



PEEBLES HIGH SCHOOL

HANDBOOK

2024/25



Website: [Peebles High School](https://www.peebleshs.gov.uk)

Facebook: [PHS Facebook](https://www.facebook.com/PHSFacebook)

Email: peebleshs@scotborders.gov.uk

Headteacher: Kevin Ryalls

Parent Council Chairperson: Elouise Johnstone

Parent Council Email: phspc@outlook.com

Contents

Welcome.....	4
History.....	5
School History.....	6
General Overview.....	7
Peebles High School and Tweeddale Partner Schools.....	7
School Roll.....	7
School Day.....	7
Canteen Facilities.....	8
Homework.....	8
School term dates for 2024-25.....	9
Uniform Policy.....	10
Implementing and enforcing the policy.....	11
Additional Guidance.....	11
Uniform Examples.....	11
Equipment.....	12
Staff List March 2024.....	13
BGE Approach and Structure.....	16
S1.....	17
S2.....	17
S3.....	17
Senior Phase Curriculum Approach and Structure.....	17
S4.....	18
S5 & S6.....	19
S6 School Service.....	19
S6 Leadership.....	19
Support for learning.....	21
Enhanced Provision.....	22
Support Websites.....	23
Behaviour Policy.....	25
Purpose of the Behaviour Policy.....	25
Student Responsibilities.....	25
Staff Responsibilities.....	25
Specific Procedures for Managing Behavior.....	25
Parental Involvement.....	26
Monitoring and Evaluation.....	26
Communication and Follow-up.....	26
Roles of Different Staff Members.....	26
PHS Respect.....	27
Respectful Relationships and Anti-Bullying: Statement for Children/Young People.....	27
Scottish Borders Council Vision.....	27

Purpose of the Policy Statement	27
Raising Awareness and Prevention	27
Recording and Monitoring Strategies	28
Children/Young People’s Views on Respectful Relationships.....	28
Parental Views on Respectful Relationships	28
Policy Review and Updates	29
Anti-Bullying Policy	29
Aims of the Policy.....	29
Defining Bullying Behavior.....	29
Advice for Young People.....	30
Advice for Parents and Carers.....	30
Advice for Staff	30
Support and Taking Action	30
Sanctions and Restorative Approaches	31
Additional Support and Resources.....	31
Monitoring and Feedback.....	31
Developing the Young Workforce	33
Background.....	33
Peebles High School Aims	33
Skills Development Scotland (SDS)	34
Extra-Curricular Activities	36
Sport & PE	36
Whole School.....	36
Emergency closure of the school.....	38
Severe Weather	38
Morning Journeys.....	38
Young Carers	43
Data Protection.....	45
Complaints	47

Welcome

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 absolute 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 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 eager 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 welcomed.



You will find more information on the school website including my weekly updates to parents, staff, and pupils. On our Facebook page you will see the achievements of our young people.

Kevin Ryalls

Headteacher



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 Bonington Park Academy for boys, was established. A private school for girls called St Leonard’s existed around that time and was hosted within the Parish Church Manse.

By 1873, the roll of children in the local community totaled 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 enroll. 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 several rooms off a single corridor, where now the science labs exist.

In 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 blocks. 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 more than 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 program 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 program reflects students’ interests and the commitment of staff, offering one of the best all round educational opportunities in Scotland.



General Overview

Peebles High School and Tweeddale Partner Schools

Peebles High School is a non-denominational, co-educational secondary school. It is connected to nine partner primary schools within the Tweeddale Learning Community, including:



School Roll

The current school roll for Peebles High School is as follows:

S1: 215

S2: 212

S3: 244

S4: 242

S5: 206

S6: 164

Total: 1283

School Day

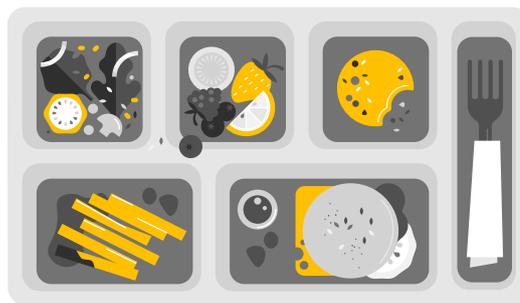
Monday to Thursday			
S1 - S3		S4 - S6	
House Time	08:50 - 09:04	House Time	08:50 - 09:04
Period 1	09:04 - 09:52	Period 1	09:04 - 09:52
Period 2	09:52 - 10:40	Period 2	09:52 - 10:40
Break	10:40 - 10:55	Period 3	10:40 - 11:28
Period 3	10:55 - 11:43	Break	11:28 - 11:43
Period 4	11:43 - 12:31	Period 4	11:43 - 12:31
Period 5	12:31 - 13:19	Period 5	12:31 - 13:19
Lunch	13:19 - 14:09	Lunch	13:19 - 14:09
Period 6	14:09 - 14:57	Period 6	14:09 - 14:57
Period 7	14:57 - 15:45	Period 7	14:57 - 15:45
End of Day	15:45	End of Day	15:45

Friday			
S1 - S3		S4 - S6	
House Time	08:50 - 09:00	House Time	08:50 - 09:00
Period 1	09:00 - 09:48	Period 1	09:00 - 09:48
Period 2	09:48 - 10:36	Period 2	09:48 - 10:36
Break	10:36 - 10:56	Period 3	10:36 - 11:24
Period 3	10:56 - 11:44	Break	11:24 - 11:44
Period 4	11:44 - 12:32	Period 4	11:44 - 12:32
Period 5	12:32 - 13:20	Period 5	12:32 - 13:20
End of Day	13:20	End of Day	13:20

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.

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

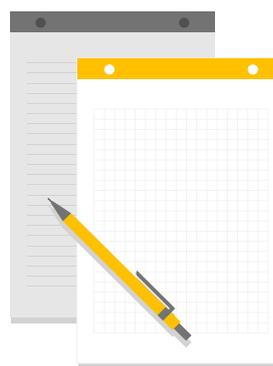
- Soup
- Baked potatoes & fillings
- Bespoke sandwiches
- Paninis
- Pasta King
- Deli range (Sandwiches, Wraps, Salad boxes)
- Main meals (choice of 3 per day)

Homework

The amount of time spent on home learning will vary from child to child and will depend upon year stage. Homework will include such activities as personal reading, pre-reading or watching, practice activities, revision, addressing feedback and projects.

Our current arrangement for sharing homework assignments is the use of Microsoft Teams assignments shared to pupil Glow Outlook Calendar. Pupil and parent guides for accessing this calendar are available on the homework section of our website:

<https://blogs.glowscotland.org.uk/sb/peebleshighschool/homework/>



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, and by helping the child to establish routine schedules for the completion of home learning. 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.

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 regularly not completed on time, or if the standard of work done is not satisfactory.

School term dates for 2024-25

Autumn Term 2024:

Staff return: Monday 12 and Tuesday 13 August 2024 (In-service days)

Pupils return: Wednesday 14 August 2024

Mid-term break: Monday 14 October to Friday 18 October 2024

St Andrew's Day holiday: Monday 2 December 2024

Term ends: Friday 20 December 2024

Christmas Holidays 2024:

Monday 23 December 2024 to Friday 3 January 2025

Winter/Spring Term 2025:

Term starts: Monday 6 January 2025

Mid-term break: Monday 17 to Friday 21 February 2025

Term ends: Friday 4 April 2025

Easter Holidays 2025:

Monday 7 April to Friday 18 April 2025

Summer Term 2025:

Term starts: Monday 21 April 2025

May Day holiday: Monday 5 May 2025

Term ends: Wednesday 25 June 2025

For more detailed information, you can check the official pages of Peebles High School and the Scottish Borders Council ([Scottish Borders Council](#)).



Uniform Policy

We strive to make Peebles High School a safe and inclusive school for all our young people and are committed to a school dress code in order to foster a sense of belonging and a pride in identifying with our school.

We aim to prepare young people for the world of work, where a dress code is often a common feature; to support an environment and work attitude which is purposeful; to develop a positive image of the school in the local community and to be able to identify members of our school community for the purposes of security. School uniform also discourages competition in clothing and the potential negative behaviours (including bullying) involved with this.

We want our uniform to be fully inclusive and support the diversity of our young people. Religious and cultural beliefs will not be discriminated against with regards to uniform. Gender identity and all forms of gender expression will not be discriminated against with regards to uniform. Items are therefore not categorised by gender.

We have taken affordability, comfort and practicality into account so that our uniform can be worn by all our young people.

Peebles High School Uniform

- Mainly black footwear
- Black sweatshirt/jumper/cardigan/hooded top/blazer
- White shirt/blouse with school tie or branded polo shirt worn without a school tie
- Plain black trousers/ leggings/skirt/tailored shorts/dress (not joggers)
- PE kit: black shorts/leggings/joggers and white t-shirt with no logos or branded PHS kit from Brown and Out. Hair band to tie long hair back.
- Hoods, caps and hats to be removed in class
- Coats and jackets should be removed in class (unless low class temperature)

In some practical classes (e.g. Craft, Design & Technology, Science and Health & Life Skills) there are additional health and safety considerations to take into account: outdoor jackets, hoodies and ties must be removed, long hair must be tied back and loose jewellery removed. Aprons and safety glasses will also be required in some CDT and Science classes.

Pupils from all year groups in leadership positions have the additional option of wearing a Prefect tie and leadership position badge. This includes members of the student parliament, senior student council, house captains, prefects and any other group approved by the Senior Leadership Team.

We advise parents/carers to clearly label all items of clothing, particularly ties, sweatshirts and PE uniform which are often lost.

We do not want our uniform to be a barrier for any family and are aware that pressures on family budgets have never been greater. If purchasing uniform is creating financial pressures, please reach out to us for support via email peeblehs@scotborders.gov.uk or by calling 01721 720291 as we have a stock of donated, laundered, good quality uniform available in a range of sizes. Information on how to access clothing grants is available on the Scottish Borders Council website (see link below). If uniform is an issue for any other reason, please contact the relevant Pastoral teacher for support.

[Free School Meals and Help with School wear](#)

Implementing and enforcing the policy

All young people are expected to comply with the uniform policy and all staff will monitor and discuss any issues with pupils individually in a supportive and discreet manner. Repeated incidents of not following the uniform policy will be highlighted to pastoral staff and parents/carers contacted where appropriate for support.

Persistent non-compliance with the uniform policy could lead to disciplinary action, as per the school's behaviour policy.

Additional Guidance

Permitted uniform:

- Any plain white, full-length shirt or polo shirt is permitted for all pupils, cropped styles are not permitted. If pupils choose to wear a school necktie, this should be worn in a smart manner but there is no requirement for it to cover the top button.
- Pupils in S6 are encouraged to wear shirt and tie to set an example for younger pupils, however this is not a requirement.
- Any plain black trousers, tailored shorts, skirts or dresses permitted, this includes thick leggings and black chino style trousers but not denim or 'joggers'. There is no requirement to wear tights with skirts, however if you choose to wear tights they should be plain black or skin tone.
- Any round neck or 'v' neck black cardigan, jumper, sweatshirt, hoody or blazer permitted (discreet logos allowed).
- Pupils are encouraged to wear a school badge on at least 1 item of uniform, however this is not a requirement.
- Any black footwear is permitted, although flat shoes are encouraged for safety reasons. Footwear may have a discreet logo, coloured trim or coloured laces as long as main colour is black and overall look remains smart. In adverse weather, sturdy footwear of any style is permitted. Pupils in S6 are permitted additional flexibility to wear a more formal shoe, such as a brogue, in any colour as long as overall look remains smart.
- PE kit: Any plain white t-shirt, plain black bottoms and supportive trainers are permitted for practical PE lessons. This includes shorts, sports leggings, jogging bottoms or tracksuit bottoms. Pupils may also wear a top layer (any sweatshirt or hoody) in colder weather. Pupils in S6 are permitted additional flexibility to wear any suitable sportswear for practical PE lessons.
- Pupils should determine whether they feel cold and need to keep outerwear on in class.
- Requirement to remove hoods, hats and caps does not apply to religious headwear.
- Long hair should be tied back for practical classes.
- If there is a reason a pupil is unable to wear uniform that meets the policy, parents are asked to contact the school in advance to explain the reasons so that staff can be made aware.

Uniform Examples

Footwear:



Black sweatshirt/jumper/cardigan/hooded top/blazer:



PHS white school polo shirt:



PE kit: White t-shirt with no logos or PHS-branded:



Plain Black trousers/skirt/tailored shorts/dress:



Equipment

You should bring the following with you every day:

- Pencils
- Pen
- Ruler
- Rubber
- Sharpener
- iPad



You will be given an iPad to support your learning in school and at home. You will need to charge your iPad at home so that it is ready for you to use in class. It may be helpful to bring your charger with you to school to allow you to charge up your device if your battery does run low.

You are expected to take good care of your iPad and case. No graffiti should be added to the case, and you should keep the cover on to avoid damage.

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

Staff List March 2024

Senior Leadership Team	
Headteacher	Kevin Ryalls
Depute Headteachers	Jeremy Lee
	Donna Moretta
	Karen Mooney
	Alasdair Reid
Cluster Business Manager	Craig Gilfether
Admin Staff	
	Helen Porteous
	Juliet George
	Kerry Grieve
	Caroline Connor
	Saffron Gibb
	Johanita Whitaker
Expressive Arts	
	Jenny Campbell PT
Art	Hannah Davies
	Sharon Pollock
	Mary Tweedie
	Jillian Whitehead
	Jenny Roper
Drama	Sam Swinton
	Charlotte Reid
	Kayleigh MacDonald
Music	Mark Bisson
	Mary McIntyre
	Charlene Shaw
Modern Languages	
	Sarah Coats PT
	Cristina Mari
	Christelle Couharde
	Debbie Taylor
Pupil Support	
	Siobhan Milligan PT
Cademuir House	Kirsteen Robertson PT
	Marta Riddell PT
Dunrig House	Robbie Shirra-Gibb PT
	Veronica Boyd PT
Meldon House	Emma Ferguson PT
Health and Wellbeing	
	Kirsty Williams PT
Health & Life Skills	Emma Thomson
	Ellie Rothon
Physical Education	David Changteng
	Sam Butler
	Rachael Hadjitofi
	Scott Renwick
	Caroline Wallace
	Lynsey Walker
Euan Watson	

Mathematics	Jan Sheridan PT
	Clive Andrews
	Lesley Hamblett
	Fiona Johnston
	Rebecca Dobbin
	Carrie Finn
	Angela Wallace
	Iain Wallace
	Alysoun Wilson
	Megan Maciver
	Carol McCann
RMPS	Zara Fyfe
	Matt McLean-Foreman
English	Simon Charles PT
	Mia Stewart
	Louise Armour
	Natasha Black
	Nathaniel Holden
	Joanne Wilson
	Stephanie Whitehead
	Jennifer Ness
	Peter Savill
	Victoria Johnston
Technical	Adam Whatley PT
	David Winton
	Kirsten Wilkinson
	Alan MacLean
	Caroline McKaig
Physics & Science	Jim Reilly PT
	Scott Coltman
	Iain Campbell
	Theo Andreou
Chemistry & Biology	Sara McDowell PT
Chemistry	Gavin Harkness
	Jill Dewis
	Lesley Johnston
	Moirra Irvine
	Bethany Collins
Biology	Sarah McSweeney
	Iona Minto
	Jeni Allan
	Caitlin MacLean
	Katie Walling

<i>Additional Needs Assistants</i>	Sharon Runciman
	Cara Harris
	Lorna Clark
	Karen Scally
	Alison Keeling
	Rory Murray
	Louise Laurie
	Paul Martin
	Dianne Hill
	Ashley Smith
	Jennifer Waldie
<i>Business & Computing</i>	Carolyn Fuddy PT
	Suzanne Cleland
	Anne Delaney
	Debbie Shearer
	Sara Akhtar
<i>Social Subjects</i>	Rhona Watterson PT
	Jane Maciver
	Meredith Marsden
	Gilly Rodger
	Sarah Wilson
	James McMordie
	Neil Hattie
	Kirsty Wylie
	Craig Clow
	Kirsten Tallintire
	Ailidh Grieve
<i>SFL & Complex Needs</i>	Kathryn Ramage PT
	Mel Haldane PT
	Lynn Bertram
	Robert Ellis
	Lesley Maughan
	Mehgan Brady-McDonald
	Suzi Morrow
	Natasha Wootton
	Gill Geddes
	Amanda Bell
<i>Education Support Deaf</i>	Fiona Stewart
<i>Technicians</i>	Roddy Gladstone
	Alison Henry
	Will Hynd
	Kevin Smith
	Carol Mackay

BGE Approach and Structure

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.



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.



S1

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). All S1 pupils receive 5 periods of Maths & English, 3 periods Physical Education, 1 of PSE and 1 of RMPS. The high number of subjects studied in the week reflect the schools desire for as broad an experience off curriculum areas as possible in their BGE.

Young people experience all curriculum areas and specialist subject teaching within these areas although opportunities are taken to build relationships where professional where this can be done while maintaining expertise in the subject as can be seen in Science.

The importance of Literacy, Numeracy and Health and Wellbeing can be seen with 5 periods a week for each of these curriculum areas.

S2

At the end of S1 pupils will make a choice to be able to focus on their favourite subjects as they move to S2. The BGE entitlements of Physical Education, PSE, RMPS and Maths and English remain the same in S2. In addition 9 courses can be chosen which will be studied at two periods each. This makes up an interesting, varied and balanced group of subjects. Although their entitlements will remain the same, PHS prides itself on making this a completely free choice. Rather than choosing from subjects already aligned in pre-decided columns, at PHS every year we construct our S2 the curriculum around the desires of her S1 pupils. When all pupil choices are collated, a computer programme will group courses into columns to ensure the very greatest number of pupil choices are satisfied based on their choice patterns. We find this system to be a highly equitable and successful way of ensuring pupil satisfaction.

S3

In S3 the timetable remains broadly the same as in S2. Where possible following the choice point at the end of S1, we will attempt to keep class sizes below the maximum in order to retain some flexibility for the small number of cases in which pupils may wish to change subjects at the end of S2.

Senior Phase Curriculum Approach and Structure

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.

Peebles High School is committed to creating a curriculum that gives the best life chances for all. Using reflections from recent consultation with teaching staff, we are also adapting our curriculum to create more streamlined opportunities to springboard young people into the workplace through the creation of new courses under the study off workplace sector demands in our local area and trends and employment aspirations that we track through secondary school. The types of courses on offer at Peebles High School include:

- Nationals
- Highers
- Advanced Highers
- National Progression Awards
- College Courses
- Meaningful work experience opportunities

As at the end of S1, our school values of justice and integrity mean that again the choice point at the end of S3 S4 and S5 is free choice, where pupils will choose from a range of 90 options on offer and from this we will create a curriculum around this pupil choice. In the small number of cases (1 to 2%) in which we are unable to offer pupils a timetable of their preferred choices we will provide intensive pastoral support and every opportunity to meet this pupil's needs.

S4

In S4, every pupil will study:

- Mathematics – 4 1/2 periods
- English – 4 1/2 periods
- Physical Education – 2 periods
- Religious & Moral Education – 1 period
- Personal & Social Education – 1 period

Pupils will also have the opportunity to choose four additional subjects, and will be timetabled to 5 periods for each of these.

S5 & S6

In S5 and S6, every pupil will study:

- School Study – 5 periods (please add to your choice sheet)
- Personal & Social Education – 1 period
- Physical Education S5 – 1 period

Pupils at the end of S4 must also choose 5 courses and school study. Pupils at the end of S5 must choose a minimum of 4 courses or 3 AH courses and school study. In most case pupils will be timetabled to 5 periods for each of these.

S6 School Service

S6 students will have the option to apply for an activity that can replace a traditional taught course. To do so, you must submit an application demonstrating how this chosen activity will benefit you more than an additional course. This activity is expected to take up the equivalent of 5 periods per week and may result in additional SQA Awards.

Examples

- Volunteering (in or out of school)
- Work Experience (in or out of school hours)
- Driving Lessons
- Wider Achievement
- SfL Helpers
- EP Buddies
- Professional Commitments (e.g. Sport)

S6 Leadership

Every pupil will help to organise and lead an activity in S6. This will lead to a Level 5 or 6 SQA Leadership Award. This will require 1 period of contact time with a Leadership mentor. Pupils will be asked to use 1 additional period per week to develop your work on this. The remaining 3 periods per week are counted as additional study time.

Examples

- Prefect Leaders
- House Leaders
- Faculty Ambassadors
- Charities Committee Work
- Events Committee Work
- Mental Health Ambassadors
- Young STEM Leader Programme
- Inspire Ambassadors
- Self-found leadership opportunity (e.g. coaching out of school)



"Coming together is a beginning; keeping together is progress; working together is success." – Edward Everett Hale



"We are stronger when we listen, and smarter when we share." – Rania Al-Abdullah

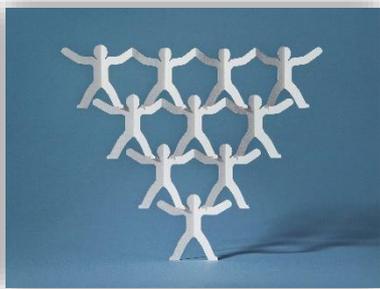


Support for learning

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 in the wider school community. Adaptations to the curriculum, resources and the environment are made to ensure all young people are included, respected, engaged and achieve 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 three strands of the Support for Learning faculty – the Enhanced Provision for young people with complex support needs, the Inclusion programme for young people who experience social and emotional barriers to learning and Support for Learning for young people with additional learning needs. Young people are supported both within the faculty and in the wider school. The SfL team liaises with Pastoral colleagues and collaboratively with wider school staff.



The SfL faculty also works closely with partners and agencies including Health, Educational Psychology, CAMHS, Social Work and Third Sector to support young people and their families.



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 0345 123 2303.
- 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 SCO1274. www.sclc.org.uk

Enhanced Provision

All students within the department have individual educational programmes focusing on the key areas of Literacy and Communication, Numeracy and Health and Wellbeing.

In line with Curriculum for Excellence entitlements, students experience a broad general education in years S1-3 and a senior phase with an emphasis on skills for learning, life and work in S4-6. At each stage students celebrate personal achievements and are given opportunities to make choices and develop interests as well as gain qualifications.



We provide a specialist teaching and extensive communication environment with the use of play, symbols, visual timetables and alternative augmentative communication methods.

The department has close links with multi-agency colleagues including speech and language therapy, physio therapy, music therapy, occupational therapy and riding for the disabled.

All students attend classes appropriate to their needs. We provides classes and courses for all year groups with an emphasis on developing functional life skills.



As such, students undertake learning in the local community as well as the classroom. Subject classes are also delivered for groups of students from Enhanced Provision as appropriate for individuals' personal interests and abilities; including curriculum areas such as PE, Art and Science.

Student transitions at entry to and exit from secondary education are carefully planned well in advance of the transition with students themselves, multi-agency colleagues and families.



Support Websites

Name	Description	Website	Tel. No.
Parentline Scotland	A free, confidential telephone helpline for parents and anyone caring for a child in Scotland. You can call about any problem, however big or small. Open Monday, Wednesday and Friday 9am-5pm and Tuesday and Thursday 9am-9pm.	Scotland's National Children's Charity Children 1st	0808 800 2222
Parent Enquiry Scotland	Offers support to parents and their gay, lesbian, bisexual and transgender children across Scotland. Parents who have experience of learning to understand and support their own gay children operate the helpline.	Parents Enquiry Scotland – information and support for parents	0131 556 6047 / 0141 427 3897
Parent Network Scotland	Run by parents, offers information and resources to provide parents with new skills and support so that they can get on better with their children.	Network Scotland - Big Scotland Network News! (parentnetworkscotland.org.uk)	0141 948 0022
LGBT Youth Scotland	Gives support and information to young people who are lesbian, gay and bisexual as well as those who are transgender.	LGBT Youth Scotland LGBT Youth Scotland	0131 555 3940
Cruse Bereavement Care Scotland	At Cruse Bereavement Care Scotland (CBCS), we're here to help you through this difficult time. We're able to listen—offering an impartial ear with no agenda—or we can support you via one-to-one counselling sessions where you can work through your grief, whether it's the death of a parent, a loved one, a friend or a child. The experience often means that our lives will never be the same again.	Home : Cruse Bereavement Care (crusescotland.org.uk)	0845 600 2227
Child Bereavement UK	Child Bereavement UK supports families and educates professionals when a baby or child of any age dies or is dying, or when a child is facing bereavement. Our vision is for all families to have the support they need to rebuild their lives.	Child Bereavement UK	0800 028 8840
Police	Police Scotland Website	Police Scotland - Police Scotland	
Anti-Bullying	Useful information on how to deal with bullying for parents and young people. Contains links to external websites, which you may also find useful.	respectme Scotland's anti-bullying servicerespectme	0844 800 8600

Healthy Respect	Provides advice and information to parents and carers on sexual health and relationships , self harm, transgender/gender information as well as downloadable practical resources such as newsletters and toolkits.	Healthy Respect – Supporting young people's sexual health.	0131 536 1520
Samaritans	Confidential support for people experiencing feelings of distress.	Samaritans Every life lost to suicide is a tragedy Here to listen	08457 909 090 (24 hour helpline)
Family Planning Association	Provides information and resources to support parents in talking to their children about sexual health as well as information directly targeted at young people.	Home - FPA	0848 122 8690
See Me	A programme that aims to end mental health stigma and discrimination and tackle mental health stigma and discrimination, funded by the Scottish Government and Comic Relief and managed by SAMH and the Mental Health Foundation.	See Me End Mental Health Stigma and Discrimination (seemescotland.org)	0141 530 1111
ChildLine Scotland	Gives confidential information and support to young people. The website gives information on the kind of things that concern or worry young people and can give you some pointers for potential discussion topics.	Childline Childline	0800 1111 (24 hours)
Education Scotland Parentzone	Aims to develop partnerships between parents and schools and provides information to help parents to find out how they can support their child's education in Scotland.	Parentzone Scotland Parent Zone (education.gov.scot)	



Behaviour Policy

Purpose of the Behaviour Policy

Safety and Calm Environment: The policy aims to create a safe, calm, and purposeful environment within the school, ensuring that all students can focus on learning without disruptions.

Consistent Support: It emphasises the need for consistent and fair support for all students, ensuring that everyone is treated equitably.

Positive Teaching Experience: The policy seeks to provide teachers and students with an environment conducive to positive and uninterrupted teaching experiences.

Student Responsibilities

Politeness: Students are expected to use polite speech and body language, listen carefully, and speak only when appropriate. They should be kind, supportive, and understanding of others.

Preparedness: Students must arrive on time, bring the necessary materials, wear the correct uniform, and be ready to engage in learning. They should also take responsibility for their own behavior and learning.

Productivity: Students should follow teachers' instructions immediately, keep distractions like makeup, food, and mobile phones away during class, and complete all tasks to the best of their ability.

Staff Responsibilities

General Duty: All staff have a role in maintaining order and addressing behavior that does not meet the school's expectations. The "relaxed vigilance" approach is recommended, where staff are aware and responsive without being overly strict.

Handling Disruptive Behavior:

Serious Incidents: Staff are required to make an immediate duty call if they encounter serious disruptive behavior such as violence, aggression, or swearing directly at staff. These incidents must be logged, and police involvement may be necessary.

Relocation: For safety reasons, a teacher may relocate a student to another classroom if their behavior is compromising safety. The policy outlines steps for the teacher to communicate with the receiving teacher and ensure that the student has work to complete.

Specific Procedures for Managing Behavior

Duty Calls: Any member of staff can initiate a duty call by dialing a specific number. These calls are necessary for incidents like corridor disruptions, significant classroom disruptions, or when safety is at risk.

Documentation: Following an incident, staff must log details in the SEEMiS system and complete any required referrals or follow-up actions.

Restorative Practices: The policy emphasises the use of restorative approaches to resolve conflicts, repair relationships, and prevent future issues. This includes structured conversations between staff and students, facilitated by teachers or the Senior Leadership Team (SLT).

Parental Involvement

Collaboration and Respect: The role of parents and carers is considered crucial for maintaining a positive school environment. They are expected to collaborate with the school in a spirit of trust, honesty, and respect, supporting the school's policies and efforts to manage behavior.

Monitoring and Evaluation

Pupil Feedback: The policy includes provisions for gathering pupil feedback through surveys during house time, with key findings shared with parents and staff.

Impact Monitoring: The impact of the behavior policy will be continually monitored, and any necessary adjustments will be made to improve its effectiveness.

Communication and Follow-up

Merit and Concern Letters: The policy provides templates for communication with parents regarding student behavior. This includes letters for positive behavior (merits) and concerns (e.g., for repeated disruptions or serious incidents like violence or phone misuse).

Restorative Meetings and Detentions: Detailed steps are provided for conducting restorative meetings, issuing detentions, and ensuring proper communication with parents. The policy emphasises the importance of timely follow-up and documentation.

Roles of Different Staff Members

House Teams and Pastoral Support: House teams play a key role in supporting students and staff, managing behavior plans, and facilitating restorative meetings. They also handle more serious interventions when faculty strategies have been exhausted.

Administrative Support: The Admin Support Team assists in handling duty calls, managing SEEMiS records, and communicating with parents through merit and behavior letters.

Principal Teachers (PTC): PTCs have specific responsibilities for maintaining a positive environment in their faculties, including reviewing behavior data, taking timely action on referrals, and facilitating restorative meetings.

This detailed structure ensures that the school environment remains conducive to learning while providing clear guidelines for both staff and students on expected behaviors and the consequences of not meeting those expectations.

For full details, please refer to the complete document available at the link below.

[PHS-Behaviour-Policy-PPT-20th-Feb.-2024-1.pdf \(glowscotland.org.uk\)](#)

PHS Respect

Scottish Borders Council updated the authority anti-bullying policy in 2023 and this is now known as the SBC: Includes – Respectful Relationships and Anti-Bullying Policy. All SBC learning establishments have adopted this policy and in Peebles High School, it sits within our own positive behaviour and anti-bullying policies. Learning establishments were also tasked to complete a Respectful Relationships and Anti-Bullying Establishment Statement to outline procedures and actions to be undertaken to embed the SBC policy.

Prior to the SBC policy roll out, a sub-group from the PHS Parent Council worked with young people and staff to update the PHS Respect policy (2018) and drafted the PHS Anti-Bullying Policy (2023). This has now replaced the previous policy and we are pleased to share this with you. Thank you for the efforts of all involved in the production of a policy which meets the needs of our school community.

Ensuring everyone at Peebles High School feels welcome, safe and happy is vitally important to us. We know that everyone is more likely to enjoy their work and succeed if they are in a community that supports and nurtures them. To this end, please find links to policies and other relevant information on the work we do to support our young people below.

Respectful Relationships and Anti-Bullying: Statement for Children/Young People

Scottish Borders Council Vision

Safe and Nurturing Environments: The Scottish Borders Council envisions all learning establishments, including Peebles High School, as safe, respectful, and nurturing environments where bullying behavior is never acceptable.

Child-Centered Approach: The policy is aligned with the GIRFEC (Getting it Right for Every Child) framework, ensuring that the child or young person and their family are at the center of all policy and practice decisions. The views of children, young people, and their parents/carers are actively sought, listened to, and considered in decision-making processes.

Purpose of the Policy Statement

Promoting Respectful Relationships: The document builds on the Scottish Borders Council's INCLUDES Respectful Relationships and Anti-Bullying Policy. It outlines the specific steps Peebles High School will take to guide staff, parents/carers, and students in preventing and managing bullying behavior.

Creating a Safe Environment: The primary aim is to make Peebles High School a safe, respectful, and nurturing environment where bullying is not tolerated.

Raising Awareness and Prevention

Staff and Volunteers:

- Staff and volunteers at Peebles High School are required to model respectful relationships and positive behavior.
- They are expected to undergo various training programs, including Restorative Approaches, LGBT Youth Scotland training, Nurture Principles, Equally Safe at School, and specific training on transgender issues.
- The school has also included modules on handling complaints and child protection in its School Improvement Plan for 2024/25.

Young People:

Peebles High School actively encourages open discussions about bullying behavior.

Strategies and resources used to raise awareness and prevent bullying include:

- The "Not Alone" button on the school's website.
- Safe spaces like "A Little Bit of Calm."

- Mentors in Violence Prevention (MVP) program, where S6 mentors deliver lessons to S2 students.
- Personal and Social Education (PSE) curriculum that includes topics like "Hope" in S1 and "Young Minds Matter" in S1-S4.
- Prefect-led assemblies and rotas, PHS Pride PSE lessons, and the involvement of external programs like Humanutopia.
- The sharing of bullying and equalities data, buddy systems, and QR code posters linking to the Not Alone button.

Recording and Monitoring Strategies

Incident Reporting:

Incidents of bullying are recorded and monitored according to the SBC INCLUDES Respectful Relationships and Anti-Bullying Policy.

In schools, incidents are recorded in the SEEMIS Bullying and Equalities Module or manually in establishments without SEEMIS access.

Reporting and Feedback on Bullying Incidents

For Young People:

- Young people are informed of various safe and confidential ways to report bullying, including the "Not Alone" button on the school website, direct communication with pastoral staff, or speaking to a trusted adult.
- Other options include well-being trackers, 1:1 interviews, and support from the Quarriers Resilience for Wellbeing service.

For Parents:

- Parents can report bullying through the "Not Alone" button, by contacting pastoral staff via phone or email, or through meetings with school staff.
- They can also raise concerns during parents' nights or by texting the school, with messages forwarded to the appropriate staff.

For Staff:

- Staff are instructed to report bullying behavior following the school's established procedures, which include using the Bullying in Class flowchart and making referrals through SEEMIS.

Pastoral Responsibility:

- Pastoral teachers are responsible for ensuring that all parties involved in a bullying incident are kept informed of the progress and any actions taken.

Children/Young People's Views on Respectful Relationships

Feedback from Students:

- The student parliament's bullying sub-group provided feedback on the school's anti-bullying poster and procedures, expressing satisfaction with the five-day response timeframe for incidents.
- Students noted that while reporting mechanisms like the "Not Alone" button are useful, there is still a fear of being labeled a "snitch," which can deter reporting.
- Positive feedback was also given about the school's proactive approach in assemblies and the effectiveness of initiatives like Humanutopia.

Parental Views on Respectful Relationships

Feedback from Parents:

- Parents expressed a need for clearer and more concise communication from the school, with key points highlighted and more detailed information made available online.
- Some parents emphasised the importance of consistency between home and school when addressing bullying and appreciated the flowchart guiding actions against bullying.
- Others suggested that the policy be more individualised to Peebles High School and expressed a desire for more visual aids in communication materials.

Policy Review and Updates

Policy Review Cycle:

- The Respectful Relationships and Anti-Bullying policy statement is reviewed every three years, with the next review scheduled for March 11, 2024.

This detailed statement reflects Peebles High School's commitment to creating a respectful and safe environment, actively involving students, parents, and staff in its anti-bullying efforts

[PHS Respect \(Anti-bullying School\) – Peebles High School \(glowscotland.org.uk\)](https://glowscotland.org.uk)

Anti-Bullying Policy

Aims of the Policy

Commitment to Inclusivity: Peebles High School (PHS) is dedicated to fostering a culture of respect and inclusivity for all members of its community, including young people, staff, and parents/carers. The policy aligns with Article 19 of the UNCRC and the Equalities Act 2010.

Bullying-Free Environment: The policy is designed to create a nurturing, safe, and inclusive environment. Addressing bullying is central to this policy, as bullying behaviors disrupt the learning environment.

Clear Guidance: The document provides clear guidelines for young people, staff, and parents/carers on how to handle and report bullying behavior.

Realistic and Effective Measures: The policy emphasises the need for realistic, effective, and responsive measures to address bullying, including understanding, changing attitudes, and fostering mutual respect.

Defining Bullying Behavior

Nature of Bullying: Bullying is defined as behavior that impacts another person's sense of control or "agency." It is behavior that can cause someone to feel hurt, threatened, or excluded and can occur both in person and online.

Characteristics of Bullying: Bullying can be a single incident or a repeated action, conducted by individuals or groups, and can occur both in and outside of school. It is not limited to young people and can stem from prejudices such as racism, sexism, transphobia, or homophobia.

Types of Bullying:

- **Verbal:** Includes name-calling, teasing, and spreading rumors.
- **Physical:** Involves hitting, kicking, or other forms of violence.
- **Emotional:** Includes isolation, tormenting, and exclusion.
- **Cyberbullying:** Using technology like emails, social media, and mobile phones to harm others.
- **Homophobic/Biphobic/Transphobic:** Targeting individuals based on their sexual orientation or gender identity.
- **Racist and Misogynistic:** Involves racial taunts, gestures, or targeting someone because of their gender.

Advice for Young People

A separate document is provided specifically for young people to easily access advice on dealing with bullying. This includes encouraging them to report any concerns and providing resources to help them understand and address bullying behavior.

[Young People's Anti-Bullying Guide PHS](#)
(glowscotland.org.uk)

Advice for Parents and Carers

Recognising Signs of Bullying: Parents are advised to look out for signs that their child may be experiencing bullying, such as changes in behavior, reluctance to go to school, unexplained injuries, or a drop in academic performance.

Responding to Bullying: Parents should take their child's concerns seriously, reassure them that they are not to blame, and encourage them to speak to a teacher or use the school's "Not Alone" reporting form. Parents are also encouraged to avoid using labels like "bully" and to work with the school to address the behavior.

If Your Child is Bullying Others: The policy emphasises the importance of addressing bullying behavior in a compassionate manner, understanding the underlying causes, and working with the school to support both the child and the victim.

Advice for Staff

Role of Staff: Staff are crucial in modeling respectful behavior and creating a nurturing environment. They are encouraged to create opportunities for young people to talk about their experiences and to intervene when they witness bullying.

Addressing Bullying: Staff are instructed to challenge and report any bullying behavior they witness. Serious incidents must be escalated to the Pastoral Care team or the Senior Leadership Team (SLT).

Support and Taking Action

Raising Awareness: The first step in addressing bullying is raising awareness with the Pastoral Care team or another staff member, either in person or through the school's "Not Alone" facility on the PHS website.

School Response: The Pastoral Care team will investigate reports of bullying, offer support to those involved, and work with parents to resolve the situation. The policy outlines a clear timeline for response and follow-up actions, including documentation in the school's SEEMiS system.

Advice on what to do if you are being bullied:

- Speak to your Pastoral teacher, Pastoral Support Assistant (PSA) or trusted adult.
- Email your Pastoral teacher.
- Use the Not Alone facility (QR code below). Forms will be sent to your Pastoral teacher.



Sanctions and Restorative Approaches

Restorative Practices: The school prefers to use restorative approaches to repair relationships affected by bullying. All staff are trained in these approaches, which focus on helping young people understand the impact of their behavior.

Sanctions: If restorative approaches are not effective, sanctions may be applied. These can include phone calls home, parental meetings, changes in class or school transport, after-school detention, loss of privileges, or, in extreme cases, exclusion.

Additional Support and Resources

Available Resources: The policy provides links to various resources for additional support, including the Anti-Bullying Alliance, LGBT Youth Scotland, and RespectMe (Scotland's Anti-Bullying service). These resources offer videos, guides, and live chat support to help young people and their families deal with bullying.

Monitoring and Feedback

Ongoing Evaluation: The school will regularly seek feedback from young people about bullying to ensure the effectiveness of the policy. The policy is also informed by national frameworks like "Getting it Right for Every Child" (GIRFEC) and the UNCRC.

For full details, please refer to the complete document available at the link below.

[PHS-respect-and-anti-bullying-policy-updated-February-2024-final-1.pdf \(glowscotland.org.uk\)](#)





*Teamwork gives
you the best
opportunity to
turn vision into
reality.*
- John Maxwell





BORDERS
Developing the
Young Workforce

Developing the Young Workforce

Become a Developing Young Workforce Champion, by being a DYW Ambassador in your school.

Expand your range of key skills for your future, including Employability and Leadership. Support the DYW Programme and be the voice of your fellow pupils.

Background

DYW School Coordinator is now in post to develop and implement a programme of employer engagement aimed at enhancing the curriculum. This will include a Pupil focused delivery ensuring that support is facilitated directly with pupils in group settings or one to one. To create and maintain meaningful partnerships and networks with local employers.

Employers are increasingly concerned by the employability skills gap, which has increased since the Pandemic. Young people are lacking the necessary skills to replace an ageing workforce. In particular transferable skills, such as communication, confidence, problem solving.

Peebles High School Aims

- To ensure employer offers and interactions are aligned and informed by pupils' preferred occupation, route and anticipated leaving date. Allowing all pupils to have access to meaningful volunteering, employment, and training opportunities in line with Young Person Guarantee.
- DYW will be highlighted and embedded across each stage of the curriculum.
- Enhance knowledge and awareness of growth and demand sectors across the region.
- Increase awareness of Foundation, Modern and Graduate Apprenticeships and how they align to the Scottish Credit and Qualifications Framework.
- Deliver meaningful industry relevant experiences and qualifications, whilst creating school/employer partnerships and strengthening our Employer Partnership Board.
- Continue with the success of our appointed S6 DYW Ambassadors.

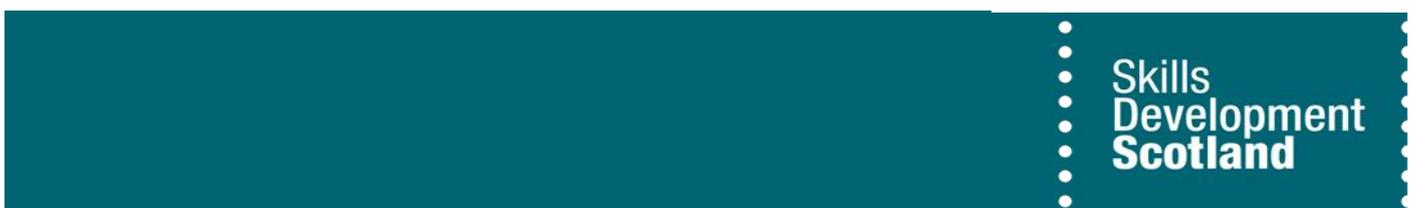
To do this we will continue to move forward on a strong agenda, for example:

- DYW and PHS Careers Fair, with an emphasis on employment and further education opportunities. Following its success this will continue to run throughout school day and into early evening.
- Continue with our Partnership approach throughout school, using our TOM (Targeted Operating Model) with partners Skills Developments Scotland and Community Learning Development to provide targeted and co-ordinated support to young people.

- Monthly meetings with multi-agency support to ensure positive and sustained destinations for our young people.
- Working alongside teachers to continue to embed industry led activity in each subject. For example, local employers supporting Scottish Maths Week by sharing the importance of Math in their day-to-day job. Celebrating our former pupils career paths by inviting them back to school to share their journey, inspiring and raising awareness for our young people. Local business Entrepreneur joining our Business Studies class to highlight the importance of interview skills and business set up.
- A core Employer Partnership Board has been created, which meets with Headteacher every term to support DYW objectives within the school and those included within the school improvement plan.
- Continue to support work experience, all S3 pupils can participate in meaningful work experience in May with senior phase pupils on an as required basis. We have strong partnerships with local Primary schools and nurseries who support pupils with regular work experience. Employer Partnership Board Member Ostles, along with other local employers positively engage with young people offering valuable work experience.
- Deliver a robust programme, through DYW class with emphasis on employability skills, CV writing, completing applications, interview skills and mock interviews which will be rolled out to all senior phase.

Links:

- [Education Scotland | Education Scotland](#)
- [The Scottish Government - gov.scot \(www.gov.scot\)](http://www.gov.scot)
- [Scotland's national skills agency | Skills Development Scotland](#)
- [Developing the Young Workforce - Borders - Home | Facebook](#)
- [National Parent Forum of Scotland \(npfs.org.uk\)](http://npfs.org.uk)



Skills Development Scotland (SDS) is the national career service and here at Peebles High School we have two Careers Advisers – Craig Conway.

We're keen to help parents and carers understand our services and kindly ask for your support in helping us share our service messages relevant to term two in school.

This toolkit has suggested ready-to-use content that can be used across your school communication channels. You'll find information on the following:

- Option Choices - detail on SDS's support for pupils and their parents and carers
- Foundation Apprenticeships – information around choosing a Foundation Apprenticeship as part of option choices
- Parent and Carer Webinar Programme 2022/23 – details and dates of upcoming webinars hosted by SDS for parents and carers
- Parents' Voice Survey 2022/23 – for feedback on our career services

Option Choices

Whether your young person knows what subjects they want to choose, or they haven't really given it much thought, it's important that they keep their options open.

Your Skills Development Scotland school careers adviser will be providing support to help them think about their option choices, including one-to-one career guidance.

You'll also find lots of helpful tools and information to help with option choices, on your career website, My World of Work. Registering for an account means your young person will be guided to the right personal content whatever stage they're at.

Take some time to explore with them the About Me, Strengths, and Skills tools which match careers to their personality type. From there they can explore different jobs, the routes and the qualifications they may need to get in.

The option choice tool can also help them explore the jobs their choices could lead to. Visit myworldofwork.co.uk/tools/option-choices.

Foundation Apprenticeships

Foundation Apprenticeships: Learn about the world of work and gain industry knowledge and experience while still at school

Foundation Apprenticeships (SCQF Level 6) provide pupils with industry experience whilst gaining a work-based learning qualification at the same level as a Scottish Higher (SCQF Level 6).

Your young person can choose a Foundation Apprenticeship as one of their options for S5 or S6. There are 12 types of Foundation Apprenticeship to choose from. They typically take two years to complete, however some can be completed in one year.

The range of Foundation Apprenticeship options include Accountancy, Creative and Digital Media, Engineering, Software Development, Scientific Technologies and Social Services Children and Young People.

Delivered by learning providers in partnership with employers, knowledge gained is supported through a series of practical activities including industry projects or placements undertaken virtually and/or in person.

Visit apprenticeships.scot/foundation to find out more.



Extra-Curricular Activities

Sport & PE

CLUB	DAY	TIME	TEACHER	AREA	EXTRA INFO
Table Tennis	Monday	After School	Mr Mclean-Foreman & Mr Martin	GYM 2 (NEW HALL)	All Welcome
Hockey	S1 - Monday S2 - Thursday S3 - Wednesday SENIOR - Tuesday	After School	S1 – Mrs Williams S2 – Miss McColm S3 – Miss Walker & Miss McColm SENIOR – Miss Walker	ASTRO	
Rugby	S1 - Monday S2 - Thursday S3 - Tuesday GIRLS – Friday	After School	S1 – Mr Changleng S2 – Mr Renwick S3 – Mr Shirra-Gibb GIRLS – Mr Blair	4G/GRASS	
Netball	S1 - Thursday S2 – Friday 1:30 to 2:30 S3 & S4 – Friday 2:30 to 3:30 SENIOR - Monday	After School	Ms Watterson	GAMES HALL	
Basketball	Tuesday	Lunch 1:30 to 2pm	Mr Renwick	GAMES HALL	All Welcome
Sprint Club	Monday	After School	Mr Renwick	TRACK	All Welcome
Mountain Biking	Wednesday	After School 4:30 to 6pm	Mr Whatley & Mrs McKaig	GLENTRESS	All Welcome
Football	S1 - Wednesday S2/3 - Friday SENIORS - Friday GIRLS - Thursday	After School	S1 – Seniors & Miss Hamblett S2/3 – Mr Hattie SENIORS – Miss Walker GIRLS – Mr Gilfether	ASTRO	All Welcome
Gymnastics	Thursday	Lunch	Seniors & Miss Walker	GYM 1	S1/2
Dance	Tuesday	Lunch	Seniors & Miss Walker	GYM 2	S1/2

Whole School

CLUB	DAY	TIME	TEACHER	AREA	EXTRA INFO
A Little Bit of Calm	Monday, Tuesday, Wednesday & Thursday	Lunch	Mrs Maciver & Miss Hamblett	M26 (M33 WED)	All Welcome (A silent space for pupils to read/listen to music)
Warhammer	Monday	Lunch	Mr Clow	LAB 2	S2/3/4

Chess Club	Monday & Wednesday	Lunch	Mr Reilly	LAB 3	All Welcome
Drama Club	Monday, Tuesday & Wednesday	Lunch	Mr Swinton	DRAMA STUDIO 2	S1 - Monday S2/3 - Tuesday Seniors – Wednesday
Medic Soc	Monday	Lunch	Dr Walling	LAB 11	Seniors Welcome
Debate Club	Tuesday	Lunch	Miss Hyatt	M7	All Welcome
PHS Pride	Tuesday	Lunch	Miss Fyfe	M28	All Welcome
English Homework	Tuesday	Lunch	Ms Ness	M10	All Welcome (A quiet space to complete English work with help)
Dungeons & Dragons	Tuesday, Wednesday & Thursday	Lunch	Mr Clow	M35	All Welcome
Interhouse	Tuesday & Thursday	Lunch	Mrs Williams	VARIOUS	Year group changes per week
Coding Club	Wednesday	Lunch	Mrs McDowell, Mr Campbell, Miss Collins, Ms Delaney	M20	S1 – 4
Impact	Wednesday	Lunch	Mr McLean-Foreman	M8	All Welcome
Comic Club	Wednesday	Lunch	Mr Savill	M11	All Welcome
Stem Club	Thursday	Lunch	Mrs Minto, Dr Harkness & Mr Andreou	LAB 9	S1
Model UN	Thursday	Lunch	Mr McMordie	ASSEMBLY HALL	All Welcome
Art Club	Thursday	Lunch	Miss Pollock	MC2	All Welcome
Tweed Reads	Thursday	Lunch	Mrs Stewart	M17	Members Only (Interested students can come to a meeting before signing up)
Student Parliament	Varies	Lunch	Mr McMordie	M31	Elected Members (Non-elected members welcome to share an issue)
Young Enterprise	TBC	Lunch	Mrs Shearer	TBC	S6

Emergency closure of the school

In the event of an emergency arising whereby it is necessary to close the school, you will be contacted by 'Group Call' which is a text message to your mobile phone. It is the parents' responsibility to inform the school of any changes to your contact details. If you know that your mobile phone does not have a signal, or you do not have a mobile phone, please inform the School Administrator so that she can record an alternative landline number to contact you on.

Pupils will not be allowed to leave the school unaccompanied unless school staff are satisfied that there is someone at home to receive them.

Severe Weather

In the event of severe weather we will make every effort to keep the school open and continue as normal. However, there may be situations where this is not possible and it is therefore important that you follow the points below in terms of transport arrangements.



During adverse weather, school transport may be subject to cancelled services, amended routes, longer journey times or alternative bus stops used. In extreme cases there may be the need to cancel all school services.

Morning Journeys

1. School bus drivers and operators have complete discretion to cancel or vary school transport given any local weather conditions.
2. In the case of morning journeys to the school, the driver may decide that he/ she either cannot undertake the journey or complete the trip to school. The driver would then return the children home. In the event of adverse weather conditions, parents should ensure that some arrangement has been made at home to cover this possibility.

3. Should the school transport for your child not operate in the morning because of adverse weather conditions but you decide to take your child to school yourself then you are expected to collect your child either at the end of the school day or at the time of early closure. Do not bring your child to school when buses do not run unless you are certain of being able to collect them at the end of the school day – even if the weather worsens.
4. School transportation may well be delayed due to adverse weather so pupils will have to wait longer and be exposed to the cold.
5. Parents must ensure that their children are warmly dressed just in case the journey to school is very slow or even halted in bad weather. In normal circumstances, pupils should not wait more than 15 minutes if the bus is late. In severely cold weather, this 15 minute rule need not apply.
6. If your child travels to school on connecting services, drivers will be told to wait for each other and not to leave any children standing in adverse weather conditions. Should the second bus not arrive children will be returned home. If the second bus does arrive but cannot complete the journey to school that driver will return children to their homes.

What will happen if pupils are sent home early due to bad weather or other emergency?

1. The Head Teacher with knowledge of local weather conditions will work with the Education Department to make decisions regarding a school closure or to send children home early should severe weather conditions threaten.
2. Where pupils use school transportation a set of emergency instructions are used to contact transport operators and other schools using the same transport, and parents whose children have a long way to walk home from the drop-off points. Parents must ensure that some arrangement has been made to cover the possibility of pupils being sent home early.
3. Schools routinely communicate with parents or groups of parents using Groupcall text messaging service. Once the decision has been made then Group call will be used to send updated information regarding sending pupils home early.

4. Parents are asked to ensure that the school that their child attends has an up to date and accurate mobile telephone number on record for these purposes. It is further suggested that parents who may find it difficult or not possible to have their mobile telephone switched on throughout the day ensure that they check their phone on a regular basis for any Groupcall messages from the school when bad weather has been forecast or where they see deterioration in the weather.
5. If school transport is in operation and you collect your own child from school during severe weather then the school office must be informed so that transport is not delayed while staff look for a missing child.

Additional information to ensure the safe travel of pupils to/from school

1. The ultimate responsibility for the safety of children walking to and from bus pick-up/drop-off points rests with the parents. Parents must decide whether or not children can make their way to meet transport in low temperatures.
2. If you feel that your child should not walk home alone in bad weather from the drop-off point it will be your responsibility to meet him/her. Drivers will not normally set children down at any point significantly different from the usual one. The driver will use his/ her judgment in deciding whether to leave the child or to keep him/her on the bus. In the latter case, your child would be taken to a nearby school or place of safety. Children must follow any instructions given to them by the driver in any emergency and should not leave the bus to make their own way home.
3. Where transport is unable to operate to take children home as a result of extreme weather conditions The Emergency Planning Team will work alongside our partners to provide alternative and safe transport home.
4. Arrangements have been made with Radio Borders to relay information about the cancellation of school transportation and group call and Scottish Borders Website will be used to inform parents of any important information.

Child Protection

Keeping our children and young people safe in the Scottish Borders

- 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 [Child protection | Scottish Borders Council \(scotborders.gov.uk\)](#)

- 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: Mrs D Moretta DHT.

What to do if you have a child protection concern? [Child protection | Scottish Borders Council \(scotborders.gov.uk\)](#)

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 [Child protection | Scottish Borders Council \(scotborders.gov.uk\)](https://www.scotborders.gov.uk/child-protection)

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.

[Child protection | Scottish Borders Council \(scotborders.gov.uk\)](https://www.scotborders.gov.uk/child-protection)



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 Galashiels Academy 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 Peebles High School 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 (<https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016>)
- More information about the Scottish Borders Young Carers Service is available from the Action for Children website (www.actionforchildren.org.uk/what-we-do/our-work-in-scotland)
- 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







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 (<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>) 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.

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. [What information do we hold about other people? | Privacy statement | Scottish Borders Council \(scotborders.gov.uk\)](#)

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.

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.

