion Framework and aligns with Scottish Borders Council Directorate's vision for all young people – In Our Sight, In Our Minds, In our Actions and Being Heard.





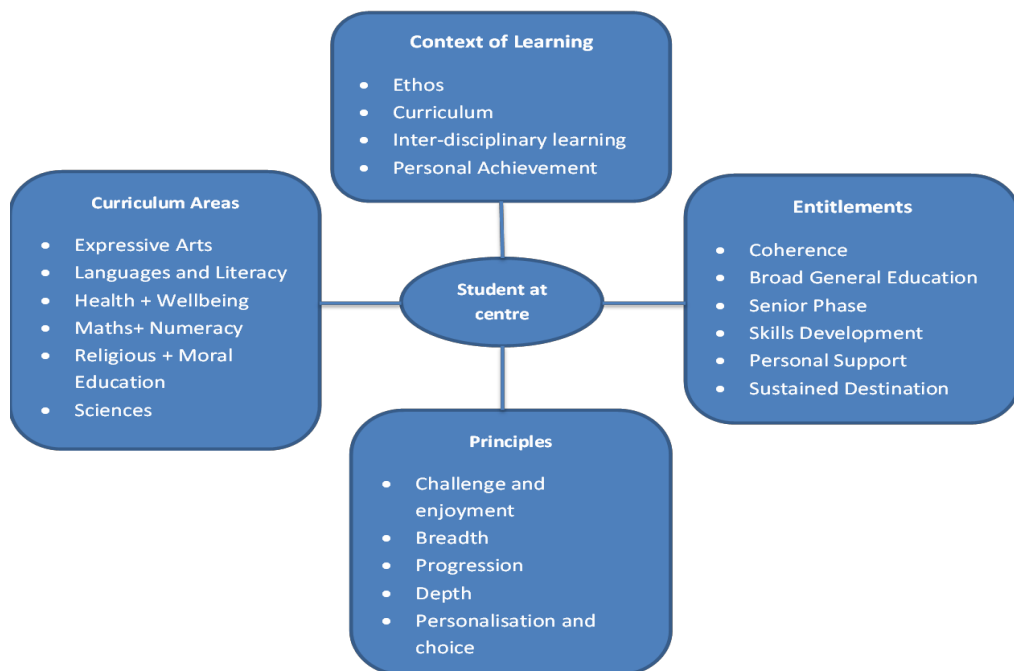
Curriculum

Our curriculum aims to provide a coherent experience where students are challenged and supported and given opportunities to make individual, informed choices.

It embodies the key principles of breadth, balance, continuity and progression offering opportunities not only for attainment but for wider achievement. It aims to maximise each individual's potential and enable them to move onto positive and sustained destinations.

The curriculum delivers knowledge and skills: skills for learning, skills for life and skills for work as well as focusing on Literacy, Numeracy, and Health and Wellbeing.

Curriculum for Excellence documentation offers advice and establishes principles for the design of the curriculum.



These contexts, entitlements, principles and curriculum areas are at the heart of decision making regarding our Curriculum for Excellence rationale.



Broad General Education

In Scotland the period of education from pre-school to the end of S3 at secondary has been developed to ensure that each young person is provided with a broad, general education. All learners are entitled to experience this Broad General Education (BGE) which will include delivery of the experiences and outcomes across all curriculum areas up to, and including, the third level, as far as this is consistent with their learning needs and prior achievements. Almost all learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning on route to qualifications and lifelong learning.

S1 and S2

In S1 and S2 students In Hawick High School follow a largely common curriculum, ensuring they experience a breadth of subjects covering all curricular areas and offering diversity and a rich variety of learning experiences.

There are significant elements of personalisation and choice in S1 and S2 within subject areas. During the elective lessons, students choose a series of study topics which are designed to be relevant and to develop skills in literacy and numeracy, as well as other areas such as IT, independent research, and working with others.

It is expected that all learners will have covered the significant aspects of learning within each subject area through the subject specific Experiences and Outcomes at level 3 by the end of S2.

S3

In S3 students have the opportunity to exercise greater choice and introduce a degree of specialisation to their learning to pursue interests and personal preferences within the phase of the Broad General Education. This will allow for depth of learning, further increase pace, ensure challenge for all students and enable them, where they are able, to progress to 4th level Es and Os.

For S3 students narrow down their subjects to eight, but must still take a broad range across all curricular areas. English and Mathematics and Modern Languages are compulsory, as are core entitlements of Physical Education, Religious Education and Personal and Social Education. In addition to this provision, learners select 6 other subjects.

The work covered in S3, through delivery of Level 4 Experiences and Outcomes will allow for the delivery of knowledge, the development of skills and varied assessment opportunities. This will provide a good foundation for qualification success in the Senior Phase.



Curriculum: Broad General Education curriculum map

S1	Literacy + Communication		Numeracy	Expressive Arts	Technologies	Social Studies	Sciences	Health and Well-being	Personal support			
	English	Modern Languages	Maths	Music Art Fabric	BIT Design+ Man Home Econ	history geography modern studies	Integrated course: biology physics chemistry	PE PSD RME	1ppw (10 mins x 5) Tutorial			
S2	Literacy + Communication		Numeracy	Expressive Arts	Technologies	Social Studies	Sciences	Health and Well-being	Personal support			
	English	Modern Languages	Maths	Music Art Fabric	BIT Design+ Man Home Econ	history geography modern studies	Integrated course: biology physics chemistry	PE PSD RME	1ppw (10 mins x 5) Tutorial			
S3	Literacy + Communication		Numeracy	Expressive Arts	Technologies	Social Studies	Sciences	Health and Well-being	Personal support			
	English	Modern Languages	Maths	Music Art Fabric Drama Media	Computing Business Hospitality	geography modern studies RMPS	biology physics chemistry	Option Free choice All subjects	Option Free choice All subjects			
<p>Breadth across the Curriculum One subject from each of these curricular areas</p>												
				Column C	Column D	Column E	Column F	Column G	Column H			
				Depth across the curriculum Free choice from any curricular area							Health and Well-being	Personal support
								PE PSD RME		PE PSD RME	1ppw (10 mins x 5) Tutorial	
4ppw		2ppw		4ppw	3ppw	3ppw	3ppw	3ppw	3ppw	3ppw	4ppw	1ppw



Senior Phase

H	HONESTY
E	EQUALITY
A	AMBITION
R	RESPONSIBILITY
D	DETERMINATION

All young people in Scotland have an entitlement to a Senior Phase of education which:

- Provides specialisation, depth and rigour
- Prepares them well for achieving the highest level of qualifications of which they are capable
- Continues to develop skills for learning, skills for life and skills for work
- Provides a range of activities within the four areas of learning within the curriculum, inter-disciplinary learning and the ethos and wider life of the school which develop the four capacities
- Supports students to achieve a positive and sustained destination

Towards the end of S3, a review of learning will take place to allow students, with the support of their parents / carers and school staff, to consider pathways into the Senior Phase. Discussion will follow on subject choice for S4 which will lead to national qualifications.

S4

Students will specialise in six subjects for qualifications for study in S4. Most students will undertake courses at National 4 and National 5 level; a small minority will be at National 3 level. In addition there will be vocational opportunities (National Progression Awards and National Certificates), beyond traditional school courses, such as Customer Service, Travel and Tourism and Digital Creative Arts to name a few.

S5

At the end of S4 students will select five or six options for S5. At this stage to facilitate progression from Level 5 additionally there will be courses at Higher or Level 6.

S5 (cont)

Students will also select options such as core PE, Mental Health First Aid, IT skills, School Service and Powering Futures from a 'Wider Achievement' column. They aim to promote independent learning and develop confident individuals and responsible citizens. In S5 all learners are expected to have a full timetable. Either 5 Highers, a combination of Highers and N5/L5 qualifications or 6 Level 4/5 courses.

S6

As students move into S6, a further review of learning takes place to consider learning pathways to support students into a positive destination post school. In S6 the widening of options include;

- Extensive range of Advanced Higher Courses (Level 7)
- School service; in class support, paired reading, buddying
- Work experience placements
- Community Service

There are also opportunities for personal development and leadership development through the Student Council, Senior Leadership roles and the Prefect system.

In addition to the in-school provision previously mentioned all Senior Phase students have access to courses provided by partnership arrangements with Scottish Borders College and other schools. Timetabling, commensurate with these partners, for the full day on a Friday allows the flexibility to access wide ranging opportunities beyond the school base such as Foundation apprenticeships, Modern apprenticeships, National Progression Awards, Highers and Advanced Highers at other locations in SBC.

Curriculum: Senior Phase Curriculum Map

S4	Choose 6 options (must include Maths and English)	OPTION A	OPTION B	OPTION C	OPTION D	OPTION E	OPTION F	HEALTH AND WELLBEING	PERSONAL SUPPORT
		N4/5 Applications of Maths or N4/5 English 5 periods per week	N4/5 Applications of Maths or N4/5 English 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	S4 PE - 1 period PSD - 1 period 2 periods per week	Registration 1 period per week (5 x 10 minutes) 1 period per week

S5/6	Choose 6 options at Level 4/5	OPTION A	OPTION B	OPTION C	OPTION D	OPTION E	OPTION F	HEALTH AND WELLBEING	PERSONAL SUPPORT
		N4/5 Applications of Maths or N4/5 English 5 periods per week	N4/5 Applications of Maths or N4/5 English or National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	S4 PE - 1 period PSD - 1 period 2 periods per week
S5/6	Choose 5 options at combination of level 5/6	OPTION A	OPTION B	OPTION C	OPTION D	OPTION E	OPTION F	HEALTH AND WELLBEING	PERSONAL SUPPORT
		Apps Maths/English N5 Wider Achievement Options or Extra Higher Periods (Col B - F) 5 periods per week	N4/5 Applications of Maths or N4/5 English or National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	National 3/4/5 SFW/NPA 5 periods per week	S4 PE - 1 period PSD - 1 period 2 periods per week	Registration 1 period per week (5 x 10 minutes) 1 period per week
S5/6	Choose 5 Highers or options at combination of level 6/7	Extra Higher Periods (Col B - F) 5 periods per week	HIGHER / ADVANCED HIGHER Higher - 6 periods per week	HIGHER / ADVANCED HIGHER Higher - 6 periods per week	HIGHER / ADVANCED HIGHER Higher - 6 periods per week	HIGHER / ADVANCED HIGHER Higher - 6 periods per week	HIGHER / ADVANCED HIGHER Higher - 6 periods per week	S5 Wider Achievement Skills/PE/RMPS - 1 period PSD - 1 period 2 periods per week	Registration 1 period per week (5 x 10 minutes) 1 period per week
			AH - 3 periods per week	AH - 3 periods per week	AH - 3 periods per week	AH - 3 periods per week	AH - 3 periods per week	AH - 3 periods per week	S6 Wider Achievement - School Committees - 1 period PSD - 1 period 2 periods per week



Wider Curriculum

Religious & Moral Education

Broad General Education

Following Council and National policy, students in S1 to S3 receive one period of Religious & Moral Education per week following a course which takes a comparative approach to some of the most common world religions and facilitates discussion of a variety of moral and ethical issues.

Senior Phase

Students have Religious and Moral education as part of the Personal and Social Development programme.

Parents who wish to exercise their right to withdraw their child from religious instruction and/or religious observance should contact the Headteacher to arrange a meeting to discuss alternative arrangements for your child.

Health and Wellbeing and Personal and Social Development

All students in the school have one timetabled period of personal and social education a week. The PSD programme in Hawick High School is regularly reviewed and revised to take account of changes in society. Social education contains such elements as personal relationships, health education including sex education, internet safety, careers advice, parenthood and approaches these topics using a mixture of group discussion, outside speakers and written work.

While the PSD programme is an essential element of the Health and Well being experiences of young people in Hawick High School much work in this respect goes on in other parts of the curriculum. The school actively promotes a healthier lifestyle to ensure pupils' continued well-being. This includes:

- learning about nutrition and how to prepare healthy meals in the Home Economics department
- taking part in a variety of fitness activities in PE
- a choice of healthy meals in the School Canteen
- vending machines offering healthy drinks
- the school nurse's weekly lunchtime drop-in session
- a total ban on the consumption of energy drinks in the school.

Opportunities for wider achievement

In Hawick High School we believe that the achievements of our young people are just as important and valuable as their attainment and we offer an extensive range of opportunities for young people to develop their wider skills and prepare them for life beyond school. Information on these wider achievement opportunities can be found towards the end of this handbook.



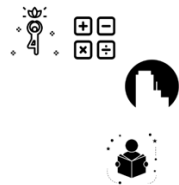
Transitions – P7



Transition Learner journey's to Hawick High School

Term 1 and 2

- Primary schools send initial return table to S Walker
- Young people identified for enhanced Transition
- PT Pastoral and PT English Visits to all primaries
- HHS Pastoral staff begin attending planning meetings



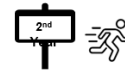
Term 3

- Transition Roadshow at each primary school – January and February 2024
- Faculty visits – an experience in each department for all young people
- Enhanced Transition Visits Begin
- Transition Meetings with Pastoral Staff
- Enhanced Transition Visits and Meetings



Term 4

- Enhanced Transition visits and meetings continue
- Step Up Group starts – April 2024
- Young people are told their classes – May 2024
- Transition packs issued to primary schools – May 2024
- P7 Open Evening – 17th June 2024 – 17:30-19:30
- Two day visit to Hawick High School – June 19th and 20th 2024



Transitions are the moves that children and young people make from stage to stage in their education, for example starting school, moving from one school to another, or leaving school. There are three key transitions points in a child's secondary education.

Transition 1: Primary to Secondary School

The move from primary to secondary school is an important event for our students. We endeavour to make this move as untroubled and smooth as possible. We have an excellent relationship with our associated primaries and we work together to maintain this strong partnership.

A planned calendar of events is in place to ensure that information on the progress, abilities and strengths of all students is collected and that arrangements are put in place to enable the learning needs of all students to be met. In addition we have a comprehensive Transition programme in which P7 students visit the High school on several occasions to prepare them for

their first year of secondary education.

Students with additional support needs are supported by an enhanced transition programme involving meeting with parents and children, visits to the school, buddies and partner support.

P7 Parents evening

This event takes place in June and as well as receiving information regarding Hawick High school there is an opportunity for parents of P7 students to look around the school and meet staff and older students.

Transition 2: BGE to Senior Phase

In the final year of the BGE students prepare for their qualification years by specialising in subjects from each curricular area.

To support young people to make informed choices they each get the opportunity to

meet with a careers advisor and discuss possible career options and learning pathways in the Senior Phase.

In Feb S3 students have a 1:1 course choice meeting with their Pastoral teacher who will advise and support them as to the type and level of qualifications in the Senior Phase

Transitions

Transition 3:

Post 16 transition (14+ Leaver)

We are dedicated in ensuring all students make a positive destination when they come to leave school. For the majority of students, support from the Pastoral team, through the PSD programme and 1-1 interviews with Skills Development Scotland are sufficient to ensure that students have appropriate plans in place when they leave. UCAS personal statements for example are thoroughly prepared and supported for our University applicants. Our PSD classes prepare students for the future in partnership with colleges, universities and employers.

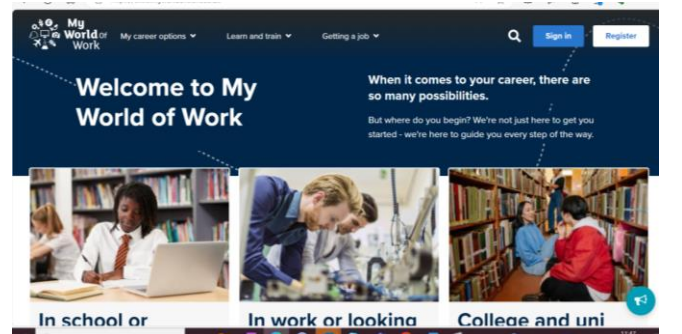
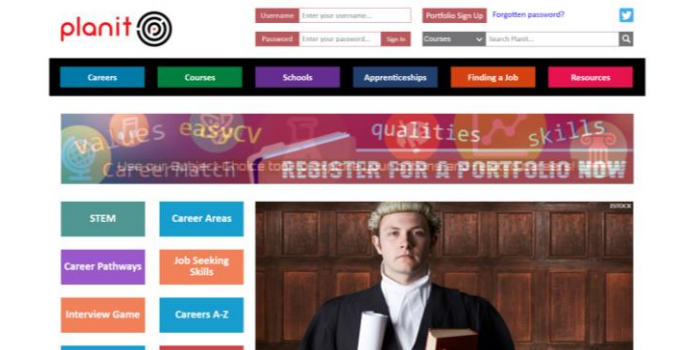
However, it is acknowledged that some students, for a variety of reasons, may struggle to make the transition from school. For these students a planned transition programme involving multi agency work e.g. Skill Development Scotland, (SDS) Community Learning and Development (CLD) and training agencies is necessary. This partnership working ensure that students and families, potentially vulnerable in transition, are well prepared and supported to move on to a positive destination.

Great care is taken to ensure that *individual* pathways are supported.

[Skills Development Scotland](#)

[My World of Work - Skills Development Scotland](#)

[Planit : For Careers, Learning, and Schools in Scotland \(planitplus.net\)](#)



At Hawick High School we recognise that work placements play a huge part in shaping the future workforce that comes from our school. We offer our pupils the opportunity of both flexible and block work placements. This ensures all pupils have the opportunity to participate in a work experience during their time at Hawick High School and have a positive experience within the world of work. A work placement should be prepared for, carried out, and reflected on. Work placements should allow pupils the opportunity to find out about careers in a particular industry, the qualifications needed, and the pathways available. A work placement should help pupils make informed decisions about their future careers.

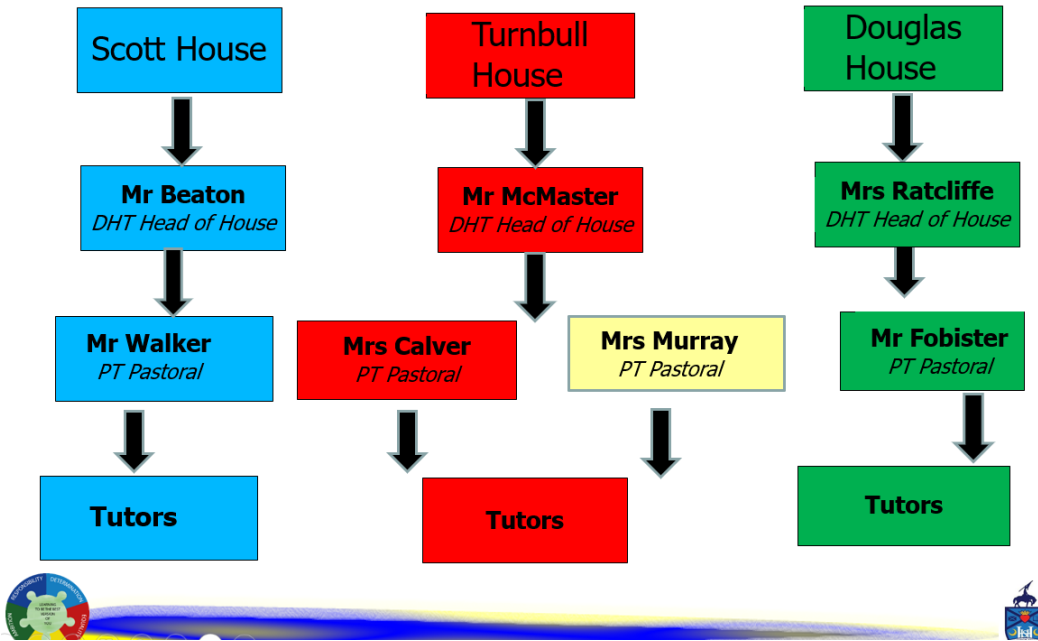
At Hawick High School, Work Placements are part of the school's curriculum for senior students and in line with the Curriculum for Excellence.

Work Experience can be classified as either: **Block** – the placement takes place over 5 consecutive days or **Flexible** - the placement takes place on 1 or 2 periods per week over an agreed amount of time.





House System





Assessment, Tracking and Reporting

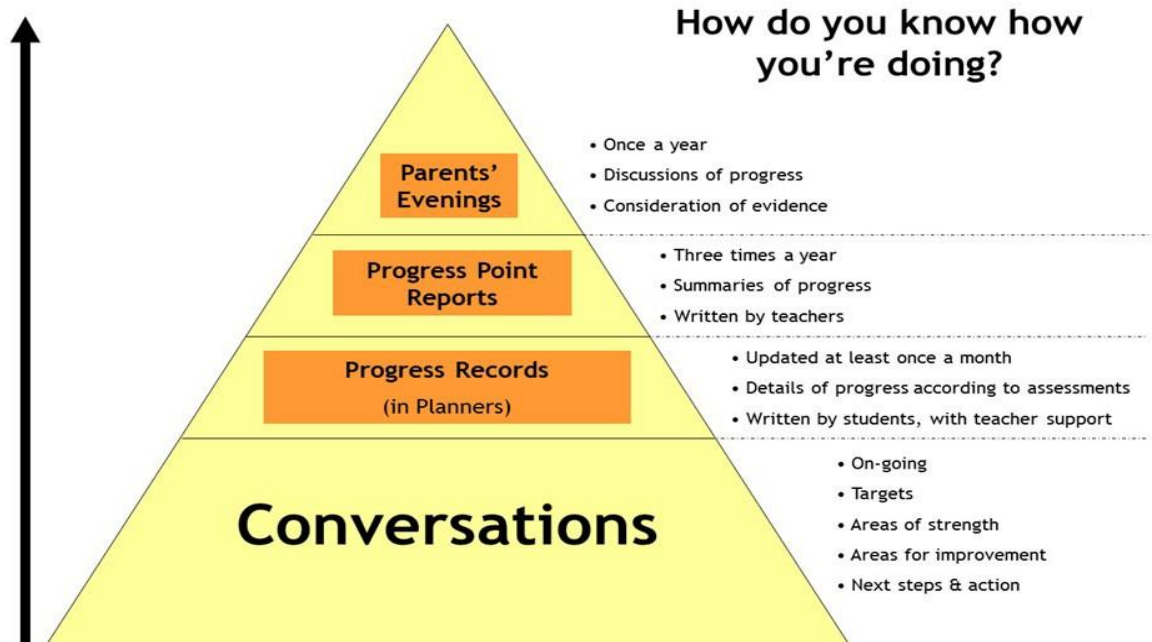
Holistic Model

Our holistic approach to tracking and reporting progress is summarised below:

How we track and report progress	Description
1. Progress Point Reports	All subjects; Summaries of overall progress made over a two/three month period; Completed on SEEMiS by teachers, <i>three times a year</i> .
2. Progress Records	All subjects; Summaries of assessment results/feedback; In Planners; Completed by students, with teacher support; <i>In general, at least one entry per month (but dependent on how often a student is timetabled for that subject).</i>
3. Parents' Evenings	All subjects; Discussions between parents, teachers and students; Annually.
4. Evidence of Progress	All subjects; Collections of evidence, to be discussed with students and/or parents (e.g. at Parents' Evenings) or with other teachers as part of moderation activities.
5. Additional Teacher Records	Optional, at the discretion of faculties/subjects; Specific details of student progress (e.g. assessment results) kept by individual teachers (e.g. spreadsheets).

What we're aiming for

If a teacher or student is asked about how any student is progressing in their class, they should be able to describe this and back it up with evidence





Assessment, Tracking and Reporting

Setting a target

All students, S1-6, should have a target for each of their courses. These should be discussed and agreed with students at the start of a course and should progress towards it should be reviewed on an on-going basis.

Broad General Education (S1-3)

In the Broad General Education, course targets should be to "achieve" the particular Level that a student is working at, by a particular date. As a guide, Education Scotland highlights the following as national expectations:

Early Level	achieved by end of Primary 1
First Level	achieved by end of Primary 4
Second Level	achieved by end of Primary 7
Third Level	achieved by most students at end of S3
Fourth Level	achieved by some students at the end of S3.

An example of a course target would therefore be: "Achieve 3rd Level by May 2018".

In S1, targets should be informed by information coming from Primary schools regarding student progress and achievement of Levels for each curricular area.

Senior Phase (S4-6)

In the Senior Phase, the following questions should be kept in mind when discussing and agreeing targets with students:

- What do you **want** to achieve?
- What do you **need** to achieve for progression into your preferred area?
- What have you **previously** achieved?

National 1-4 courses:

A student's target is to "pass"

National 5, Higher and Advanced Higher courses:

A student's target is a grade of A-C

Progress Point Reports

Students receive three Progress Point Reports in an academic year:

- Broad General Education S1-3: October, February, May;
- Senior Phase S4-6: September, November and March.

For each subject, Progress Point Report give:

- Details of a student's course targets;
- A summary of effort, behaviour and homework, rated as: "excellent", "good", "inconsistent" or "unsatisfactory";
- A colour – **GREEN**, **AMBER**, or **RED**: which summaries a student's progress towards their course target (**Senior school definitions in brackets**)
 - GREEN**: excellent (or very good) progress (**working at target**)
 - AMBER**: good (or satisfactory) progress (**working below target**)
 - RED**: unsatisfactory progress (**at risk of not passing course**)
- A brief Action Point comment which gives a specific action that will improve a student's progress



Support for Learning

At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs.

Some examples of why a child or young person may require extra help with their education are:

- Bereavement or family illness
- Problems at home
- Relationship difficulties
- Being particularly gifted or able
- An illness, disability or sensory impairment
- Having English as an Additional Language

A young person's needs for additional support may last for a short time and the problem resolved easily; or their needs might be complex and they may require additional support for a number of years.

If you feel that your child needs additional support for learning, the first person to speak to is your child's teacher. You have the right to request an assessment of your child. Within our school we operate a model of staged intervention where support is provided in varied ways to meet individual needs. Our approach to assessment ensures that the needs of children and young people are recognised and appropriate support can be provided.

Parents/carers are always involved in making decisions about their child's education and we will always ask your permission before any specific referrals are made. While your child is receiving support, we will regularly review your child's progress.

At times, parents/carers and schools may come into dispute. While we would always hope that difficulties could be resolved at the school level, we recognise that parents or young people may wish to formalise their concerns. To assist with this we have a complaints procedure and also offer independent mediation and adjudication. It is also possible under certain circumstances to refer the case to the Additional Support Needs Tribunal for Scotland.

The statutory framework for Additional Support for Learning is the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009.

For more information, you can contact:

a) Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 1232303.

b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; www.siaa.org.uk

c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741; www.sclc.org.uk





GIRFEC

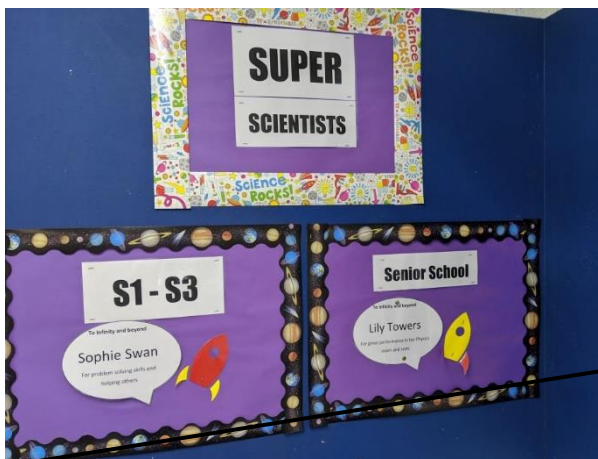
Getting It Right For Every Child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the well-being of our children and young people by offering the right help at the right time from the right people.

The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them – such as early years services, schools and the NHS – to work together to get it right.

Practitioners work together to support you and your child, working across organisational boundaries and putting your child and you at the heart of decision making, ensuring we give all our children and young people the best possible start in life.

GIRFEC means that everyone working with Scottish Borders children, young people and their families are encouraged to:

- Ensure children, young people, and their families get the help they need when they need it and are central to the process of finding solutions.
- Use one consistent and equitable approach, actively share information to agreed protocols and work more effectively together to improve outcomes for children and young people.
- Be clear about personal responsibility to do the right thing for each child/young person.
- Work with children, young people and their families, using a collaborative approach with fewer meetings. This should ensure children, young people and their families give information only once, and enables the development of one plan to meet all their needs.
- Respond to children and young people and take appropriate, proportionate and timely action with the minimum of paperwork, bureaucracy and duplication.





Support for Learners

Pupil Support

The Pupil Support Department at Hawick High School aims to support young people who have a variety of additional needs and barriers to learning including dyslexia, Tourette's, ADHD, Autism, SEBN.

Pupil Support is located in two rooms within the school – D11 and H4 – and offer a supervised break and lunchtime club to our more vulnerable pupils.

Pupil Support staff work closely with Pastoral and classroom teachers to support students both in and out of the classroom. They carry out learning assessments, develop differentiated material in literacy and numeracy, write Individual Support Plans and Individual Education Plans and share all relevant information with staff, via the Pupil Information spreadsheet.

In liaison with outside agencies, they develop individualised programmes of learning and maintain regular contact with many of our young people and their families.

The aim is to support all young people to fulfil their potential during their time at the school and move on to a positive destination.

Enhanced Provision

Hawick High School Enhanced Provision currently serves 26 students ranging from Moderate to Severe and Profound Complex Needs. Our students benefit from the expertise we have within the Provision and joined up working with professionals who support the students and staff in delivering a universal service. Students are supported, where possible, to attend mainstream classes in addition to their foundation subjects in the Provision.

Inclusion Zones and Community Learning and Development (CLD)

In Hawick High School we have employed a number of youth workers with our Pupil Equity Fund money to staff our Inclusion Zones. These staff support the learning of young people who are struggling to access mainstream education. They

Our youth working staff work closely with our CLD partners. CLD empowers young people to work individually or collectively to make positive changes in their lives, and in their communities, through informal learning and personal development opportunities which are designed to meet the needs of the individual child.

These opportunities begin during the P7 transition phase with some young people taking part in an enhanced Transition Programme.

Our CLDS partners also provides alternative accreditation options for young people including SQA Awards, Saltire Awards (which support their achievements through volunteering) and Youth Achievement Awards (YAA), which accredits personal development in participation and leadership both in and out of school. The awards will help to build their CV and support their transition to a positive destination after school.



Support for Learners

Young Carers

A young carer is someone who is under 18 years of age or who has reached 18 and still a pupil at school and provides or intends to provide care for another individual. A number of young carers do not always identify themselves or wish to be identified.

Young carers undertake a number of tasks for the people they live with and look after. They are often left alone to do things like washing, cooking, shopping, paying bills, collecting medication or helping to look after younger brother or sister.

This means they might not have as much time to complete work at home which has an ongoing effect on progress and learning or attend clubs and after schools activities therefore missing out on the social aspects of school or their local community.

Within Hawick High School we want our young carers to enjoy school and that it is a positive place to come and they feel included.

Please let us know if there are difficulties for your child in meeting homework deadlines, arriving on time or any other issues which may affect their well being at school. It is the intention of Tweedbank Staff to offer all support they can to your child.

Detailed information about the Carers Act 1.4.18 is available on the [Scottish Government website](#)

More information about the Scottish Borders Young Carers Service is available from the [Action for Children website](#)

The Partnership's Locality Plans are available at: www.scotborders.gov.uk/HSCPLocalityPlans

For more information, contact the Communications and Marketing team on 01835 826632 or communications@scotborders.gov.uk

The Educational Psychology Service.

The Educational Psychology Service (EPS) works with all SBC schools to support children's learning and wellbeing.

We provide advice and training to school staff on how children learn, and advise on ways to help children who require support.

If requested by the school, we can arrange follow-up for individual children and young people, together with their families and teachers, to help support their learning, or with social or emotional issues. This is generally achieved by meeting the children, their families and school staff, to review the support they have already received and agree ways in which we can all help your child in school. In some cases, we may agree that a psychologist will work on a one-to-one basis with your child to obtain a clearer picture of how they can best be supported.

If you have any worries about your child, please contact their school, in the first instance, to arrange a meeting to discuss your concerns. All schools have access to a range of support Services and your child's Head Teacher will be able to advise you about when the EPS may be able to help.

Further information about the EPS is available on the Scottish Borders Council website. Here you can access a downloadable leaflet for parents and carers, which explains in more detail how we may be able to work with you to support your child in school.

Please see www.scotborders.gov.uk/EPS



Child Protection

Our settings in the Scottish Borders work hard to keep our children and young people safe - all children and young people have a right to feel safe within the setting, home and community.

Within our setting we strive to provide a safe, secure and nurturing environment for our children and young people, which promote inclusion and achievement.

All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

Our [Scottish Borders Child Protection procedures](#) set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These procedures are designed to ensure that children and young people get the help they need when they need it.

All staff are aware of their child protection responsibilities and every year all staff in our setting attend a child protection update.

Many of our staff undertake additional multi-agency child protection training.

Every setting has a Child Protection co-ordinator who has the responsibility for overseeing child protection concerns as well as those young people who are care experienced within the setting.

The Child Protection co-ordinator for the setting is...*Peter Beaton (DHT)*

What to do if you have a child protection concern?

It's everyone's responsibility to protect children.

If you have any concerns that a child is being harmed or is at risk of harm, please call without delay

01896 662787 (Duty Children and Families Social Work Team)

01896 752111 (Out of office hours that covers all areas)

Emergency contact

If you consider a child or young person is in immediate danger, call the Police on 999 immediately

Need more information about keeping our children and young people safe?

This [link](#) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.

<http://onlineborders.org.uk/community/cpc>





School Improvement

A summary of School Improvement Plan for session 2023/24 is shown below. A full copy of the School Improvement Plan for this session and the School Improvement Report for 2022/23 is available from the school website on the link below.

[Our School – Hawick High School](#)

[Our Improvement Plan & Report 2023-24 – Hawick High School](#)

<https://youtu.be/j7eMjWx47R4>

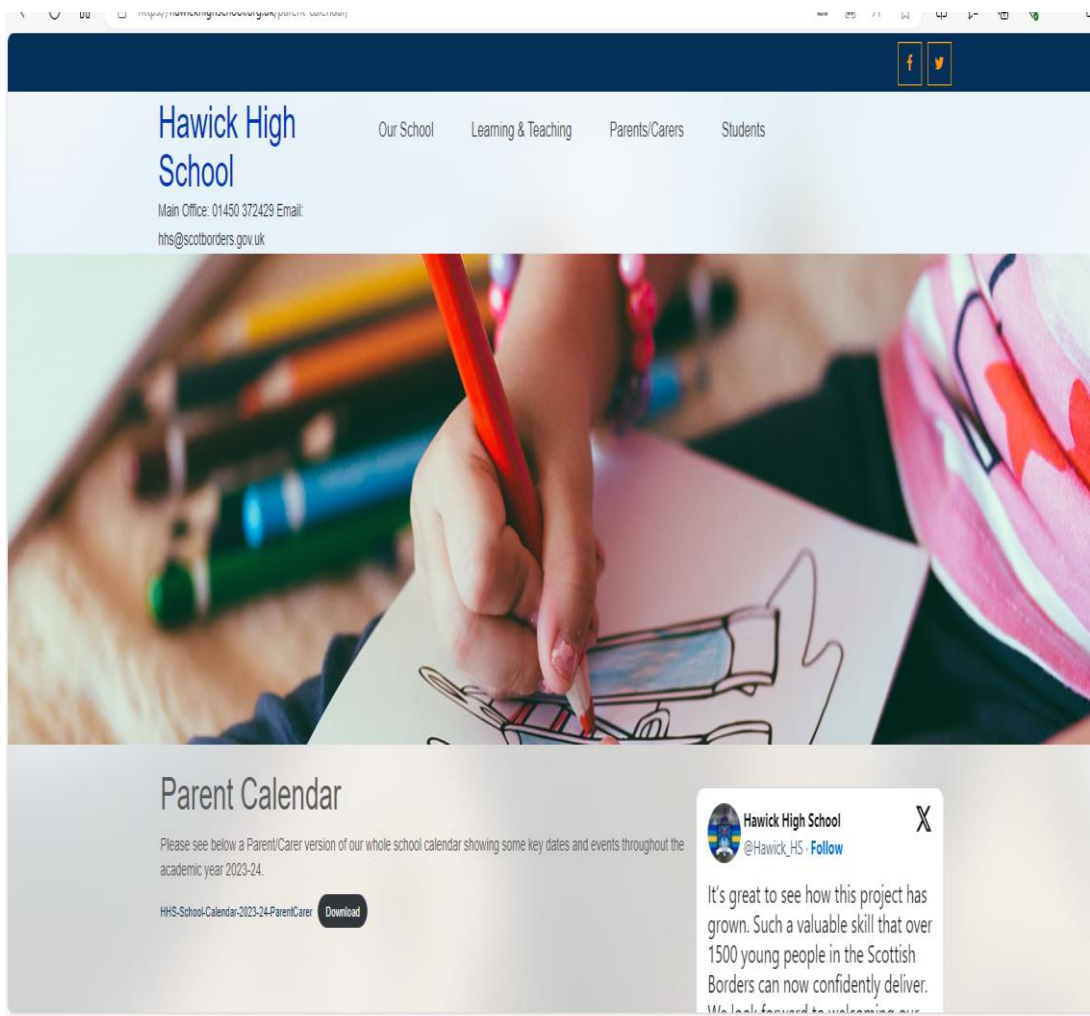


Dates and Times

Monday - Thursday		Friday	
Registration	8.50 - 9.00 am	Registration	8.50 - 9.00 am
Period 1	9.00 - 9.50 am	Period 1	9.00 - 9.55 am
Period 2	9.50 - 10.40 am	Period 2	9.55 - 10.50 am
Break	10.40 - 10.55 am	Brunch	10.50 - 11.10 am
Period 3	10.55 - 11.45 am	Period 3	11.10 - 12.05 pm
Period 4	11.45 - 12.35 pm	Period 4	12.05 - 1.00 pm
Period 5	12.35 - 1.20 pm		
Lunch	1.20 - 2.05 pm		
Period 6	2.05 - 2.55 pm		
Period 7	2.55 - 3.45 pm		

Pupils must be in school for 8.50 am for the morning, and by 2.00 pm for afternoon classes.

IMPORTANT DATES ARE FOUND ON THE SCHOOL WEBSITE



[Parent Calendar – Hawick High School](#)



School Uniform

We expect Hawick High School students to come to school dressed in the full school uniform. Hawick High School's strong tradition of uniform has prompted many positive comments from visitors and members of the local community. It gives our young people a sense of pride, of community and purpose. A school uniform is also a social leveller. We would like to thank the parents and students for the genuine efforts they make to ensure such a high standard. If a student is unable to wear the recommended uniform on a particular day, parents should send a note or phone to explain the reasons.

Please also note that any student with footwear which is flimsy, unstable or exposes large areas of the foot will not be allowed to enter the Technical workshops for reasons of Health & Safety.

Students must not wear P.E. kit during normal lessons.

The uniform is as follows:

Shirt plain white

Black Clothing for the legs. Must not have white stripes or logos on the clothing.

Black Jumper / Cardigan. No logos.

School Tie specific year group colour

School ties are available from the School Office

Tights black

Black Shoes / Trainers or boots

Coat/jacket dark colour

The following items are not acceptable as school dress: denim, leather, cord, club football jerseys (PE), hooded or zipper tops, any garment with football colours and/or logos.





What should you bring with you?

It is important to come to school each day prepared for work.

You should be wearing the school uniform, unsuitable clothing will result in a phonecall home and demerit.

You should have a schoolbag to carry all that you need for the day, including your iPad.

You must have all the books and jotters you need for the day.

You should have a supply of pens, pencils, ruler, rubber and sharpener.

You should have any special requirements for practical subjects.

INDOOR PE	OUTDOOR PE
plain shorts / tracksuit bottoms	BOYS rugby jersey/ tracksuit
plain t-shirt (no or crop top vest tops)	shorts/ tracksuit
trainers (no plimsolls)	rugby/ football boots
sports socks	sports socks
	wet weather top (optional)
	GIRLS
	tracksuit/ shorts
	sweatshirt
	hockey / football boots
	sports socks
	wet weather top (optional)





Staffing

Senior Leadership Team

Mrs L Scott
Headteacher

Mrs L Oliver
Business
Manager



Mr P Beaton
Depute
Headteacher

Mrs A Ratcliffe
Depute
Headteacher

Mr B McMaster
Depute
Headteacher

Pastoral Team

Mrs J Calver
PT Pastoral
(Turnbull House)

Mr S Fobister
PT Pastoral
(Douglas House)

Mrs S Murray
PT Pastoral
(All 3 Houses)

Mr S Walker
PT Pastoral
(Scott House)



Departments and Staff

Science		Maths	
Dr Kevin Mitchell	PT	Ms Melanie Farmer	PT
Mr Cameron Smith	Biology Teacher	Mr Richard Allott	Maths Teacher
Mrs Delli Tomson	Biology Teacher	Ms Lauren McFadzean	Maths Teacher
Miss Gabby Penman (Mat Leave)	Biology Teacher	Dr John Sutherland	Maths Teacher
Mr Stuart Wilson	Physics Teacher	Miss Kirsty McGillivray	BGE Maths Teacher
Mr Anas Ehsan (Tues & Wed)	Chemistry Teacher	Mr Murray Forbes	BGE Maths Teacher
Dr Emily McEwan	Chemistry Teacher	Social Studies & RME	
Miss Kosar Zia	Chemistry Teacher	Mrs Nichola Strachan	PT
Business & Computer Studies		Mr Njord MacIver	RMPS Teacher
Mrs Alison Johnstone	PT	Mrs Louise Raffier	RMPS Teacher
Mrs Susan Grainger	Business Studies Teacher	Mr Duncan Taylor	History Teacher
Mrs Violet Smyth	Computer Studies Teacher	Miss Sarah Weaver	History Teacher
Mr Nick Allen	Computer Studies Teacher	Mrs Kayley Turner	Moder Studies Teacher
		Mrs Hannah Todd	Geography Teacher
Health and Wellbeing		Miss Eilidh Stewart	Geography Teacher
Mr Chris South	PT	Miss Mhari Shaw	Geography Teacher
Mrs K Miller	PE Teacher	Creative Industries	
Mr C Anderson	PE Teacher	Mr Scott Henderson	PT
Miss Caroline Wilson	PE Teacher	Mr Frazer Kidd	Technical Teacher
Mr Nick MacLeod	PE Teacher	Miss Suzanne Alderson	Art Teacher
Miss Evelyn Armstrong	Home Economics Teacher	Miss Rebecca Ling	Art Teacher
Miss Victoria Lowrie	Home Economics Teacher	Miss True Anderson	PT Wider Achievement
Mrs Kirsty Ritchie (Mat Leave)	Home Economics Teacher	Mrs Kit Petry	Music Teacher
Mrs Sue Moncur	Fashion and Textiles Teacher	Support For Learning	
Languages		Miss Julia Heslop	PT
Miss Claire Williams	PT	Mrs Caroline Frankland	Sfl Teacher
Mrs Linzi Holliday	English Teacher	Mr Peter Hannay	Sfl Teacher
Mrs Pamela Middlemass	English Teacher	Miss Alexa Cuthbertson	Sfl Teacher
Mr Sean Gould	English Teacher	Miss Sarah Knox	Sfl Teacher
Miss Chloe Henderson	English Teacher	Enhanced Provision	
Miss Rachel Moffat	English Teacher	Mrs Christine Pryce	PT
Miss Laura McGlinchey	English Teacher (NQT)	Mrs Elizabeth Buchan	EP Teacher
Miss Elodie Louvieaux	French/ Spanish Teacher	Mrs Kasia Gajewska -Devlin	EP Teacher
Mrs Rosie Leslie	French Teacher	Ms Leanne Monaghan	EP Teacher
		Miss Bethany Sutherland	EP Teacher



Severe Weather

Decisions about school closures (including school nurseries), either individually, by cluster, or across the whole of the Scottish Borders will be taken centrally by senior staff, based on the latest weather forecasts, information from headteachers, locally-based staff and partners, including Police Scotland.

At all times, decisions regarding school closures will be taken in the interests of pupil and staff safety.

The Groupcall messaging service will be used to notify parents about closures, with information also available through our website, social media channels and Radio Borders. Parents and carers are reminded that they should make sure their child's school has up to date contact details.

Financial Assistance For School Meals and Uniform

Please visit this web address or use the QR code shown

http://www.scotborders.gov.uk/info/594_education_and_school_benefits/332/free_school_meals_and_clothing_or_footwear_grant



Education Maintenance Allowance (EMA)

What is an Education Maintenance Allowance?

It is a weekly payment of £30 paid to young people aged 16 and over who are at school or college and who meet the eligibility criteria. Young people who have signed up to an Activity Agreement and are engaging in 9 hours or more a week can also apply.

Find out if you are eligible:

http://www.scotborders.gov.uk/info/899/grants_and_benefits/184/education_maintenance_allowance/2

Please Note

While information in this handbook is correct at the time of writing, it may be possible that there is some inaccuracy by the time it reaches parents.



Data protection

Scottish Borders Council is a local authority established under the Local Government etc. (Scotland) Act 1994 and its headquarters is based at Newtown St Boswells, Melrose TD6 0SA. You can contact our data protection officer by post at this address, or by email at: dataprotection@scotborders.gov.uk, or by telephone – 0300 100 1800.

Why we need your information

Every child of school age has the right to be educated. A child is of school age if he/she has attained the age of 5 but has not attained the age of 16 years. The term “young person” applies to a pupil over school age, but who has not attained 18 years. The education authority has a duty to provide education to any young person who is still a school pupil.

We need to collect, use and store personal information about you and your child/ren to enable us to provide your child/ren with an appropriate education. We provide these services to you as part of our statutory function as your local authority under:

- [The Education \(Scotland\) Act 1980, Education \(Scotland\) Act 1980](#)
- [The Education \(Placing in Schools etc. Deemed Decisions\) \(Scotland\) Regulations 1982](#)
- [The Standard in Scotland’s Schools Act 2000](#)
- [Education \(Scotland\) Act 2016](#)

We also use your information to verify your identity where required, contact you by post, email or telephone to maintain our records.

Who we will share information with

We will share information with health and wellbeing services and may share information with other external agencies and organisations who provide or assist with edu-

cational provision and with online payment solution providers.

- The Scottish Government for examination, career, pastoral and monitoring purposes.
- ParentPay, ESP Systems and CRB to allow the school to offer cashless catering and to receive payment for school trips and events;
- Groupcall to allow the school to communicate with you;
- The NHS for health monitoring;
- Netmedia to enable the online arrangement of parents evenings;
- Internal Scottish Borders Council departments to allow the provision of catering and transport.

On each occasion, the recipients are bound to the terms of a Data Sharing Agreement and accordingly will only use your child’s data for the specified purpose. This data sharing is in accordance with our Information Use and Privacy Policy and covered in our full privacy statement on our website.

We are also legally obliged to share certain data with other public and regulatory bodies such as Education Scotland, Police and NHS will do so where the law requires this.

Your information may also be shared and analysed internally in order to provide management information, inform service delivery reform and similar purposes to meet our duty to achieve best value and continuous service improvement.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.



Data protection

How long do we keep your information for?

We only keep your personal information for the minimum period amount of time necessary. Sometimes this time period is set out in the law, but in most cases it is based on the business need. We will retain a copy of your child/ren's educational record up until they reach the age of 25.

Photographs/videos

Photographs and videos may be taken by staff in the school, media and other parents for a variety of reasons for example Sports Day, celebrations of achievement, charity events, excursions etc. The school your child attends may wish to display or show photographs or videos taken by themselves, in print, in various locations or by electronic means such as a website. Likewise the media or other parents may wish to use the images of pupils in various ways. We ask you at the time your child enrolls at one of our schools if you are happy for images of your child to be used in this way and we try to ensure you are aware of, and understand, such possible use of your child's image and that you have consented.

Any permission given will remain in force during your child's primary and secondary schooling until you indicate that you wish to withdraw your consent. You can do this by contacting the head teacher of your school as soon as possible.

Your Rights

You have the right to request access to any personal data held about you by the Council. You can also request that we restrict the use of your information or even object to any further processing. You can do this by contacting the Data Protection Officer using the contact details provided above.

We will respond to your request within thirty calendar days.

For more information on your rights please visit our website

<http://www.scotborders.gov.ukDPYourRights>

or if you would like a hard copy of this information, please contact us using the contact details provided above.

Complaints

We aim to directly resolve all complaints about how we handle personal information. If your complaint is about how we have handled your personal information, you can contact our Data Protection Officer by email at:

dataprotection@scotborders.gov.uk

or by telephone on 0300 100 1800.

However, you also have the right to lodge a complaint about data protection matters with the Information Commissioner's Office, who can be contacted by post at:

Information Commissioner's Office

[Wycliffe House](#)

[Water Lane](#)

[Wilmslow](#)

[Cheshire](#)

[SK9 5AF](#)

You can visit their website for more information

<https://ico.org.uk/make-a-complaint/> .

If your complaint is not about a data protection matter you can find details on how to make a complaint on our website:

https://www.scotborders.gov.uk/info/20016/have_your_say/155/make_a_complaint/1