



PEEBLES HIGH SCHOOL

HANDBOOK 2022/23



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WELCOME

Dear Reader,

Welcome to the Peebles High School Handbook. What follows aims to inform any interested party about our school history, current staffing, ethos, our vision and values, performance and our daily practices. We welcome any further questions you have and direct you to our school website, where there is a wealth of further information for all who are interested.



Our school is committed to providing the very best education for all young people in Tweeddale. Our young people receive a broad range of experiences and perform well both in academic studies and wider achievement opportunities, ably supported by our staff who are committed to improving our school on its journey to excellence. In coming years we want to be seen as one of the best schools in the country, with a reputation for the highest standard of teaching and learning that enables all of our young people to be successful. To achieve that ambition, we know that developing stronger partnerships with our wider community, parent body and other partners is key. We also aim to become a more empowered school, where every member of our school community sees opportunity for leadership and is committed to being successful in improving our school. Everything we do is underpinned by our four key values: Wisdom, Compassion, Integrity, and Justice.

The last few years have been challenging for the whole of society but our own journey is particularly unique in that we suffered a damaging fire in November 2019. While we have received significant praise for our resilience through unprecedented challenge, we are keen to change the narrative to looking forward. A new school build by 2025 and our new vision that has emerged through thorough engagement with our community promise a bright future for our school.

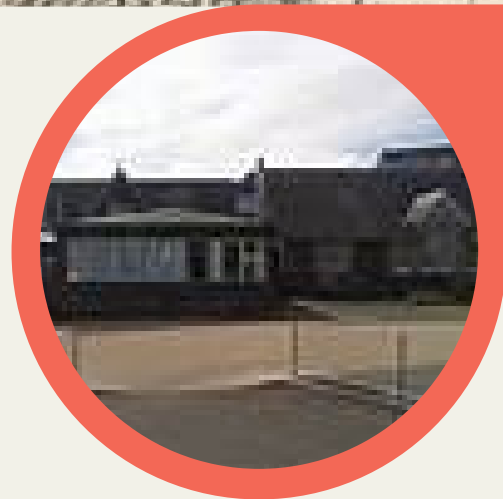
Please enjoy our School Handbook and know that any enquiries for further information or a visit to our school will be warmly welcomed.

Campbell Wilson
Rector



SCHOOL HISTORY

The very first origins of Peebles High School date as far back as 1464 when a “scule and sculmaster” were appointed. Two centuries later, there is evidence of “the establishment of the English School and the Grammar School of Peebles on Tweed Green”. More recent history suggests the most immediate origin of Peebles High School was in 1858 when a private school, known then as Bonnington Park Academy for boys, was established. A private school for girls called St Leonards existed around that time and was hosted within the Parish Church Manse.



By 1873, the roll of children in the local community totalled 538 between the ages of 5-13, 85% of whom were at school. To accommodate this increasing roll, an application was made to make the existing school a “Higher Class School” i.e. to teach beyond elementary level. In 1876 it was only one of 20 in Scotland to achieve this. Also in this year, “young ladies” were finally allowed to enrol. This led to a change of name to “Peebles High School-Bonnington Park.” Students came from all over the county. It was, however, a private school that consisted of a preparatory and upper school, the latter requiring an examination to permit a pupil to access.

In 1901 there were about 100 students in the “upper part of the school” now known as “Peebles and County High school”. The Education Act of 1908 finally allowed grants to children allowing them to remain in school. By 1910, the school was a single story building consisting of a number of rooms off a single corridor, where now the science labs exist.



1927, there were approximately 200 pupils in the school and 12 staff, however by 1935 the Preparation department was closed and pupils transferred to Kingsland and Halyrude. Lack of accommodation beyond the age of 14 at these schools meant that a decision was made to expand the Burgh and County School in 1936. The new addition to the school known as the “36 block” was completed in 1938, This now meant all pupils over the age of 12 were expected to attend. There were extensive sports fields around the school, allowing a wide access to sport.

The beginning of World War Two saw a large influx of evacuees to “safe” Peebles, adding six air raid shelters to the school playground and a necessity to turn playing fields into vegetable allotments. The Education Act of 1947 saw the roll increase to 400, as students were now to remain at school until age 15. At this time there was also an increase of students remaining into the 6th year.

SCHOOL HISTORY

The next significant structural change, due to the pressure on accommodation and the leaving age increasing to age 16, was the "Tower, dining room and technical block". These were added at a cost of £443,000 in 1970. Even then, Modern Studies and History resided in huts which remained until 1999. There were as many as 13 huts at Peebles High School at this time.

Due to this pressure for space, the Millennium Wing was born, built behind the 36 block. This modern building consisted of an innovative two level development with an open and bright congregational space known as the "Atrium". By 2000, the school had over 80 teachers and in excess of 1000 pupils.

By 2014, in an effort to increase access to sport, the school led an extensive campaign by the Head teacher and its community to generate a new, state of the art sports facility, funded in partnership with SBC and Sports Scotland, costing £4.8m. This extended the sports curriculum and resulted in a Gold Level Award in recognition of what was now on offer not just to students but the whole community.

Peebles High School continues to offer a very wide and varied curriculum, achieving a top 20 place in all of Scotland for attainment, through its ambitious programme called the 20/20 Vision. An open and welcoming school with big ambitions is on offer to local students of all abilities. It is inclusive for students with any challenges that may have limited their access to mainstream education previously.

In addition, an extensive extra-curricular programme reflects students' interests and the commitment of staff, offering one of the best all round educational opportunities in Scotland.



GENERAL INFORMATION

Peebles High School. It is a non-denominational, co-educational secondary school.

The school is linked with nine partner primary schools in the Tweeddale Learning Community. They are:

- Broughton Primary
- Eddleston Primary
- Halyrude Primary
- Kingsland Primary
- Newlands Primary
- Priorsford Primary
- St Ronan's Primary
- Walkerburn Primary
- West Linton Primary



SCHOOL ROLL

The school roll as at May 2022 was as follows:



S1: 243
 S2: 249
 S3: 247
 S4: 245
 S5: 187
 S6: 152
 TOTAL: 1,323

SCHOOL DAY



Monday - Thursday

Period 1	08:50 - 09:40
Period 2	09:40 - 10:30
Break (S1-3)	10:30 - 10:45
Period 3 (S1-3)	10:45 - 11:35
Period 3 (S4-6)	10:30 - 11:20
Break (S4-6)	11:20 - 11:35
Period 4	11:35 - 12:25
Period 5	12:25 - 13:15
Lunch	13:15 - 14:05
Period 6	14:05 - 14:55
Period 7	14:55 - 15:45

Friday

Period 1	08:50 - 09:40
Period 2	09:40 - 10:30
Break (S1-3)	10:30 - 10:50
Period 3 (S4-6)	10:30 - 11:20
Period 3 (S1-3)	10:50 - 11:40
Break (S4-6)	11:20 - 11:40
Period 4	11:40 - 12:30
Period 5	12:30 - 13:20

*Times accurate for June 2022 and will vary slightly upon introduction of House Time in August.

CANTEEN FACILITIES

Morning breaks are split, with one break for S1-3 and one for S4-6.

We have a single lunch with 3 sittings in the canteen, organised by House. The allocated slot rotates on a three week basis. Pupils should note that 'Grab and Go' lunches are available for collection for all house groups from the start of lunch. Pupils are also free to go 'down the street'.

We operate a cashless catering system. Pupils use their Young Scot Card to pay for meals. This can be topped up via ParentPay or by using cash in one of the top-up machines in the Atrium.



Week 1

13:15-13:30 Cademuir

13:30-13:45 Dunrig

13:45-14:05 Meldon

Week 2

13:15-13:30 Cademuir

13:30-13:45 Dunrig

13:45-14:05 Meldon

Week 3

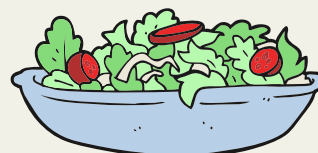
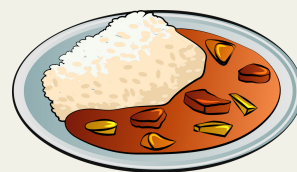
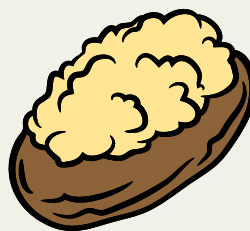
13:15-13:30 Cademuir

13:30-13:45 Dunrig

13:45-14:05 Meldon

Our canteen is very popular with pupils, with the hot meal options particularly well-received. We offer a variety of options, outlined below:

- Soup
- Baked potatoes & fillings
- Bespoke sandwiches
- Paninis
- Pasta King
- Deli range (sandwiches, wraps, salad boxes)
- Main meals (choice of 3 per day)



UNIFORM

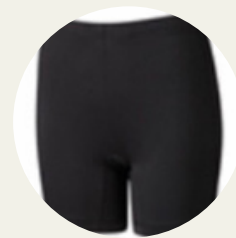
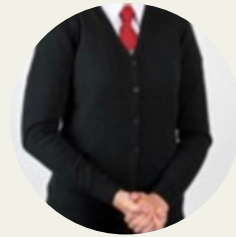
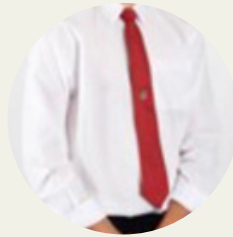
At Peebles High School, we believe that the wearing of school uniform is important for many reasons:

- It encourages a sense of identity
- Develops pride in the school
- Supports an environment and work attitude which is purposeful
- Improves school security
- Discourages competition in clothing

We expect the school uniform to be worn in a way that looks smart overall and in keeping with the identity and pride that we are seeking to encourage.

Our uniform:

- Black shoes
- White shirt or blouse and tie worn to the top button (option for S1-4/compulsory S5/6)
- white school polo shirts (option for S1-S4)
- PHS Blazer (optional)
- PHS hooded top (optional)
- black sweatshirt with school crest
- black trousers (not jeans)
- black skirt
- PE kit: black shorts and plain white
- t-shirt with no logos or branded PHS
- PE kit from our supplier (Brown and Out)
- All coats and jackets removed in class
- Hooded tops that are not PHS specific are not permitted



If your child is struggling to attend in school uniform due to financial pressures, please reach out to us for support. We have good stocks of donated, laundered and 'ready to wear' uniform for all sizes.

EQUIPMENT

It is expected that pupils will bring the following to school with them:

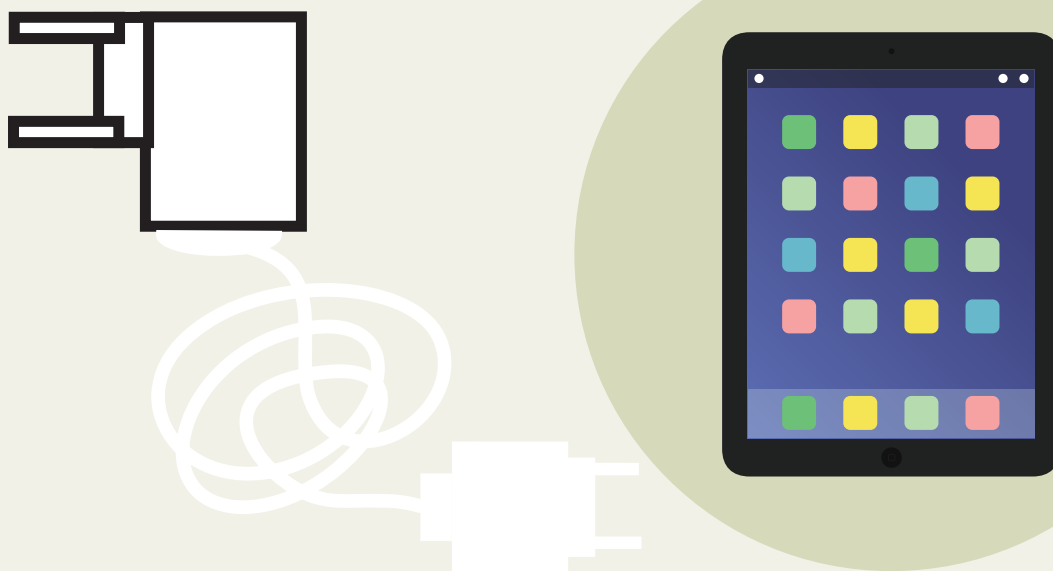
- Pencils
- Pen
- Ruler
- Rubber
- Sharpener
- iPad (charged)



All secondary pupils are given an iPad to support their learning in school and at home. Pupils are expected to charge their iPad at home so that it is ready for use in class. It may be helpful for pupils to bring their charger to school to allow them to charge up their device if their battery does run low.

Pupils are expected to take good care of their iPad and case. No graffiti should be added to the case and pupils should keep the cover on the iPad when it is not in use to avoid damage.

No charge will be incurred in the first instance of accidental damage to an iPad. Further instances, however, may require a contribution to be made as charges for damaged or lost iPads would be taken from our school budget.



STAFF LIST

Senior Leadership Team		Health and Wellbeing	
Rector	Campbell Wilson		Kirsty Williams PT
Depute Rectors	Jeremy Lee	Health & Life Skills	Linzie Porteous
	Donna Moretta		Ellie Rothon
	Karen Mooney (Acting)	Physical Education	David Changleng
Cluster Business Manager	Craig Gilfether		Susan Hunter
			Robbie Shirra-Gibb
			Caroline Wallace
Admin Staff	Helen Porteous		Lynsey Walker
	Juliet George		Sean Stewart
	Rebekah Laidlaw		
	Caroline Connor		
	Euan McBride	Mathematics	
	Hilary O'Hara		Jan Sheridan PT
			Clive Andrews
			Lesley Hamblett
Expressive Arts			Fiona Johnston
	Fiona Reed PT		Charis Lee
Art	Hannah Davies		Martin Russell
	Sharon Pollock		Angela Wallace
	Mary Tweedie		Iain Wallace
	Heather Manson		Alysoun Wilson
Drama	Sam Swinton		Laura Deans
	Toby Wilson		
Music	Mark Bisson		
	Jenny Campbell	RMPS	
			Zara Fyfe
			Matt McLean-Foreman
Modern Languages			
	Gerry Reville PT		
	Louise Ballantyne	English	
	Christelle Couharde		
	Debbie Taylor		Mia Stewart PT (Acting)
			Louise Armour
			Simon Charles
Pupil Support			Rachel Hyatt
Cademuir House	Siobhan Milligan PT		Joanne Wilson
	Kirsteen Robertson PT		Stephanie Whitehead
Dunrig House	Robert Armour PT		Jennifer Ness
	Robbie Shirra-Gibb PT		Paulin Draganova
Meldon House	Veronica Boyd PT		Caroline Lewis
	Emma Ferguson PT		Victoria Johnston

STAFF LIST

Technical		Business & Computing	
	Adam Whatley PT		Carolyn Fuddy PT
	Alan Travis		Suzanne Cleland
	Elaine Anderson		Anne Delaney
	Alan MacLean		Debbie Shearer
	Caroline McKaig		Bill Russell
			Peter Flood
Physics & Science			
	Jim Reilly PT	Social Subjects	
	Jim Burrows		Rhona Watterson PT
	Iain Campbell		Emma Ferguson
	Matt Tilling		Meredith Marsden
			Gilly Rodger
			Sarah Wilson
Chemistry & Biology			James McMordie
	Jenni Allen PT		Neil Hattie
Chemistry	Sara McDowell		Kirsty Wylie
	Gavin Harkness		Katie Deighan
	Jill Dewis		Amanda Forster
	Lesley Johnston		
	Moira Irvine		
Biology	Karine Coenen	Additional Needs Teacher	
	Sarah McSweeney		Trish Timmins PT
	Iona Minto		Gill Geddes PT
	Kirstie Carvahlo		Lynn Bertram
	Katie Walling		Jane Maciver
			Lesley Maughan
			Joe Moore
Additional Needs Assistants			Suzi Morrow
	Sharon Runciman		David Winton
	Sara Napier		
	Helen Hayes		
	Karen Scally	Education Support Deaf	
	Lorraine Sykes		Fiona Stewart
	Rory Murray		
	Louise Laurie		
	Madeleine Leacy	Technicians	Roddy Gladstone
	Dianne Hill		Alison Henry
	Lisa Fialkowski		Will Hynd

VISION, VALUES AND AIMS

Vision

Throughout 2021/22, Mr Wilson led a consultation on our school vision. This thorough process which involved all stakeholders has proved to be unifying as we have agreed a new vision that is fit for our ambitious learning community. We are currently preparing to launch our finalised version of our vision, which will be included here very soon.

Values

The values of our school remain unchanged. These are taken from the mace of the Scottish Parliament: Wisdom, Compassion, Integrity and Justice. We aim to exemplify these values in our actions and encourage each other to live by them. Our decision-making and strategic planning are founded on these values and it is fitting that they capture the essence of our current school motto: *Mente et Manu* (by mind and by hand).

Wisdom

When making decisions we will apply our knowledge, experiences, understanding, common sense and insight. We understand that, at times, the rights of our community members may be conflicting and we will always consider our values to help us arrive at the right decisions. We are all committed to learning every day.

Compassion

We care about each other, the wider school community, and the whole of society. We see ourselves as global citizens with a responsibility to help those less fortunate than ourselves. We try our hardest to understand those who hold different values and beliefs and celebrate our differences.

Integrity

We promote and practise our values in our actions and reflect these values in our policies. We aim to face our challenges, identify areas for improvement and focus on meeting learners' needs by applying these values with honesty and transparency.

Justice

We treat everyone fairly and always strive to provide equal opportunities. The safety and happiness of our school community members will be prioritised as we aim to deliver the very best opportunities for all to achieve and surpass their ambitions. We believe in, and are committed to, being an inclusive school.

Aims

- To improve the lives and the life chances of all of our students.
- To promote respect and positive behaviour in all of our relationships.
- To ensure every student is included, participative and takes advantage of the wide range of activities on offer.
- To deliver the highest levels of attainment and achievement possible for every individual.
- To deliver positive and aspirational destinations for all of our students as they leave school.

CURRICULUM

The Broad General Education (S1 to S3)

The change from a largely one-teacher approach in primary to a system based on a weekly timetable offering a wide range of subjects with different teachers and changes of classrooms is a major feature of the transfer from P7 to S1. As a result, schools give a high priority to areas of pastoral and curricular liaison between primary and secondary.

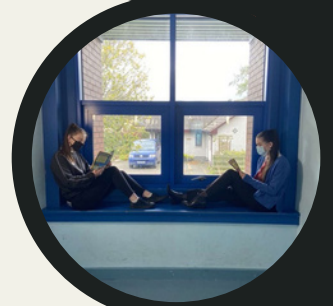
The primary school years and the early years of secondary are now seen as a continuum in terms of what and how children learn. This is called the Broad General Education under Curriculum for Excellence. There is a great deal of contact between primary and secondary to ensure a smooth transition from one system to another, especially from our Pastoral team. Our Mathematics department work closely with Primary colleagues to ensure methodology, coverage of curriculum and assessments are consistent. Our English department make regular visits to our associated Primary schools to promote a reading culture.

In S1, young people are allocated to "form" classes of roughly equal size (maximum 30 per class). Information from our partner Primary schools is used to achieve gender, ability and geographical balance within each class. We create practical classes in a similar way (maximum 20 per class).

Young people are taught either by form class for certain subjects such as History, Geography and Modern Languages or by practical class for other subjects such as Science, Art, Music, Home Economics and Craft, Design and Technology.

The standard approach in S1 to S3 is that of direct teaching, group-work and active learning. Setting according to ability takes place in mathematics. Regular assessments are used to diagnose how each young person is progressing and whether young people can advance to more demanding work or whether further supportive work is required. Our curriculum takes full account of the guidelines issued under Curriculum for Excellence. The experiences and outcomes outlined are fully embraced, giving all young people the opportunity to respond to the challenge of learning and applying their skills and knowledge across the curriculum. All faculties embrace literacy, numeracy and health & wellbeing. We also aim increasingly to give young people opportunities to develop choice within their curriculum, and to create increasingly personalised programmes of study.

Our S2/3 course consists of English, Mathematics, PE, RME, PSE and nine other subjects of the young person's choice, including at least one subject from each curriculum area. This makes up an interesting, varied and balanced group of subjects.



CURRICULUM (CONTINUED)



Moving into the Senior Phase (S4 to S6)

The overall aim of our senior phase is that young people, whatever their individual interests and needs, have:

- A curriculum which is coherent
- The opportunity to obtain qualifications as well as to continue to develop the attributes and capabilities of the four capacities.
- Opportunities to develop skills for learning, skills for life and skills for work.
- A continuing focus on literacy, numeracy and health and well being
- Personal support to enable them to gain as much as possible from the opportunities provided
- Support in moving to a positive and sustained destination beyond school

Young people will choose a curriculum in S4, which allows them to follow courses of study in a range of areas. They will also be able to follow increasingly personalised courses of study, including, where appropriate, extended work experience, courses in association with colleges and links with the local community. Prior to course choice there is an extensive programme of careers information, personal profiling and curriculum advice. Each young person's curriculum is structured to ensure satisfactory breadth of study. Typically students will study Maths, English and four other subjects of their choice.

Peebles High School is dedicated to pursuing excellence for its learners and, as such, it does not support the dropping of subjects. Students will be supported to complete each course that they begin. Accordingly, the Pastoral Team organises a full programme of information for S3 young people at this point, which includes:

- A Course Choice Booklet is published on the school website, giving details of National Qualification courses, as well as information about careers and advice about the choice process.
- This Booklet is studied with young people as part of the S3 PSE programme.
- Young people are encouraged to seek further information from class teachers.
- A Parents' Information Evening is held in the school to provide background information and advice to parents in supporting young people with course choice.
- Reports are sent to parents from subject departments.
- A Parents' Evening enables parents and teachers to discuss progress within individual subjects.

As young people move further into the Senior Phase, in S5 and S6, they will have the opportunity to study a wide range of qualifications from National 1 to Advanced Higher level. Parents are asked to note that course choices may alter according to changes in roll, staffing or policy and in line with national developments. Please note also that current courses may not be available when a young person enters S1, and options currently offered at later stages may not be provided when a young person reaches this stage in due course. In Senior Phase, it may not be possible to pursue all subjects through all levels from National 3 across the National Qualifications Framework.

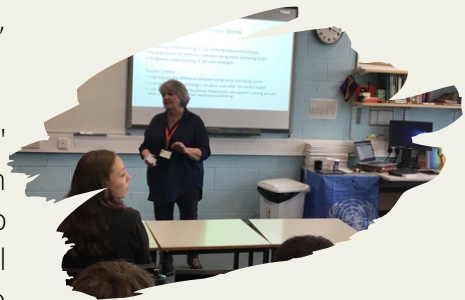


ASSESSMENT AND REPORTING

In the phase of Broad General Education from S1 to S3, most assessment of a young person's progress is built into normal class teaching. End of unit tests or assessments are used to assess strengths and weaknesses in their learning. These assessments are also based on various skills, which are central to a subject, e.g. reading, writing, talking and listening in English.



Reports to parents are therefore based upon a wide range of evidence to give information on progress according to the differing elements or skills appropriate to that subject. In addition, information on attendance, behaviour, effort and homework is provided.



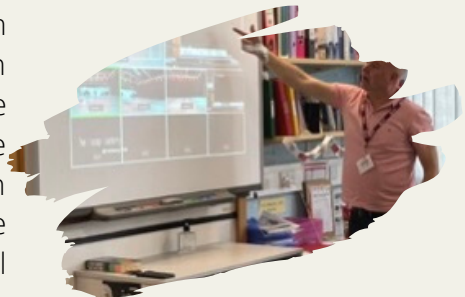
In S4 and beyond the regular, continuous 'diagnostic' assessment continues as part of the normal classroom process. However, as a result of most courses in S4 to S6 leading to national certification, formal school examinations are built into the school programme, including preliminary examinations, which are used as a trial run for the actual SQA examinations. These prelims also provide the evidence for Estimate grades, which are sent to the SQA in March of the presentation year.



HOME LEARNING

Home learning is an important feature of school life. It allows young people to develop the habit of study, to plan work within specified time limits and to undertake additional tasks, which will be a reinforcement or extension of work done within the classroom.

Home learning can take various forms and will vary from subject to subject. It will largely be in the form of written exercises for return to the class teacher or may be revision of work done in class. Young people may also be asked to undertake the reading of material in preparation for future lessons or general reading. The development of the reading habit is of great benefit to all subjects, not just English. Our Tweed Reads initiative aims to promote this habit. Learn more by following @tweedreads on twitter or reading our regular column in The Peeblesshire.



HOME LEARNING (CONTINUED)

The amount of time spent on home learning will vary from child to child and will depend upon year stage.

Many of our teachers use SatchelOne (formerly ShowMyHomework) to post homework tasks. Pupils can access SatchelOne via their ipads by downloading the SatchelOne app or by using their glow login on the SatchelOne app. Logon details for parents are provided when pupils are in S1 and are available thereafter by request. Teams is the main vehicle for communication with classes, and most teachers share homelearning materials through this platform.

Senior pupils should be applying themselves regularly and consistently to private study for a considerable part of each evening and over parts of the weekend. This is essential if they hope to secure good grades in SQA exams.

Where there is a supportive partnership between the school and the home, a young person's progress is greatly enhanced. Parents can help support the school in this area by checking their child's homework schedule, by helping to set aside a quiet area of the house for home learning, by helping the child to establish routine schedules for the completion of home learning, and by providing a suitable schoolbag.

Parents are asked to let the school know whenever circumstances have prevented their child from completing the work set. Teachers will inform parents if home learning is not completed on time, or if the standard of work done is not satisfactory.

Parents' interest in their child's education generally is much appreciated and co-operation between parents and teachers should ensure the most efficient learning by every young person without an excessively demanding amount of effort and time on the young person's part. Parents can also help by monitoring the effect, which any part-time employment may have on the ability of their child to complete home learning.



PUPIL SUPPORT



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

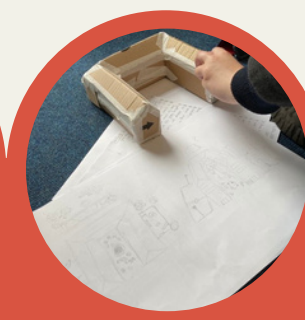
The GIRFEC approach aims to make it easier for parents, children, young people and the services that support them – such as early years services, schools and the NHS – to work together to get it right.

Practitioners work together to support parents and children, working across organisational boundaries and putting families 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.

The Pupil Support faculty consists of Pastoral Care and Support for Learning (SfL). The aim of Pupil Support is to ensure young people feel safe and secure in order to engage with learning and fulfil their potential. The components of GIRFEC are used and there is a focus on wellbeing, an understanding of resilience and a need to implement a holistic assessment approach to support young people's wellbeing needs.



PASTORAL CARE

The Pastoral Care model at Peebles High School is organised on a House basis. There are three Houses: Cademuir, Dunrig and Meldon. Young people who have elder siblings are normally placed in the same House and allocated the same Pastoral teacher who is the main point of contact for parents. The House team is made up of the House Head (Depute Headteacher) and Pastoral Principal Teachers. This team is responsible for the welfare of all young people in the House and as such, establishing very strong personal relationships with young people in their caseload is key. Subject to changes in staffing, Pastoral PTs and House Heads will move up through the school with their caseload, getting to know each young person well.



Cademuir



Meldon



Dunrig

As young people progress through the school, their Pastoral teacher will provide different forms of support and advice - personal, social, academic and vocational. At certain points, Pastoral staff will be actively involved in helping young people when important decisions have to be made, e.g. choosing subjects and careers advice. At other times throughout the year they will be available on a regular basis to help with any concerns and difficulties.

Young people and their parents are encouraged to approach their Pastoral PT as soon as possible if experiencing any difficulty. An early conversation can often prevent longer-term anxieties which may affect a young person's progress. It is very important that parents keep the school informed of any changes in circumstances or personal details. Strategies for supporting any young person who is experiencing a barrier to their learning may be discussed at fortnightly House meetings and weekly Strategic Support Group meetings.

Parents are requested to contact the school by email or telephone to arrange an appointment as Pastoral PTs also have a teaching commitment. In cases of urgency, however, parents are welcome to visit the school and one of the extended leadership team will be able to meet them.

Pastoral PTs seek to give support to young people in their caseload through formal and informal interviews and through Personal and Social Education (PSE) classes. In PSE classes, young people are encouraged to explore their personal goals, aptitudes and abilities, to consider their relationships with others, understand the importance of wellbeing and to examine their own choices, decisions and responsibilities. Careers advice plays an increasing role in pastoral work and PTs Pastoral liaise closely with Skills Development Scotland (SDS) and Developing the Young Workforce (DYW) staff based in school to provide up-to-date information and support regarding careers, training and further and higher education opportunities.

SUPPORT FOR LEARNING

The Support for Learning team provides needs-led, holistic support for young people to help them thrive and develop independence in their learning. Young people are supported to access the curriculum, to participate in school life and the wider school community. Adaptations to the curriculum, resources and the environment are made to ensure all young people are included, respected and achieving success.

Support for Learning teachers fulfil the 5 roles of support for learning: consultation, planning learning and teaching, identification and assessment of need, working with partners and professional development.

There are six strands of support within Support for Learning which aim to support young people overcome barriers to their learning. These strands consist of the Nurture Net, The Store, The Hive, Support for Learning Juniors (SfLJ), the Enhanced Provision and the Stewart Project. In addition, the SfL team also offers support in the form of:

- P7/S1 transition
- Hive 1 (S1 young people)
- Support strategies for staff including additional pupil young people information and differentiation
- Young people strategy cards
- Adapted/visual timetables
- Literacy toolkits
- Literacy groups
- Technology support (accessibility tools)
- Employability SQA course
- Assessment Arrangements



The SfL team liaises with Pastoral colleagues and collaboratively with wider school staff. SfL also works closely partners and agencies including Health, Social Work and third sector to support young people and their families.



EQUITY AND INCLUSION

Our aim is to reduce the costs as far as possible for all attending PHS without deterioration in the quality of opportunities presented for our young people.

To make sure that no one is prevented from being a full member of our school community and enjoying the opportunities available due to financial constraints. We are not aiming for a zero cost curriculum for all young people. We do aim to ensure that our curriculum is free at the point of delivery throughout the Learner Journey except for some extra-curricular trips and activities.

As part of a drive to remove the stigma from young people needing financial support we are aiming towards a cash free school, making all payments via the online parent pay system.

We have a uniform swap shop and we have stocked a local charity shop with uniform that can be accessed on the high street.

Due to previous fundraising efforts creating an 'opportunities pot' PHS has continued to support families who need assistance with trip and visits. The main recipient of this funding has been S1 residential. We have also reduced the number of charity obligations on young people and when put in place make them voluntary contribution.

A significant number of our young people in school are potentially eligible for free school meals and/or a grant for school wear. However, many people do not take up their entitlement to benefits for a number of reasons. Free school meal entitlement gives young people £2.50 to spend per day. This is automatically and confidentially added to the student's Young Scot Card so that they can spend this at any time, including before school, at morning interval, or at lunch time. Young people may also be eligible for assistance towards the purchase of school clothing in the form of a grant per child paid once in each school year between August and the following March. Further information on these supports is available at:

https://www.scotborders.gov.uk/info/20040/clothing_meals_and_transport/480/free_school_meals_and_help_with_schoolwear/1

EQUITY AND INCLUSION

We are also aware that some families who are not eligible for Free School Meal or Clothing Grants may still face financial difficulties from time to time. As a school we do have financial support available to assist our young people to access all of the opportunities that the school provides and we would encourage you to contact the school office if your child would benefit from this support.

POSITIVE RELATIONSHIPS POLICY

In renaming our policy "Positive Relationships Policy" in June 2022, we are acknowledging that positive, strong, respectful and trusting relationships are the bedrock of our community. We know from formal observations that staff across our school are very skilled in creating a nurturing environment in which learning flourishes and that young people benefit from their positive relationships with our staff. Our ongoing commitment to the principles of nurture aims to further establish and consolidate this positive context for learning. We also know that teenagers and young people need clear boundaries and clearly communicated expectations, rules, sanctions and rewards. This policy aims to make our approach and procedures clear to all.

In our school we aim to uphold the 5 Pivotal Pillars of behaviour underpinned by our shared values of Compassion, Wisdom, Integrity and Justice:

1. Consistent calm staff behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripted difficult conversations
5. Restorative follow up



POSITIVE RELATIONSHIPS POLICY

Peebles' Behaviours:

1. **Be Polite.**

Use polite speech and body language. Listen carefully talking only when it is appropriate. Be kind, supportive, and understanding. Encourage others and be enthusiastic. Pick up litter.

2. **Be Prepared.**

Arrive at class on time. Always wear the correct uniform and bring required materials. Ask for help if you need it. Take responsibility for your own learning. If you have forgotten your homework, tell the teacher and accept the consequences. Own your own behaviour. Look after your property and if lost try to retrace your steps. If bus passes are lost, go to the office before the end of the day.

3. **Be Productive.**

Follow the teacher's instructions immediately and complete all tasks to the best of your ability. Work Hard. Keep mirrors; make up, food, drink (except water) and technology in your bag during class unless you have special permission. Water fountains, toilets and the canteen should normally be for use at breaks only so try to plan. To be out of class during a lesson you require an 'out of class' slip from your teacher

Sanctions and Rewards:

We know that positive verbal praise and reinforcement is the most effective way to support positive behaviour and the best way of creating a nurturing and productive environment for learning. To enhance the teacher's toolbox in promoting best conduct and minimising worst conduct, we operate a system of merits and demerits that leads to broader rewards interventions:

Merits are awarded to young people when they have consistently displayed our behaviours over a few weeks/ series of lessons/ unit of work rather than for one off displays of manners or hard work (though staff might think it appropriate to award a merit if looking to praise a young person who often struggles to display our behaviours).

We issue a demerit to a young person when encouragement to display our positive behaviours is repeatedly ignored or for moments of complete disregard of one of our positive behaviours. Young people that accumulate 5 demerits from three different teachers within a term may lose some school privileges such as attendance at social events, trips etc.

POSITIVE RELATIONSHIPS POLICY

Summary of Escalating Sanctions:

Level 1 Sanctions (class teacher): demerits, class teacher/department lunchtime detention, various other professional strategies (move of seat/one-to-one conversation etc.) Sanctions which go beyond the classroom (i.e. detention) should be recorded in Seemis for records and information

Level 2 Sanctions (PT level): Typically issued by PT after Seemis referral to PT 'for action'. Actions includes further lunchtime detention or bespoke departmental service to make good.

Level 3 Sanctions (SLT): Typically issued by a member of SLT after referral to House DHT 'for action' or on the occasion of a serious incident in the school – after lessons detention and/or school/community service such as litter pick.

Level 4 Sanctions: (HT): If progression through the sanction levels has failed, exclusion will be considered in order to work with families to change something for the young person before reintegrating the young person back into the community. Exclusion itself is not intended as a punishment, rather a means to support changes in circumstances and/or behaviour. It is always a last resort.

Restorative Conversations

Sometimes young people escalate their responses and make very poor choices in behaviour that cause offense or harm to staff or other young people. After these instances, it is often appropriate that restorative conversations, led by a trained member of staff, are conducted to repair the relationship between young people or between a young person and member of staff. Restorative conversations are key in supporting young people in recognising their mistakes and in helping them to make better decisions going forward.

Attendance and Uniform

Both Attendance and uniform come under the expected behaviour 'be prepared'. In order to improve and maintain the standard of uniform and attendance in lessons, it is important that staff across the school are consistent in their approach.

When a young person is not in school uniform, we issue a 'yellow slip' and mark a demerit 'be prepared'. If the young person has already been issued with a yellow slip from a previous lesson and it is shown to the teacher, no action is taken as we do not want to repeatedly sanction a young person for the same thing throughout a day, rather simply staff will remind them to arrive in uniform for the next lesson.

POSITIVE RELATIONSHIPS POLICY

Attendance and requests to be out of class

Completing registers within the first 10 minutes of each lesson allows us to ensure the safety of our young people. Staff reinforce the expectation that young people plan trips to refill water bottles and visits to the toilet during interval and lunchtime. In most circumstances, it is reasonable to deny a request to leave the classroom. When a teacher decides it is appropriate to allow a young person out of class, it is important to complete and provide a purple 'out of class' slip. This assists duty staff as they patrol the school and challenge young people who are out of class.

Duty Staff

All Members of our Extended Leadership Team all contribute to ensuring someone is available to respond to an incident that requires the support of a promoted colleague during any period of the week. Duty staff are expected to patrol the school during their duty period, overseeing a calm atmosphere and challenging any young people out of class. It is crucial that duty staff collect the duty radio at the start of any duty period.



EMERGENCY CLOSURE

It is Council policy that schools remain open except in the most severe weather conditions. The HT will try to text all parents if the school is due to close and she will also contact Radio Borders who will announce if the school is to close. Parents are asked to use common sense when it comes to very poor weather i.e. please escort your child to school on days of very heavy snowfall etc. to see if there is someone available to care for your child.

In the event of very severe weather or an emergency arising whereby it is necessary to close the school, you will be contacted by telephone if possible. Each year parents are asked to complete an emergency closure form. It is the parents' responsibility to inform the school, in writing, of any subsequent changes.

PARENTS MUST ENSURE THAT THE SCHOOL AND THE YOUNG PERSON KNOW THE ADDRESS TO WHICH THE YOUNG PERSON MUST GO.

Young people will not be allowed to leave the school unaccompanied during adverse weather conditions.

Arrangements have been made by Scottish Borders Council with Radio Borders to relay information about school closures. Radio Borders is only used to supplement usual arrangements for informing parents directly of early closures.



KEEPING OUR YOUNG PEOPLE SAFE IN THE SCOTTISH BORDERS

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 Donna Moretta

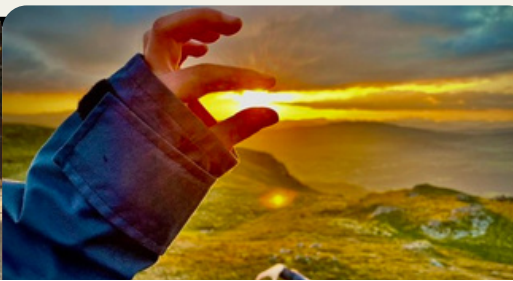
What do I do if I have a child protection concern?

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

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>



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:

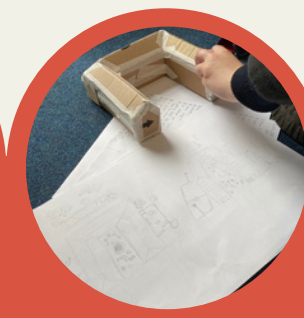
- The Education (Scotland) Act 1980, Education (Scotland) Act 1980
- The Education (Placing in Schools etc. Deemed Decisions) (Scotland) Regulations 1982
- The Standard in Scotland’s Schools Act 2000
- Education (Scotland) Act 2016

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 educational provision and with online payment solution providers.

- The Scottish Government for examination, career guidance 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.



DATA PROTECTION

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.

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.



DATA PROTECTION

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 young people 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.uk/DPYourRights> 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.



CHILDREN'S HEALTH

Creating healthy childhood experiences is a shared responsibility for all. Working together we can ensure all children and young people have a sense of belonging, self-worth and self-confidence to achieve their unique potential.

Healthy Beginnings

Safe • Active • Included • Responsible • Respected • Achieving • Healthy • Nurturing

Top Tips

- Start your day with a healthy breakfast
- Eat more fruit & vegetables
- Keep food and drinks containing sugar to a minimum
- Enjoy family meal times
- Brush teeth at least twice a day - 'Spit, don't rinse!'
- Register with a local dentist
- Ask your dentist about fluoride varnish
- Be active, move more
- Explore different kinds of play and physical activity everyday
- Increase outdoor learning
- Reduce screen time - Phones, Tablets, PCs & TV
- Think of the 4 Bs- Bath, Brush Book & Bed

What?	Why?
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Helps concentration </div> <div style="text-align: center;"> Healthy Teeth </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> Helps body grow and develop </div> <div style="text-align: center;"> Helps digestion </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> Healthy skin </div> <div style="text-align: center;"> Energy </div> </div>

Healthy eating and physical activity are essential for positive growth and development.

Healthy snacks are provided during your child's ELCC journey, continue to give these types of snacks for your child to have at break times throughout primary school.



Bottles used in class should be filled with plain water only.

Good hydration makes a difference to how children think, feel & function!

Health Improvement Team: health.improvement@borders.scot.nhs.uk
 Nutrition Coordinator: Hazel.Scott@scotborders.gov.uk
 Borders Oral Health Promotion: Helen.brand@borders.scot.nhs.uk



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.

EMPLOYMENT OF CHILDREN

Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the Employment of Children. These regulations allow anyone to be employed at 14 years but under certain circumstances children under 13 years of age can be employed, and for those over the age of 13 there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins. Forms and application forms are available from the school office. Further details can be obtained from HQ Operations, Children & Young People Services, Scottish Borders Council, Newtown St Boswells, TD6 0SA

Further information can be found at:

https://www.scotborders.gov.uk/info/20025/licensing/670/employment_byelaws_for_children_and_young_people/1



COUNCIL'S IMPLEMENTATION OF BSL

The Council's BSL Plan 2018-24 has seven holistic actions. These actions are consistent with the ten long term goals of the National BSL Plan in Scotland, which are, early years and education; training and work; health, mental health and wellbeing; transport; culture and the arts; justice and democracy.

These goals represent the Scottish Government's aim "to make Scotland the best place in the world for BSL users to live, work and visit."

The Council will implement measures to promote awareness of BSL and the use of BSL, with the long term goal being that across Scotland information and services will be accessible to all BSL users*.

Contact Scotland – BSL is an online British Sign Language interpreting service that allows deaf people across Scotland to access services free and available 24 hours a day throughout the year: <https://contactscotland-bsl.org/>

If a BSL user requests a face to face meeting, then the School is required to provide a face to face interpreter.

*Whenever we refer to 'BSL users' we mean Deaf and /or Deafblind people (those who receive the language in a tactile form due to sight loss) whose first of preferred language is British Sign Language

DISCLAIMER

The information contained within this handbook is considered to be correct at the time of going to print. However, it is possible that there may be some inaccuracies at the time of reading.

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

Education Scotland: <http://www.educationscotland.gov.uk/>

Skills Development Scotland: <http://www.skillsdevelopmentscotland.co.uk/>

