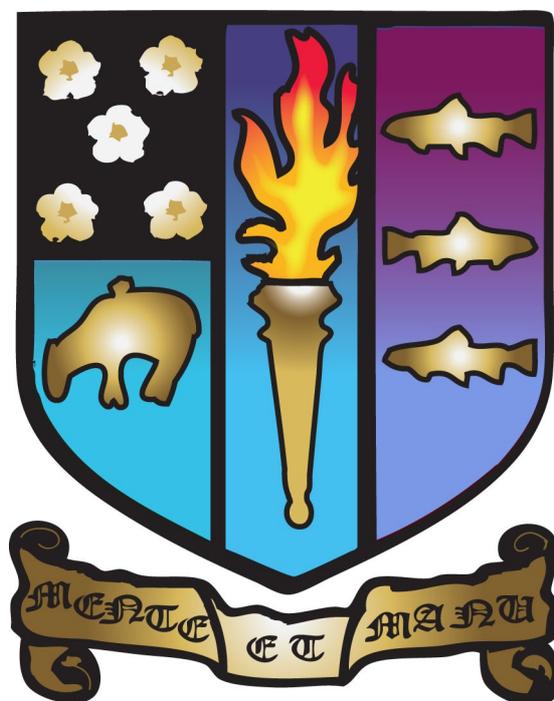


The Handbook



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 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. We believe that our performance in recent years, allied to the experiences of young people in our school, together with the ability and commitment of our staff, indicates that we are a very good school, who are well down the road on our journey to excellence. In coming years we want to be seen as the best school in the country! To achieve that ambition, we know that developing stronger partnerships with our wider community, parent body and other successful schools 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, Justice, Integrity and Compassion. 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 origins 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.

By 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.

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.

ADDRESS: Springwood Road,
Peebles,
EH45 9HB

TELEPHONE: 01721 720291

E-MAIL ADDRESS: peebleshs@scotborders.gov.uk

WEBSITE: <http://www.peebleshighschool.co.uk>

HEAD TEACHER: Mr Campbell Wilson

Parent PARTNERSHIP contact: Margaret Hogg – phspc@outlook.com

ROLL: The school roll November 2018 was as follows: 1,264

S1 242

S2 221

S3 229

S4 225

S5 203

S6 144

TOTAL 1264

Peebles High School. It is a non-denominational, co-educational secondary school. The school is linked with 9 partner primary schools – Broughton Primary, Eddleston Primary, Halyrude Primary, Kingsland Primary, Newlands Primary, Priorsford Primary, St Ronan's Primary, Walkerburn Primary and West Linton Primary.

THE SCHOOL DAY

MONDAY to THURSDAY

Period 1- 8.50 am - 9.40 am

Period 2- 9.40 am - 10.30 am

INTERVAL 10.30 am – 10.45 am

Period 3- 10.45 am - 11.35 pm

Period 4- 11.35 pm - 12.25 pm

Period 5- 12.25 pm - 1.15 pm

LUNCH- 1.15 pm – 2.05pm

Period 6- 2.05 pm - 2.55 pm

Period 7- 2.55pm – 3.45pm

FRIDAYS

Period 1- 8.50 am – 9.40 am

Period 2- 9.40 am – 10.30 am

BRUNCH - 10.30 am – 10.50 am

Period 3 – 10.50 am – 11.40 am

Period 4 – 11.40 am – 12.30 pm

Period 5 – 12.30 pm – 1.20 pm – Close of school for pupils.

PHS Staff List – Session 2019/20

SENIOR MANAGEMENT TEAM

Campbell Wilson- Rector

Depute Rectors

Paul Fagan

Donna Moretta
Jeremy Lee
Justin Noon
Gillian Geddes (Acting)

Cluster Business Manager

Lorraine Boyd

ADMIN STAFF

Pauline Brogan
Caroline Connor

Morag Cooper

Juliet George

Caroline McDonald
Carol McKay
Helen Porteous
Neil Smith

BUSINESS SCHOOL

Carolyn Fuddy PT
Anne Delaney
Debbie Shearer

EXPRESSIVE ARTS

Fiona Reed PT
Art
Hannah Davies
Sharon Pollock
Jillian Whitehead

Mary Tweedie
Drama

Charlotte Reid

Sam Swinton
Music

LANGUAGE

Karen Mooney PT
Louise Armour

Simon Charles
Janette Conalty
Rachel Hyatt
Victoria Johnston

Margaret Kinahan

Joanne Rorison

Mia Stewart
Stephanie Whitehead

MATHEMATICS

Jan Sheridan PT
Clive Andrews

Laura Deans

Lesley Hamblett

Fiona Johnston
Alison Russell
Martin Russell
Alysoun Wilson
Angela Wallace

Peter Wilson

MODERN LANGUAGES

Gerry Reville PT
Louise Ballantyne
Christelle Couharde

Debbie Mackenzie

Geography

PUPIL SUPPORT

Cademuir House
Veronica Boyd PT

Kirsteen Robertson PT
Dunrig House

Robert Armour PT

Lianne Jackson PT (0.80)
Terry McColm PT (0.20)

RMPS

Zara Fyfe
Matt McLean

Gordon Rouse

PHYSICS + SCIENCE

Jim Reilly PT

Physics

Jim Burrows
Iain Campbell

CHEMISTRY + BIOLOGY

Sarah McDowell PT

Biology

Karine Coenen

Sarah Hamilton

Alistair Huddleston

Paula Huddleston
Iona Minto
Mandy Wren
Chemistry
Jill Dewis

Kerry Bonnar

Lesley Johnson
Charlotte Hay

SOCIAL SUBJECTS

Rhona Watterson PT
Debbie Taylor

Meredith Marsden

Gilly Rodger
Sarah Wilson

History

Fiona Dunlop
Siobhan Gunn

Maria Gomez
Lee Thornborrow

Modern Studies

Simon Foster
Terry McColm (0.80)

Mark Bisson

Jenny Campbell
Instructors
Colin Kemp
Ross Milligan
Ben Redman

Tracy Short
Jonathon Law

HEALTH & WELLBEING

Kirsten Williams PT
Health & Lifeskills
Audrey Robson

Meldon House

Lisa Edge PT

ADDITIONAL NEEDS

Alan Stewart PT

Trish Timmins PT
Gill Geddes PT (0.20)
Helena Adair
Gill Geddes (0.80)
Jan Gordon

Lesley Morgan
Joe Moore
Adrian Moir (0.80)

Adrian Moir (0.20)

TECHNOLOGIES

Adam Whatley PT
Elaine Andersen
Alan MacLean

Alan Travis
Celia Wilson

TECHNICIANS

Roddy Gladstone
Will Hynd
Alison Henry

Our Values and Aims

Our values are taken from the mace of the Scottish Parliament: Justice, Wisdom, Compassion and Integrity. We aim to exemplify these values in our actions and encourage each other to live by these values. Our decision making and strategic planning are founded on these values. *Mente et Manu* (by mind and by hand.)

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.

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.

Our Key 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.

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 change 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. These mixed-ability classes are further sub-divided into practical classes (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. Literacy, numeracy and health & wellbeing are embraced by all faculties. 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.

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 also links with the local community. Prior to course choice there is an extensive programme of careers information, personal profiling and curriculum advice. Each pupil'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 and are used to structure their work. These assessments are also based on various elements or 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 assessments and reports give information on progress according to the differing elements or skills appropriate to that subject. In addition, information on attendance, behavior, effort and homework is provided.

In S4 and beyond the regular, continuous 'diagnostic' assessment does continue 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 pupils 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. Pupils 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 PHS Bookchat initiative aims to promote this habit. Learn more by following @PHSbookchat on twitter or reading our regular column in The Peeblesshire.

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 *Show My Homework* to post homework tasks. You can find out more about *Show My Homework* on the school website. 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 national examinations.

Where there is a supportive partnership between the school and the home, a pupil'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 pupil without an excessively demanding amount of effort and time.

Parents can also help by monitoring the effect which any part-time employment may have on the ability of their children to complete home learning.

PASTORAL SUPPORT

The aim of pastoral support is to ensure we have happy, settled and resilient young people who fulfil their potential. We achieve this through close co-operation between the Pastoral PTs and the Additional Needs Department.

The Pastoral Support 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 PT. The House team is responsible for the welfare of all the pupils in their House and their work is therefore directed at establishing very strong personal relationships with their pupils.

Subject to changes in staffing, Pastoral PTs and House Heads will move up through the school with their year, getting to know more about each child as a person.

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

Pupils are encouraged to approach their Pastoral PT as soon as possible if experiencing any difficulty. Equally, staff will welcome early contact from parents concerning any problems facing a child. An early conversation can often prevent longer term anxieties which may affect a pupil's progress. It is very important that parents keep us informed of changes in circumstances or personal details. Strategies for supporting any pupil who is causing concern may be discussed at weekly House meetings.

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

Pastoral PTs seek to give support to pupils through formal and informal interviews and through Personal and Social Education classes. In PSE classes the pupils are encouraged to look at their personal aims, aptitudes and abilities, to consider their relations with their fellow pupils, with adults and to examine their behaviour and responsibilities. From S2 onwards, careers advice begins to play an increasing part in guidance work and to this end staff liaise closely with Careers Service staff based in the school to provide up-to-date information on careers and further and higher education.

PERSONAL SUPPORT

One of the aims of Peebles High School is to provide an environment within which all young people realise their full academic potential. Personal Support classes are designed to provide additional support with learning for all young people and to build their skills to help them become resilient, independent and reflective learners.

One period per week is devoted to Personal Support and Personal Support classes are organised within House groupings. Every class has members from S1 to S6 and is assigned two Personal Support teachers. These lessons aim to coach young people so they learn to focus on overcoming any barriers they have in learning and to engender a positive and self-reliant approach to achieving their full potential. Every young person will receive at least six one to one coaching sessions per academic session allowing them to build a positive and productive relationship with their coach and to reflect on how they can identify and achieve their next steps and improve their learning. The rest of the time in Personal Support class is devoted to independent study; this can include working with other students or completing independent revision or homework as directed by the teacher. It is our expectation of every young person that they bring work to complete/revise to every Personal Support session.

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 pupils.

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 pupils, 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, activities and a very small number of course choices available at various choice points e.g. Fashion and Textile technology or Practical Craft Skills where there may be a cost for materials.

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

We have a uniform swop shop which operates on all parents' evenings and we have stocked a local charity shop with uniform that can be accessible on the high street. A voucher scheme has been established with 'Brown and Out' our uniform supplier who have created vouchers for various uniform options. These will be sent to families identified by Primary Schools to help with uniform costs of the S1 students.

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 being the S1 residential but also opportunities later in school life including D of E expeditions. We have also reduced the number of charity obligations on pupils and when put in place make them voluntary contribution.

A significant number of our pupils in school are potentially eligible for free school meals and/or a grant for school wear. However, many people don't take up their entitlement to benefits for a number of reasons. Free school meal entitlement gives pupils £2.50 to spend per day. This is automatically and confidentially added to the students Young Scot Card so that they spend this at any time including before school, at morning interval or at lunch time. Pupils 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 are available at:

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

At Peebles High School 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 with school requests. 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.

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

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

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

GIRFEC is part of the Children and Young People (Scotland) Act 2014 and the GIRFEC provisions are planned to be fully implemented by August 2017. If you would like any further information please ask your child's Headteacher.

Peebles Positive Behaviour Policy

The school community, including students, parents, teachers, administration, and others, work together to create and maintain a safe and supportive environment that promotes teaching and learning. A positive behavior policy is not just about what we see our pupils doing. It's about what they do when we're not watching.

- All individuals in the school will treat all others with respect, concern, compassion and fairness.
- All departments have the duty to model and teach the principles of respect for others and responsibility for one's actions.
- Teachers will use the language of choice, manage themselves well and act as role models for positive behaviour presenting a meaningful curriculum in a captivating manner.
- Students have the responsibility to be aware of and abide by school rules, regulations, and procedures.

Peebles High School Behaviours:

1. Be Polite.

Use polite speech and body language. Listen carefully and talk only when it is appropriate. Pick up litter.

2. Be Positive.

Be kind, supportive, and understanding. Encourage others and be enthusiastic. Don't be a drain, be a radiator.

3. Be Prepared.

Always wear the correct uniform and bring required materials.

Non PHS Hoodies must be taken off in class. Ties up tight. Use lockers in first and last 5 mins of breaks only.

4. Be Proactive.

Ask for help if you need it. Take responsibility for you 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.

5. Be Productive.

Follow the teacher's instructions immediately and complete all tasks to the best of your ability.

6. Be Prompt.

Arrive at class on time. Arrival after the start of lesson bell will be marked as late and a demerit will be issued. Bus issues and notes to the office may then reverse this decision.

7. Be Purposeful.

Work Hard. Keep mirrors, make up, food, drink (except water) and phones in your bag during class unless you have been given special permission. Water fountains, toilets and the canteen are for use at breaks only.

To reinforce and praise pupils at PHS we use a system of merits for each of the above behaviours. Pupils are expected to turn up prepared, on time and follow instructions. It should be the efforts which are over and above what is normally displayed, over a period of time that should be merited. As a guideline we would hope staff will award a merit to pupils who are consistently polite, prepared, prompt and purposeful once a term, but no more than once a month. The behaviours of being positive (encouraging others and being supportive), proactive (solving problems and taking responsibility for behaviour and work), as well as productive (producing high quality work) could be used as often as a teacher feels is appropriate.

Students need to understand expectations and that sanctions will be administered in a consistent way, always offering the student a positive alternative. A demerit may be awarded for failure to sustain any of the above behaviours. Repeated demerits will mean the loss of privileges such as attendance at social events, trips or representing the school in the wider community.

Peebles High School is working towards being a restorative school where restorative approaches are used as a strategy for managing behaviour. Restorative Practice is an approach to dealing with harm and conflict in a non-confrontational way which allows students who have caused harm the opportunity to accept responsibility for their actions, and put things right. It also gives students and staff who have suffered the harm the facility to express how their needs can be met through a restorative conversation.

What is a restorative approach?

In broad terms it is about repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. It is about asking the following questions:

- What happened?
- Who had been affected and how?
- How can we put right the harm?
- What have we all learnt so as to make different choices next time?

EXAMINATION RESULTS AND IMPROVING ATTAINMENT

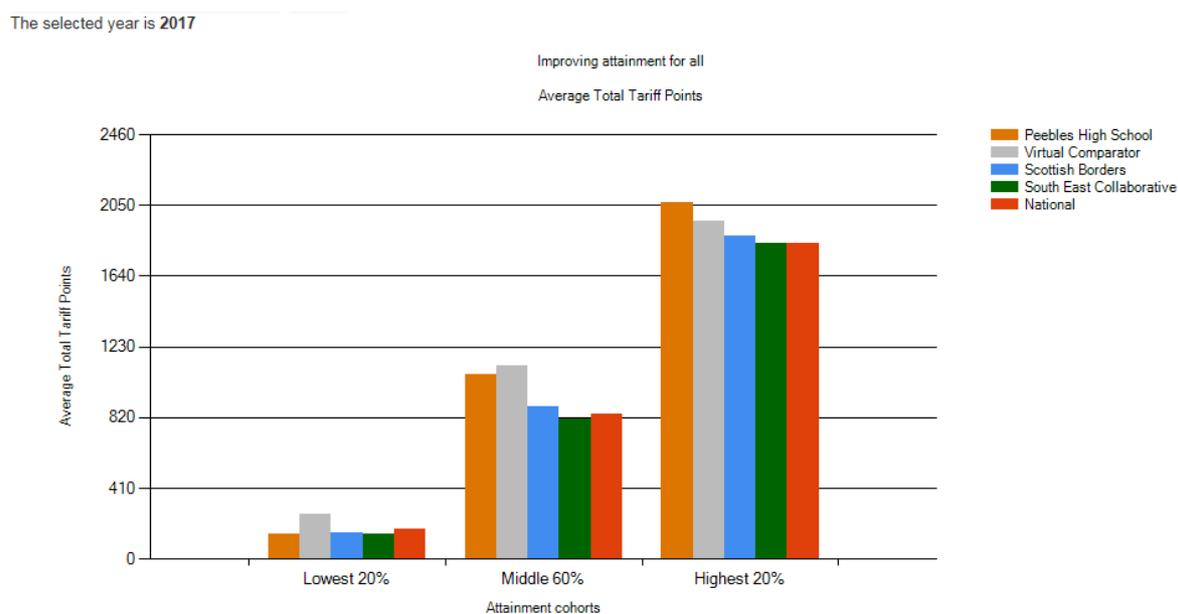
Our examination results at Peebles High School are very good and we are naturally very pleased with the achievements of our young people. However, we wish to stress to parents that examination results represent only one of the school's many activities. As a school, we value and encourage all kinds of achievement. We believe that the development of our pupils into confident individuals, responsible citizens and effective contributors is every bit as important as their academic success.

We work closely with our young people to set ambitious targets for their learning and we are delighted with how they have responded year on year to bring themselves and our school such a strong reputation for high attainment. In March 2017, The Herald Newspaper reported Peebles High School as one of the top 20 attaining schools in the country with 54% of our leavers attaining 5 Highers or more; this was 10 percentage points ahead of schools with similar cohorts.

National Attainment and Destination Measures

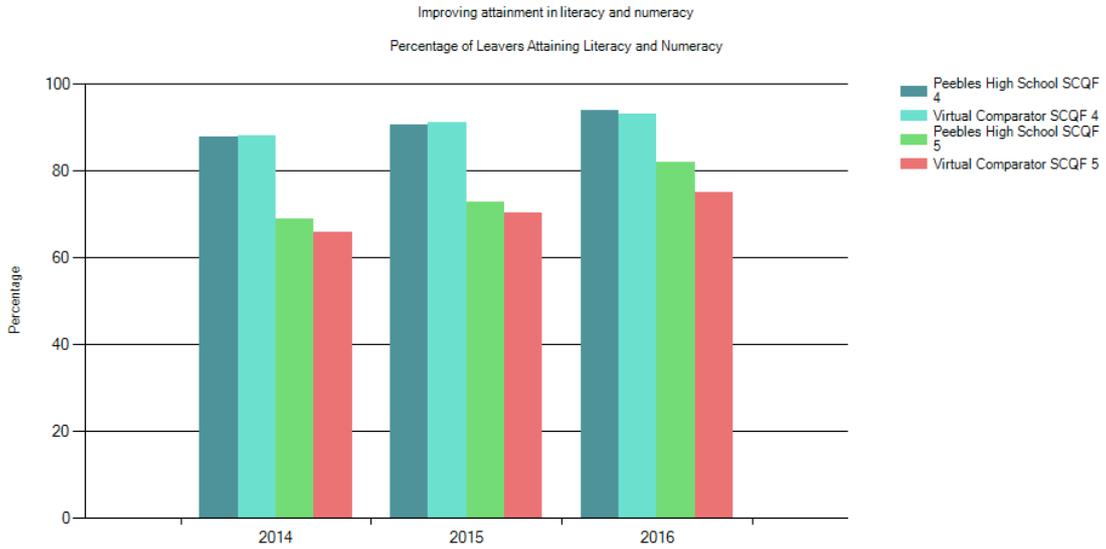
The following tables show Peebles High School's performance in the four key measures of: percentage of leavers attaining literacy and numeracy; percentage of school leavers in a positive destination; attainment versus deprivation and average total tariff score.

NB: The 'virtual comparator' is a virtual school made up of students whose backgrounds and prior attainment match those of Peebles High School pupils:



National Benchmarking Measure: Literacy and Numeracy

View Options Change Options Help



[Add to personal dashboard](#)

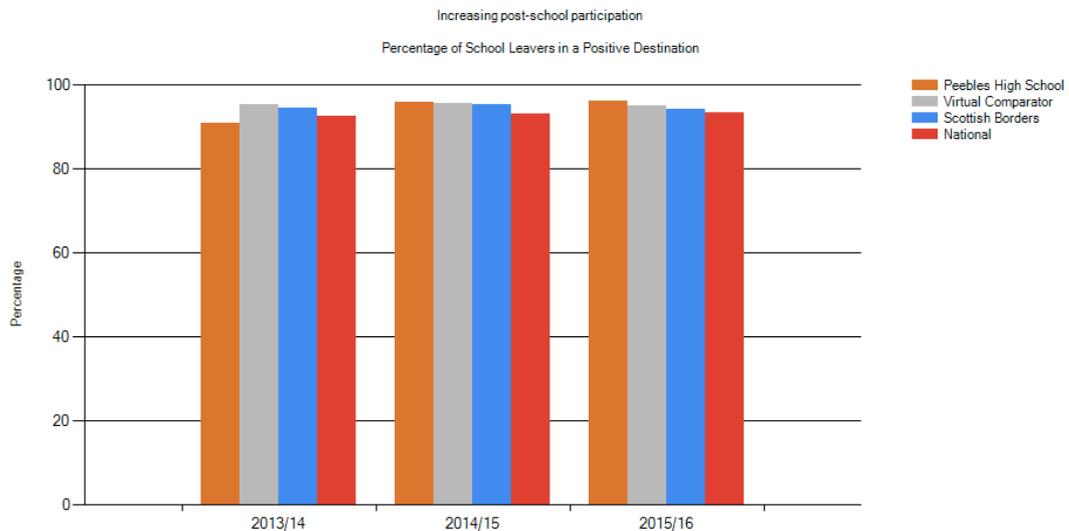
Testing found that the following comparisons were significant.

Performance in Literacy and Numeracy at SCQF Level 5, 2016 is greater than your Virtual Comparator

The above shows the percentage of our leavers who have attained National Qualifications in both Mathematics and English at Levels 4 and 5 over recent years against our Virtual Comparator.

National Benchmarking Measure: Leaver Initial Destinations

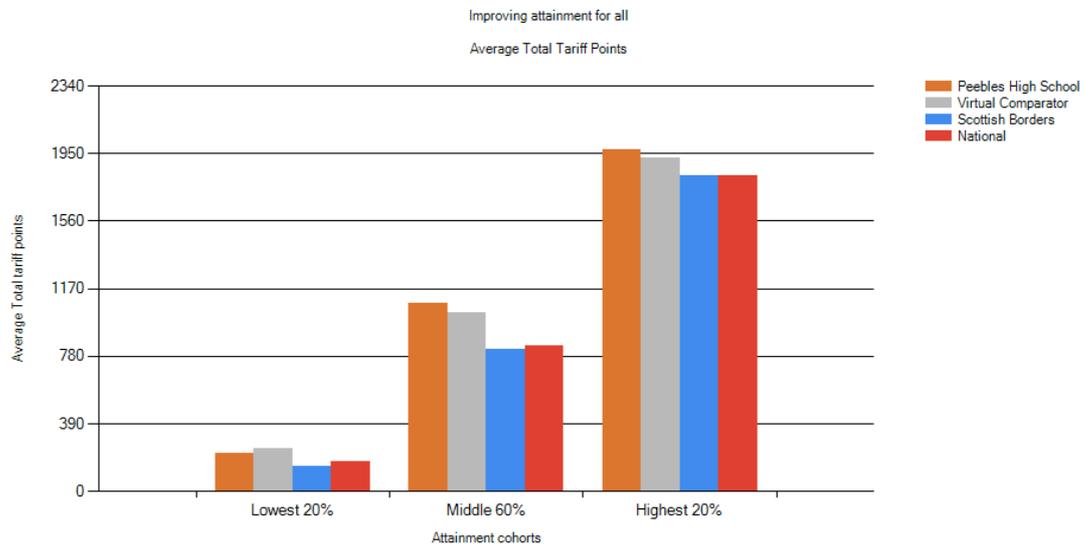
View Options Change Options Help



The above shows what percentage of our leavers have progressed to a positive destination over the last 3 years against our Virtual Comparator, Scottish Borders and National average.

National Benchmarking Measure: Improving Attainment for All

View Options Change Options Help
The selected year is 2016



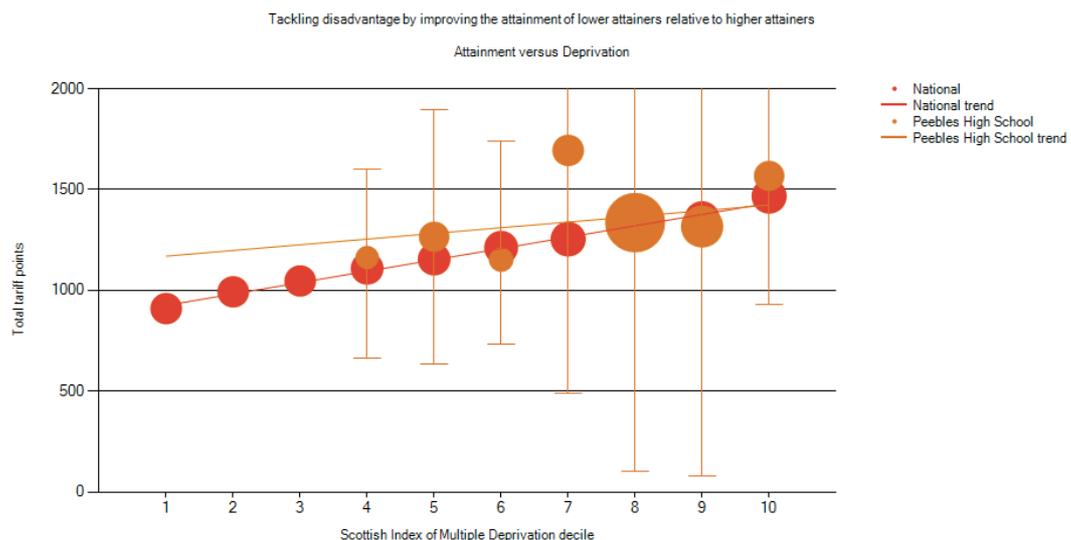
The above shows the relative performance of our young people across all subjects.

National Benchmarking Measure: Attainment versus Deprivation

View Options Change Options Help

Candidates have been filtered according to your selections

The selected year is 2015/16



[Add to personal dashboard](#)

Testing found that the following comparisons were significant.

In SIMD decile 7, your performance is much greater than the National Establishment

The above shows the attainment of our young people in relation to their SIMD (Scottish Index of Multiple Deprivation)

Keeping our children and 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 to do if you have a child protection concern?

It's everyone's responsibility to protect children.

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

01896 662787 (Duty Children and Families Social Work Team)

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

Emergency contact

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

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

This [link](#) takes you to the Scottish Borders Child Protection Committee online website where you can find some suggested links to websites to better inform you about safety

issues such as Internet safety and Child Sexual Exploitation as well as letting you know about opportunities for training in Child Protection. You can also find the Scottish Borders Child Protection Procedures on this website.

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

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.

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.

Photographs/videos

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

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

Your Rights

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

For more information on your rights please visit our website

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