Dear Parent/Carer

Our ambition at Selkirk High School is ‘to empower every student to achieve their unique and magnificent potential whatever their background, ability or identity’.

Selkirk High School is for everyone. We strive to ensure all our students know how to be safe, well and happy. All students, whatever their identity, background or ability, are individually supported to be who they want to be and encouraged to be ambitious in their learning and personal development.

Our shared values of Respect, Responsibility, Resilience and Relationships lie at the heart of all our efforts at Selkirk High School. Every individual in the school community is challenged to put our values into action in all they do.

We are very proud of the academic and wider achievement of our students. We strive to ensure all students are ambitious and successful learners who achieve the widest range of relevant and high quality qualifications and awards of which they are capable.

Students are also supported in the development of our Golden Skills: together with our partners we strive to provide the employability and leadership experiences which will help ensure their success wherever they go.

At Selkirk High School we are determined that every individual leaves the school with the values, qualifications and skills to pursue their dreams with confidence, ambition and success.

We know we can’t do this without the help of our parents and partners. The ethos of Selkirk High School is very much a product of our community, its traditions and its united commitment to our young people. I look forward to working closely with you throughout your association with Selkirk High School.

Jamie Bryson
Headteacher
## Communicating with your School

| **SELKIRK HIGH SCHOOL** | Hillside Terrace, Selkirk TD7 4EW  
Scottish Borders |
|-------------------------|-------------------------------------------------|
| **Tel:** (01750) 20246 | Call up the school any time to get information, raise a concern, arrange appointments with Mr Bryson, Mrs Thomson, Mr Marshall, Guidance staff or teachers.  
Do not hesitate – we really want to hear from you! |
| **Email:** selkirkhs@scotborders.gov.uk | As above, email the school any time to get information, raise a concern, arrange appointments with Mr Bryson, Mrs Thomson, Mr Marshall, Guidance staff, teachers. |
| **Website:** www.selkirkhighschool.org.uk | The website has a full range of school information.  
The website is currently being updated in partnership with the Selkirk High School Parent Partnership. |
| **Facebook**  
‘Selkirk High School’ | This is great to keep updated on the achievements of our students and to keep informed about key events at the school. |
| **Follow Selkirk High School @SelkirkHS**  
Follow Mr Bryson @JamieBrysonSHS | The SHS Twitter feed shares links with all info on Facebook |
| **The Border Telegraph**  
School Newsletters | We celebrate the success of our students on a weekly page in **The Border Telegraph**. This is also emailed to parents by Groupcall.  
The School Press Committee also produces Newsletters at Christmas and at the end of the Summer Term. |
| **School Handbook** | This has a full range of information about the school and is available on the school website or from the school office on request. This is particularly useful for prospective parents. |
| **Parent Handbook** | This is a shorter version of the School handbook and is designed by the Selkirk High School Parent Partnership to support new parents. |
| **Parents Evenings and Reports** | These are great opportunities to meet teachers, discuss the progress of students and discuss how best to support learning at home. Reports are also provided- see parent calendar of events on the school website. |
| **Parents’ Information Evenings** | The school holds a range of Parent Information Evenings about the Learner Journey, Careers, Excursions. |
| **Groupcall** | The school communicates updates on events and arrangements during bad weather etc. to all parents by email (or by text message on request). |
| **SHS Parent Partnership** | The SHSPP meets Termly. Its ambition is to help ‘engage families and inspire students’. From 2019, the SHSPP will be creating a Programme of Engagement opportunities for parents and carers.  
All parents are welcome to join the SHSPP. Updates and information about events are communicated by Groupcall. |
## The Staff Team

### HEADTEACHER
- Mr J Bryson

### DEPUTE HEADTEACHERS
- Mr G Marshall
- Mrs L Thomson

### BUSINESS MANAGER
- Mrs J Bryson

### PASTORAL TEAM
- Mrs S Crooks
- Mrs R Fagan

### ADDITIONAL NEEDS
- Mrs P Lane (Principal Teacher)
- Mrs E Fraser
- Mrs S Sapkota

### ENGLISH/LITERACY/MODERN LANGUAGES
- Mrs K McKeown (Principal Teacher) English
- Mrs L Gray English
- Mr D Henderson English
- Ms E Masterson French and Spanish
- Miss M Mitchell French and Spanish

### EXPRESSIVE ARTS
- Mrs L Kemp (Principal Teacher) Music
- Mr A Everitt Drama
- Mr C Dolan Art

### MATHEMATICS/NUMERACY
- Mrs S McHenry (Principal Teacher)
- Mr T Cove
- Mrs A Marshall

### HEALTH & WELLBEING (PE and Home Economics)
- Mr A Aiken (Principal Teacher) PE
- Mr A Lyall PE
- Mrs K Kay PE
- Mrs T Lawson Home Economics
- Mrs J Wallace Home Economics

### SOCIAL SUBJECTS
- Miss P Barker (Principal Teacher) History
- Mrs H Dodds Geography
- Ms J Swan Modern Studies
- Ms J Thompson Religious Moral
  - Philosophical Studies

### SCIENCES
- Mrs Y Roy (Principal Teacher)
- Miss N Douglas
- Mrs C Everett
- Ms M Pope
- Mr P Lee

### TECHNOLOGY & ENTERPRISE
- Mrs C Poole (Principal Teacher) Technologies
- Mr R Willan (Principal Teacher) Skills and Rural
- Mrs C Orr Technologies
- Mr C Cunningham Business Management

### ADDITIONAL NEEDS ASSISTANTS
- Mrs C Bird
- Mrs P Dickson
- Ms A Johnson
- Mrs J McIntyre
- Mrs S Swanson

### OFFICE STAFF
- Mrs L Kibble Administrative Assistant
- Mrs K Carroll
- Mrs C Howden

### SCHOOL ASSISTANT
- Mrs L Forster Reprographics/HE/Technology
- Mrs D Whitehead Reprographics/HE/Technology

### LIBRARIAN
- Mrs L Thomson

### TECHNICIANS
- Mr A Haining Science

### JANITORS
- Mr P Brownlee Head Janitor
- Mr A Laurie
- Mr E MacDougall

### MUSIC INSTRUCTORS
- Mrs K Hume Guitar
- Mr C Kemp Brass
- Mrs T Short Woodwind
- Mr B Redman Percussion
- Mr J Law Strings

### TRADITIONAL MUSIC TUTORS
- Elspeth Smellie Clarsach
- Hilary Bell Voice
- Ian Lowthian Accordion
- Andrew Bunyan Pipes
At Selkirk High School we strive to put our 4 Values of Respect, Responsibility, Relationships and Resilience into action in all we do, whether in classroom, corridor, in our extra-curricular life or in the community.

Every year students experience a programme of Assemblies and events such as VIA Day (Values In Action Day) focused on our values. These are delivered by a combination of staff, students and partners and often require students to work together in mixed age groups.

We are currently engaged on track to achieve our Silver Rights Respecting Schools Award, having achieved the Bronze Award in 2018.

We are also on track to achieve our LGBT Silver Award later in 2019.

Our Student Head Teams see this as the defining character of life at Selkirk High School and are proud to present Values In Action Awards to students, staff, parents and partners at their Christmas and Easter Assemblies and at our Prize Giving at the end of the Summer Term.

Many students are involved in mentoring their younger peers. S4 VIA Heroes serve as buddies for all S1 students and S5 students deliver mentoring to S2 students through the MVP programme. In addition, S6 students provide help and support to younger students in sporting and academic contexts throughout the year.
**Qualifications and Golden Skills: Our Curriculum and the Learner Journey**

**S1, S2 and S3 – Broad General Education**

The Broad General Education (BGE) from S1-S3 covers the 8 key Curriculum areas of the Curriculum for Excellence:

- Expressive Arts
- Languages
- Health and Wellbeing
- Mathematics
- Sciences
- Religious and Moral Education
- Social Subjects
- Technologies

Pupils experience this ‘totality of learning’ through the four contexts of learning of the Curriculum for Excellence:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

Our aim is to help our pupils to become:

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

In S3, pupils can begin to specialise by choosing subjects of particular interest. As well as English, Maths and their Core Subjects (PSE- Personal Social Education with Pastoral Teacher-, PE and Religious Education), pupils select 7 other subjects. This element of personalisation and choice at this stage of the learner journey continues to motivate pupils and allows them to begin to focus on particular subject areas.
Senior Phase Courses – S4

In S4, as well as continuing with Core Subjects (PSE and PE), the majority of pupils at Selkirk High School will take courses leading to National Qualifications in English and Maths plus 4 other subjects.

At this point, the opportunities provided in the learner journey also expand to subjects delivered by the Schools Academy at Scottish Borders College. This gives our pupils a broad curriculum offer to select from, leading to a total of 6 qualifications by the end of S4.

Senior Phase Courses – S6

Pupils in S6 are likely to follow a much broader and varied timetable designed around their planned positive destination. As well as Core PSE, S6 pupils study towards achieving 3 qualifications by the end of this year. Again, these qualifications should demonstrate progression.

In addition, all S6 pupils will work towards achieving the SQA Leadership Award at SCQF Level 6. Many pupils will also work towards achieving a Saltire Award through volunteering and some will take part in planned and accredited Work Placement opportunities.

At all stages of transition, pupils are given support in the form of 1:1 interviews with their Guidance Teacher and Careers Adviser as well as information in assemblies/events and on the Course Choice documents available on the school website.

Events for parents also take place to help with support from home.
Golden Skills – P7 Transition

The Skills Journey for Selkirk High School pupils begins in P7. From January to June in the year before pupils start at the High School, P7 pupils take part in a programme of activities with a focus on the Golden Skills. This culminates in a two day Transition by which time the pupils will be familiar with these skills and how they can demonstrate them.

Golden Skills – BGE

All pupils in S1 and S2 have ‘Employability Skills’ as a dedicated lesson on their timetable for 1 period per week. During this time, pupils develop their knowledge and understanding of the key employability skills and learn how they develop and apply these skills through their learning both within and out with school. By the end of S2, all pupils are well on their way to developing a CV that encapsulates their ‘unique and magnificent potential’. Pupils continue to develop these Golden Skills throughout S3 and subject lessons are planned around how pupils can develop and progress in these skills in the context of the different subjects.

Golden Skills – Senior Phase

All pupils in S4 are given a valuable opportunity to put these Golden Skills into practice by taking part in a week long Work Placement. Preparation prior to the placements as well as afterwards allows the pupils to gain a greater understanding of the skills that they have developed and how they have demonstrated these as well as planning next steps. All S4 pupils can use this opportunity to work towards and SQA Work Placement qualification.

Pupils in S5 and S6 will continue to develop these skills through the context of their learning in subjects as well as through Wider Achievement opportunities both in school and out with. At this stage, pupils will have developed a comprehensive CV and Personal Statement detailing their leadership and skills development with many real life examples of how they have applied these skills in unfamiliar contexts. All S5 students receive a mock interview organised by our partners in the Rotary Club. This is excellent preparation for applications to College, Universities, Training Programmes and employment.
We are very proud of the quality of our relationships at Selkirk High School. Positive relationships between pupils and all school staff help create an environment where everyone can learn and enjoy the learning experience.

To establish these positive relationships Selkirk High School has THREE school expectations. Students and staff are expected to be:

**READY**

**RESPECTFUL**

**SAFE**

All school routines and responsibilities can be linked to one of these basic expectations and teachers will display and refer to these consistently.

Teachers will be relentless in teaching classroom routines including:

- Meeting & Greeting students with a relaxed positive welcome
- Focussing their attention to best conduct and taking the fame out of bad behaviour
- Ending the lesson consistently and calmly with personal conversations on leaving the classroom
- Celebrating the success of students, whether through class feedback and displays, praise postcards, phone-calls home, facebook communications, press citations, prize-giving assemblies.

Teachers will calmly deal with any behaviour concerns and will attempt to keep conversations around behaviour private with individual students.

Teachers will use agreed scripts and strategies to deal with poor behaviour and maintain a positive relationship with all students.

Recognising positive conduct by using verbal and written praise is also an important part of building positive relationships in Selkirk High School.

Selkirk High School aims to be a restorative school. Restorative questions are displayed outside every classroom and teachers will use restorative meetings to restore relationships.
Selkirk High School is committed to providing student leadership opportunities to all students. These leadership opportunities will support the work of the school and wider community whilst enabling students to build confidence, raise aspirations and recognise their unique talents.

Leadership opportunities will develop students’ Golden Skills and allow students to put our school values of Respect, Responsibilities, Resilience and Relationships into action. They also support a positive partnership between students and staff.

Leadership opportunities will have a positive impact on one or more of the following:
- Development of our Values and Golden Skills
- The ethos of Selkirk High School
- Learning and Teaching in Selkirk High School
- The Health & Wellbeing of staff and students
- Fostering positive links with the local and wider community

The Informal Leadership Culture: Values In Action

In Selkirk high School we believe that the most important leadership opportunities are available informally to staff and students each and every day. What can each member of the school community do to make Selkirk High School a more enjoyable and pleasant place to be? Is there something that you can do to help the school environment? Can you make life in Selkirk High School more enjoyable for an individual or group?

Examples of our informal leadership culture would be:
- Picking up litter and putting it in the appropriate recycling bin – even if you haven’t dropped it!
- Making sure the spaces you and your friends use are tidy when you leave them
- Doing the right thing rather than the popular thing
- Helping someone if they are upset or unhappy – even if they are not your friend
- Showing a visitor to the school where to go when asked for directions
- Being polite, thoughtful and respectful at all times to all members of the school community

Formal Leadership Opportunities

Students will also have the opportunity to be involved in formal school leadership opportunities throughout their time at Selkirk High School. These will include:
- Student Head Team and Prefects in S6
- House Reps/captains
- Student Council representatives
- Sports team captains/extra-curricular leadership roles
- Faculty Ambassadors
- Mentors in Violence prevention in S5
- VIA Heroes Support Mentors in S3/4
- Charities work/committees
- All S6 pupils are expected to achieve SCQF Leadership Award
We are extremely grateful to all staff, partners and students who commit so much of their time to supporting our young people beyond the classroom.

Extra Curricular involvement is a valuable part of the rounded education we strive for at Selkirk High School. Please have a look at what is on offer - pupils are always welcome and should feel free to try out as many clubs as they like.

- All pupils at Selkirk High School are encouraged to get involved in as many extra curricular opportunities as possible.
- Joining a club can be a lot of fun and an excellent way to make friends and add a range of different experiences to the school week. It’s also a good way to have a calm and healthy lunchtime.
- It can also help develop the **SHS Golden Skills** of **Teamwork, Creativity, Problem Solving** and **Communication** as well as having a **Positive Attitude**.
- Every club also provides opportunities to put our **School Values** of **Respect, Responsibility, Relationships** and **Resilience** into action and break down barriers between groups of students and between different year groups.

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**STEM CLUB**

Mrs Everett  
When? Monday Lunchtime  
Where? Room 27  
Who? S1-6  
This is a club for everyone interested in how things work and how they are made. Brace yourself for some big ideas from the world of Science Technology Engineering and Maths.

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**MATHS CLUB**

Mrs McHenry  
When? Tuesday Lunchtime  
Where? Room 13  
Who? S1-6  
This is a club for everyone interested in puzzles, logic and Maths. Play board games and much more!

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**GEOGRAPHY CLUB**

Miss Todd  
When? Thursday Lunchtime  
Where? Geography Room  
Who? S1-6  
This is a ‘Geography in the News’ club for all Geography enthusiasts! Our main purpose is to keep the Geography in the News noticeboard updated with news articles, front pages of what is going on in the world...so I’m calling on budding journalists and geography enthusiasts!
RIGHTS RESPECTING SCHOOLS

Miss Swan
When? Wednesday Lunchtime
Where? Room 31
Who? S1-6
This is a club for anyone who would like to get involved in promoting Human Rights, good values, respect and tolerance across our school and community. We will plan events, organise campaigns and work with teachers and other committees in the hope of achieving our Silver Rights Respecting Schools Award.

HOCKEY

Staff: Mr Aiken, Mrs Kay, Ali Cullen
Senior helpers: Lindsay Jack, Emma Duncan, Polly Bell, Lisa Anderson, Georgia Main and Tia Douglas
When: S3 – Monday 4-5pm; S1&2 – Tuesday 4-5pm; Senior – Thursday 4-5pm
Hockey has always been a great success at Selkirk High School. It is a brilliant opportunity to meet new people, socialise with friends and stay active. Members are provided with the opportunity to train one night a week and play competitive games against other schools on a Friday afternoon. New members are always welcome, come and speak to the P.E department if you are interested.

CLASSICS CLUB

Mr Cunningham
When- Thurs lunchtime
Who- S1-S6
Where- Room 14
This club has been devised to provide young people at SHS the opportunity to begin their understanding of the Ancient World; to have an awareness of its languages, customs, beliefs, social structures, institutions and history. In a fun and exciting way, we will look at the differences and similarities between our modern society and the civilisations of the Ancient Greeks and Romans.

FOOTBALL

Gregor Lunn, Luis Mendoza(S6), Mr Aiken
When? Thursday Lunchtime 1.25 -1.55
Where? 2G pitch
Who? S1 & S2
This is an opportunity to come and ENJOY playing Football on the 2G pitch on a lunchtime. All S1 & S2 welcome.

Teamwork – Together Everyone Achieves More
Creativity - Learn 1 v 1 skills to beat your opponent
Problem Solving – When to shoot, who to pass to, what skill to use. Communication – Developing the confidence to talk to teammates, fellow club members
Positive Attitude – Helping your team mates, fellow participants learn new skills and encouraging all to give their best effort.
EXTRA-CURRICULAR RUGBY

S1 and S2
Mr Lyall, Mr Murdoch, Mr Willan, Mr Dolan
When? Monday after school 3.45pm to 5pm
Where? Gym Changing Rooms and High School Pitches

S3/U15 and U16
When? Tuesday and Thursday 6pm to 7.30pm
Where? @ Selkirk Rugby Club

Fixtures – Friday afternoon, Saturday Morning
This is an opportunity for all students to develop their understanding of rugby as well as improving their skills and games understanding. Sessions allow players to develop both physically and mentally. Team work is at the centre of these sessions where players learn to work successfully with others to achieve improved performances.

BOOK CLUB/HARRY POTTER

Mrs McKeown
When? Tuesday Lunchtime but could be changed if not suitable for those interested
Where? Room 21
Who? S1-S6

If you love reading and want to find out about new books, discuss what you’ve been reading with others and write reviews for the local press, this is the club for you! Previous groups have also run competitions and events to promote reading across SHS. This year we’re also thinking about adding a Harry Potter element to the club so if you know your Slytherin from your Ravenclaw, we’re looking for you!

GUITAR GROUP

Mrs Hume
This group rehearses on Monday lunchtime at 1.30 pm in the Music department. It is open to anyone who plays the guitar. Rehearsals begin around October and continue weekly.

Mrs Hume prepares a wide variety of music that appeals to all guitarists. Their first performance will be the Christmas concert on Wednesday 12th December.

CHOIR

Mrs Kemp
Choir rehearses on Monday lunchtime at 1.30 pm in the Music department.

We are busy preparing for the Christmas concert and are rehearsing ‘A Million Dreams’ from The Greatest Showman and ‘When You Believe’ from The Prince of Egypt.

Choir is open to anyone who loves to sing!
<table>
<thead>
<tr>
<th>Club</th>
<th>Leaders</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEILIDH BAND</strong></td>
<td>Mr Lowthian</td>
<td>This group is open to anyone who plays any instrument. Rehearsals are on Wednesday lunchtime at 1.30pm in the Music department and these continue weekly. Mr Lowthian always chooses music that is enjoyable to rehearse and perform and the Ceilidh Band is always an important part of our Christmas concert.</td>
</tr>
<tr>
<td><strong>SCHOOL BAND</strong></td>
<td>Mr Kemp</td>
<td>This group rehearses on Thursday lunchtime at 1.30 pm in the Music department. It is open to anyone who plays brass or woodwind. Rehearsals begin around October and continue weekly. Mr Kemp will be working on a programme of music for the Christmas concert.</td>
</tr>
</tbody>
</table>
| **DRAMA**            | Mr Everitt          | When? Wednesday Lunchtime  
Where? Room 8  
Who? S1-3  
If you enjoy performing with the possibility of showing family and friends your skills then this is the club for you. In Drama Club you will take part in games and improvisation and grow in confidence! |
| **HOMEWORK CLUB**    | Mrs Lane / Mrs Fraser / S6 Volunteers | When? Thursday Lunchtime 1.30 – 2.00  
Where? Room 10C  
Who? S1 and S2  
If you need a quiet space, or a computer to complete your homework then 10C is the place for you. S6 pupils are also there to help. |
| **GAMES CLUB**       | Mrs Lane / Mrs Fraser | When? Wednesday Lunchtime 1.30 – 2.00  
Where? Room 10B and 10C  
Who? S1 – S3  
This is a club for anyone who enjoys jigsaws, chess, Lego or any other board games. Come along and join us on Wednesday. It’s a great way to make new friends. |
**HORTICULTURE CLUB**

**Mr Willan**
When? Tuesday Lunchtime and after school.
Where? Horticultural area
Who? S1-S6
We are very lucky to have a great set up ready and waiting for students to use and enjoy the hands-on experience of growing. There will also be other opportunities for students interested in horticulture. Activities include polytunnel production, vegetable gardening, fruit tree maintenance, container plantings, expert advice from the local community, and lots of food!

**BIG QUESTION CLUB**

Led by Daniel, Emma, James, Margaret, and Jess.
When? Thursday Lunchtime
Where? Room 35
Who? S1-S6
**Big Questions: Life, Purpose, and Hot Chocolate**
Come along for hot chocolate and discussions about the big ideas of life. What are we for? Why do we wonder what we’re for? Where are we going? Are we there yet? We’ll make these discussions interesting and fun, and everything’s better with hot chocolate anyway!

**SUSTAINABILITY AND ENTERPRISE CLUB**

**Mrs Orr, Mrs Poole and Mr Winton**
When: Wed 1:30-1:55
Where: Technologies
Who: S1-S6 Are you a budding Entrepreneur?
This club is all about making products to sell and setting up a small business. Pupils will be encouraged to explore areas of up-cycling, making and selling and given the opportunity to explore their own areas of interest

**ART CLUB**

**Mr Dolan and S6**
When: Wed Lunchtime
Where: Room 32
Who: S1-6
This is for everyone who enjoys being creative. You will get to use messy materials and projects that you do not get the chance to use in class. If you would like to create a sculpture out of clay, paint a mural, learn how to use a DSLR camera or weekly challenges then come along.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Event</th>
<th>Organiser(s)</th>
<th>Age</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>7-7.45pm</td>
<td>Canoe Club</td>
<td>Mr &amp; Mrs Dickie</td>
<td>8 years+</td>
<td>Selkirk Swimming Pool</td>
</tr>
<tr>
<td>Tuesday</td>
<td>6-7pm</td>
<td>Cricket</td>
<td>Rory Banks</td>
<td>P1-S6</td>
<td>Selkirk Cricket Club</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Lunchtime</td>
<td>Interest Link</td>
<td>Stef Polyttilo</td>
<td>By Invitation</td>
<td>Room 12</td>
</tr>
<tr>
<td>Wednesday</td>
<td>6.15-7.15pm</td>
<td>Selkirk FC</td>
<td>Iain Clark</td>
<td>U15</td>
<td>2G</td>
</tr>
<tr>
<td>Thursday</td>
<td>5-6pm</td>
<td>U14 Hockey (mixed)</td>
<td>Fjordhus Reivers</td>
<td>P6-S2</td>
<td>2G</td>
</tr>
<tr>
<td>Saturday</td>
<td>2-3pm</td>
<td>Fit for Girls</td>
<td>TRI FITNESS</td>
<td>S1-S6</td>
<td>TRI FITNESS (Gala)</td>
</tr>
</tbody>
</table>
Exodus Week

Selkirk High School's Exodus programme takes place in May/June each session when the usual timetable is suspended. The programme involves students taking part in a wide range of experiences that are aimed at developing the four Curriculum for Excellence capacities and the Health and Wellbeing agenda. The programme encourages students to put their **Values Into Action** and apply their **Golden Skills** in unfamiliar contexts.

**FIRST YEAR**

All First year students are offered the opportunity to go away together to Rock UK at Whithaugh Park, Newcastleton for one week.

Whithaugh Park consists of an estate of over 100 acres. Pupils will be living in wooden chalets and activities include swimming, mountain, biking, high, ropes, kayaking, teambuilding, zip wire and much more! The structured programme followed during the week is intended to keep them busy all of the time. The activities are organised to bring out many aspects of personal development such as working as part of a team and being able to get on with others. It is intended to be a lot of **fun** and it is hoped that all of **first year** will attend. Financial assistance may be available- please contact the school office.

**SECOND YEAR**

As part of the Exodus programme all second year students participate in a Health Week where a wealth of activities explore a wide range of issues aimed at encouraging a healthy life style.

**THIRD YEAR**

All third year students are offered the opportunity of a week long excursion as part of the Exodus programme. Usually, at least one foreign trip is offered.

The following are examples of what has been on offer in the past:-

- **Ardeche** - Outdoor pursuits
- **Home Based** - Various activities
- **Scottish Cities** - Various Activities

**FOURTH YEAR**

Fourth Year students attend a Work Experience placement giving them an insight into the world of work. The placements provide all with the opportunity to develop their Golden skills.

**SENIOR CHALLENGE**

The aim of the senior challenge is to build an effective 6th Year team who will be better prepared to meet the special challenges they will face as prefects at Selkirk High School. The group go to Comrie in Perthshire where they participate in a wide range of activities ranging from visits to Stirling to outdoor team building activities.
Traditional Music at Selkirk High School

We are very proud of our Traditional Music School at Selkirk High which provides opportunities for students to express their creativity and build confidence whilst promoting the music of our regional and national culture and heritage.

Alongside the Regional provision of Brass, Woodwind, Violin, Percussion and Guitar we offer Accordion, Clarsach, Fiddle, Traditional Singing and Chanter/Bagpipes. This enriched musical experience complements the existing Regional Instrumental Service. Free tuition is available to both primary and secondary students and strengthens existing primary/secondary links as well as helping to ensure the wellbeing of all students by developing their confidence and experience of success.

Our tutors are local musicians who are willing and able to share their skills and enthusiasm and this community/school connection is an essential part of the success. Students are encouraged to have high expectations and are inspired and motivated to learn. Our school ceilidh band has emerged as a consequence of the initiative and this gives all our students an opportunity to appreciate the communal delight of performing in an intergenerational ensemble.

Through public performances and workshops we have established a reputation for excellence and our students are actively involved in school and across the community. A celebration of our National Scottish culture and heritage flourishes alongside our local and community traditions.
The Pastoral system in the High School is there to offer care and support for students throughout their school career. It is important that students have regular contact with their Pastoral Teacher – Mrs Fagan or Mrs Crooks who oversees their time at school, meets them regularly and is always there to help.

Before they arrive at High School all P7’s will know and have met their Pastoral teacher. If a student has an older brother or sister at school then they will automatically be placed in the same House which provides continuity for the Pastoral Teacher and the family.

Students will have regular contact with their Pastoral teacher as follows through weekly Personal and Social Education lessons and at key transition points throughout a student’s career at SHS. If a student is experiencing difficulties, then the Pastoral team will be the first line of contact for students and parents. A member of the Pastoral team will usually be the person who contacts parents if we are concerned about any aspect of a student’s life in school. We take any incidence of bullying very seriously and encourage parents to get in touch immediately if they have any concerns.

THE HOUSE SYSTEM

Each student is allocated to one of three houses, Ettrick, Yarrow or Tweed. To foster a sense of belonging to each House, regular inter-house competitions are organised in a range of sporting and other activities. All students are encouraged to take part and trophies are presented to House captains at the Prize Giving Ceremony in June. Students are encouraged to organise teams themselves and each year will elect House reps who are responsible for doing this.

CHILD PROTECTION

National Guidance for all child protection agencies requires schools to report if they believe that a child may come to harm as a consequence of possible abuse. Like all SBC schools, Selkirk High School has a designated member of staff (Mr Graham Marshall DHT), who is responsible for child protection matters and who is specially trained for the task. An extensive training programme has also been undertaken to ensure all staff are aware of their responsibilities.

The SBC Respectful Relationships Policy can be downloaded from the website: www.scotborders.gov.uk/antibullying

Scotland’s Anti-Bullying service - Respect Me - gives general advice as well as information on cyberbullying on their website: www.respectme.org.uk

Additional Needs

All staff in Selkirk High School work closely with the Additional Needs Department. Often, an Additional Needs member of staff will provide support in the classroom with the subject teacher. They will be there to help any student who may be experiencing difficulties. At other times, students may be taken out of class on an individual basis to receive help from a member of staff or from a senior student. In addition to this, a Fast-Track Literacy and Numeracy work also takes place within the Additional Needs department for students who require more intense support.

It is school policy to include students within classes whenever possible and Additional Needs staff work with subject teachers to ensure that class work will be suitable for all students. However, a more bespoke timetable is sometimes required to support individuals with particular needs.

The Additional Needs staff are supervised by the Principal Teacher Mrs Lane who oversees and coordinates all the work of the department. Any parent who is concerned with any aspect of Additional Needs should contact either the Principal Teacher or the appropriate Pastoral Teacher.

Additional information about the Local Authority’s arrangements regarding additional support needs can be accessed at the appropriate section of the SBC website. http://www.scotborders.gov.uk/info/886/additional_support_needs
We expect all students to arrive at school smartly dressed and ready to work

- A white shirt and school tie tied at the top
- A plain black V-neck jumper, cardigan or black sweatshirt- not hoodies*
- Black tailored trousers or skirt- not jeans or leggings
- Smart, sensible, black school shoes
- Encouraged – black school jacket

*Pupils wearing outdoor clothing are expected to change on arrival

The uniform is a constant visual reminder of our high standards. It is aspirational. It represents our united effort to be the best we can be. It represents the pride we have in our school and our belief in every young person’s unique and magnificent potential, regardless of their background and ability. It can give young people confidence, self-belief and a sense of belonging. Students also tell us that the uniform shows that everyone is equal and helps prevent prejudice based on appearance.

We would like to thank parents and carers for supporting the school uniform. It is an indirect but significant factor in the school’s ethos and success.

Financial Support – Clothing Allowance and Free School Meals

- NU2U Recycling Opportunity: in partnership with Rowlands, the school has created a free clothes/kit recycling opportunity - please phone the school for details
- If there is a particular reason preventing your child from wearing the school uniform, please contact the school or provide a note
- You may be entitled to support for School Clothing and/or School Meals- Please visit the SBC website or contact the school to check! http://www.scotborders.gov.uk/info/594/benefitseducation_and_school/332/free_school_meals_and_clothingfootwear_grant
- Breakfast is offered by Rowlands to everyone the School Hall on Tuesdays and Thursdays; and for particular groups every day (please enquire at the school office for details)

EDUCATIONAL MAINTENANCE ALLOWANCE

An EMA has been available to eligible young people remaining in full time education beyond the statutory leaving age of 16. It is a weekly payment made directly to the young person from a family whose annual household income is £22,403 or less.

Payments will only be made if the pupil has satisfied attendance requirements. Pupils must complete a learning agreement. Information and application forms are available from the school office.
Homework

**WHY HAVE HOMEWORK?**
- Extend, reinforce and revise course work
- Work independently
- Manage study time and meet deadlines
- Take responsibility for learning

**EXAMPLES OF HOMEWORK TASKS**
- A Written exercise
- Revising for a test
- Reading a novel or chapter from a subject text book
- Finding information about a given topic
- Practising a piece of music or drama

**WHAT’S OUR APPROACH AT SHS?**
- Homework tasks will be linked to class work and will be appropriate to the needs and abilities of students.
- While not specifying exactly how much time should be allocated to homework, homework demands will increase as students move up the school.
- Students will be given a reasonable amount of time to complete homework tasks.
- Teachers will encourage students to use their planner and will give them time during lessons to note homework details down.
- Homework that is marked by the teacher will normally be returned within a week. Alternatively homework may be self or peer assessed in class.
- Teachers will record homework grades as appropriate and will provide feedback aimed at helping students improve.
- Students will submit homework on time and completed to the best of their ability. Where homework is late or of an unacceptable standard the teacher will ask for the reason before taking appropriate action.
- When help is needed, students should ask their teacher prior to the submission date.

**HOW CAN PARENTS HELP?**
- Regularly asking about and showing an interest in their child’s homework.
- Helping their child to organise their time so that homework is not left to the last minute.
- Providing a suitable environment for their child to complete homework.
- Giving encouragement to their child to produce a high quality of work.
- Offering help if required but without doing the work for their child.
- Contacting the school if their child is experiencing difficulties or if they would like more information about homework.
Parents, carers and family members are by far the most important influences on children’s lives. Research shows that when parents are involved in their child’s learning, children do better at school and throughout life.

Because parents have such a vital role to play in their children’s education, the Scottish Parliament has passed a new law called the Scottish Schools (Parental Involvement) Act 2006 – to encourage and support more parents to become involved.

The main aims of the Parental Involvement Act are to:

- Help parents become more involved with their child’s education and learning.
- Welcome parents as active participants in the life of the school.
- Provide easier ways for parents to express their views and wishes.

The Parent Partnership at SHS

The Parent Partnership at SHS is far more than a fund-raising body. It actively seeks to engage parents in all aspects of school improvement. Current areas of activity include:

- working with the school to develop communication between parents and the school, including the development of the school website and support packs for new parents.
- the creation of the Parent Engagement Programme which offers a range of workshops including Literacy, Numeracy and Health and Wellbeing (eg Raising Teens with Confidence)
- the development of the Parent Voice to ensure the views of all our parents are understood.
- Fundraising and support for a range of school events

Message from our SHSPP Chair, Duncan Bury:

“Our aim is in line with Scotland’s national action plan on parental involvement, parental engagement, family learning and learning at home. That is, in summary, to get parents as involved as possible in the education of their children both within school and outwith school.

This needs to be driven by Parents and Teachers and most importantly by the pupils themselves. In the 21 years (and ongoing) I have had children going through the Scottish Education system one thing has struck me. Every child is capable and every parent can support their child but it’s not always easy! We just have to work out how.

In the coming year it is our intention to move the Parent Partnership towards being an innovative, and sometimes challenging, partner of the school. If you need support, have an idea or want to be involved, please join us at the SHSPP or get in touch through the school office or directly with me: duncan@friarshawmuir.com
Our Focus 2018-2019

1. Raising Attainment
2. Skills and Employability
3. Health and Wellbeing

1. RAISING ATTAINMENT

DEVELOPING THE CURRICULUM OFFER
We are working hard to offer as many opportunities in our curriculum as possible. We want all our students to stay at Selkirk High School until the end of S6- unless they have a truly excellent and secure alternative. The following additions have been made to the curriculum for 2018-19
- Employability in S1/S2
- Personal Finance- S4
- Scottish Studies- Senior Phase
- Employability S3/4
- Photography Higher (thanks to SHSPP for funding the excellent photographic equipment!)
- S6 Leadership Award
- Aspiring Performers Programme (SCQF Level 5)

However, we are now looking at offering further Qualifications and Awards to ensure we have a meaningful curriculum for all our students.

DEVELOPING AMBITION AND RESILIENCE
Results 2017-18 compare favourably with previous years in most areas but we think we can do very much better because we are improving early intervention strategies and working hard to develop an ethos of ambition and resilience: Selkirk High School students do not give up!

*Remember- 1 pupil may account for several % points depending on the size of the cohort!*

<table>
<thead>
<tr>
<th>Number of quals at a level</th>
<th>Average last 3 years</th>
<th>2017-18</th>
<th>2018-19 Stretch Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 at level 4 or better (S4)</td>
<td>68%</td>
<td>(60%)</td>
<td>80%</td>
</tr>
<tr>
<td>5 at Level 5 (S4)</td>
<td>34%</td>
<td>37%</td>
<td>50%</td>
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<tr>
<td>5 at Level 6 (S5)</td>
<td>13%</td>
<td>13%</td>
<td>20%</td>
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<tr>
<td>3 at Level 6</td>
<td>32%</td>
<td>37%</td>
<td>45%</td>
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<tr>
<td>1 at Level 7</td>
<td>14%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Evidence suggests the quality of teaching is strong at SHS- what we need to do is develop an ethos of ambition and self-belief across the school community!

(continued overleaf)
DEVELOPING AMBITION AND RESILIENCE (contd.)

Academic results are important but so is the breadth of experience and achievement for students who do not find success easily in the traditional classroom- increasing meaningful alternatives such as National Progression Awards for all our students is an ongoing priority for all Faculties this year.

PEF (PUPIL EQUITY FUND)

The PEF provision was used across the cluster to support a targeted group of pupils with Reading through a ‘Corrective Reading Programme’. At Selkirk High School, the results were fantastic- congratulations to the students and Tricia Lane and her team in Pupil Support

- Average increase in reading age = 1 year 5 months
- All pupils report feeling more confident and reading more independently at home

Parent comments- ‘our son is just back and very proud of his reading certificate! We are so pleased too.’

‘We just wanted to say how fantastic our son’s progress has been in reading: he’s come on amazingly well in such a short space of time! He also seems really proud and pleased with himself.’

The focus for 2018-19 will be extended to Numeracy and Engagement.

DEVELOPING S6

We are determined our most senior students leave with as well-rounded an education as possible in order that they can proceed with confidence to the next stage of their lives. S6 pupils are engaged in a rich blend of academic qualifications, school service, volunteering and work-experience. They also have the opportunity to attain the SCQF Level 5/6 Leadership Award through their leadership of S6 committees or extra-curricular activities.

All S6 pupils now have access to study skills sessions to support them through their courses and to enable them to become much more independent learners in preparation for life beyond school.

LEARNER JOURNEY

Pastoral teachers work closely with pupils in all year groups to develop learner journeys that are appropriate to each individual pupil. Along with our expanding Curriculum Offer for Senior pupils, our younger pupils are engaging in timetabled Skills lessons with a focus on self-evaluation and planning learner journeys to work towards ensuring positive and sustainable destinations for all once pupils leave school.

Changes to our course choice procedure also aim to ensure that pupils are making the right decisions for them. This includes the introduction of Learner Journey Evenings where pupils and parents can come to the school and find out more about the Curriculum Offer at Selkirk High School.

Communicating with parents about the Learner Journey is a clear development need for the school. The Selkirk High School Parent Partnership has formed a sub-group which will be working with the school to get this right.
2. SKILLS AND EMPLOYABILITY

LEARNING INTENTIONS: OUR GOLDEN SKILLS
Qualifications may open doors, but your skills and qualities secure you the position! In our efforts to make all learning relevant and meaningful, teachers are seeking to develop Golden Skills across the curriculum by relating learning Intentions to the skills where possible.

These skills were identified by our local Business Partners: Communication, Teamwork, Problem Solving, Creativity and Positive Attitude.

In S1 and S2, all pupils will experience explicit lessons focused on these skills which they will develop, wherever possible, in meaningful work-related contexts.

EMPLOYABILITY
We are very excited to say that we have very recently appointed for the post of PT Technologies and Enterprise. Mrs Poole and Mr Willan will be taking up this new post on a job-share basis. They will be responsible for driving forward the DYW (Developing Young Workforce) agenda at Selkirk High School and developing, enhancing and embedding employability opportunities for all pupils across the school.

EXTRA CURRICULAR LIFE AT SHS
We are very proud of our extra curricular offer and this year we expect all students to participate in at least one opportunity.

The Student Head Team are working hard to break down barriers between year groups and see extra curricular clubs as vital. This year they are holding an extra curricular fair and producing a booklet to celebrate and raise the profile of extra curricular opportunities at SHS.

BUSINESS PARTNERSHIPS
Two very successful Business Breakfast meetings with some of our partners took place during the last school year. With the appointment of our PT Technologies and Enterprise as well as an ever expanding list of partners keen to work alongside Selkirk High School, opportunities for work-related experiences for all pupils can be enhanced and embedded into the curriculum.

Three members of staff (Mrs Wallace, Mrs Poole and Mrs Crooks) have also taken part in industry placements with the aim of further developing partnerships. In October, we are hosting an industry placement at the school.

3. HEALTH AND WELLBEING

We’re going for our Rights Respecting Schools Silver Award to add to the Bronze achieved last year. Pupils are also leading efforts to achieve the LGBT Silver Award in 2019.

SHS Positive Relationships Framework
Building positive working relationships with all members of the school community has always been a key feature of life at Selkirk High School. This session we have set up a staff working group to review our school ethos and consistency when supporting our young people to learn effectively. The group are also looking at different ways to reward positive students; and support staff in managing challenges using restorative approaches.
Pupil Leadership
- The Student Head Team, supported by prefects, are working hard to ‘break down barriers between year groups’ with a particular focus on extra curricular activities and assemblies.
- Our 6th year students have all been trained to assist young people experiencing mental health issues through the ‘See Me’ programme and next week they will complete Child Protection training delivered in school.
- Many Senior pupils are also leading learning in junior classes.
- House Captains and Sports Captains have been appointed.
- This session we are offering students new leadership opportunities in 4th and 5th year through Humanutopia Heroes and the Mentors in Violence Prevention (MVP) programme. We have a group of twenty two 4th year students trained as Humanutopia Heroes and they will be working with our new 1st years as buddies both in and out of the classroom. A similar group of 5th year students have been trained to deliver MVP to 2nd year students and this work will begin shortly.
- Student council representatives have a big part to play in shaping school policy as we move forward.
- This year, Faculty ambassadors will be appointed to represent every subject in all year groups.

Enhanced Individual Support 2018
All secondary schools have been allocated a ‘Resilience & Well-being’ worker as an additional resource to support young people experiencing challenges in their lives. Our worker is Sharon Rettie and she has started work in the High school this week. We have also appointed a new Community Learning & Development worker (Laura Auld) who among other things will be monitoring and supporting student attendance.

Social Space Development at SHS
Student feedback 2017 highlighted a need to improve social space at SHS. We are excited to see progress in the development of our Reading Room in the English corridor. This will be a stylishly furnished and comfortable space, equipped with a drinks machine, for S6 students to work during study time and for all students at Interval and lunchtime. It will also be available for teachers to book for classes. Planning to develop further areas in the school is underway. Phase 2 is looking at the extension of Junior and senior ends and the development of the canteen area.

OTHER DEVELOPMENTS

Fund-Raising
The Selkirk High School Parent Partnership is committed to working with the school to involve parents as much as possible in school improvement. However, they also work tirelessly to support school improvement by raising funds which this year have supported the development of the curriculum by purchasing photography equipment as well as resources across the Faculties.

Communication
It is clear from Parents’ feedback that the way the school communicates with parents needs to improve- and fast! In partnership with the school, parents are now involved in redesigning the school website and the school handbook.
Our Partners

- The Selkirk Rotary Club
- Rowlands
- Selkirk Community Shedders
- Stable Life
- Borders College
- Edinburgh University
- DYW Borders
- Humanutopia

Business Partners

New members of the SHS Team in the last year!

- Lauren Hogarth – Science (Maternity Cover for Maddy Pope)
- Sharon Rettie – Resilience and Wellbeing (Quarriers)
- Eimear Masterson – Modern Languages
- Callum Cunningham – Technologies and Enterprise
- Hannah Todd – Social Subjects (Maternity Cover for Hanna Dodds)
- Sam Murdoch – Social Subjects (NQT)
- Joanne Thomson – RME
- Chris Dolan – Art and Photography
- Andrew Everitt – Drama
- Richard Willan – PT Technologies and Enterprise
- Claire Poole – PT Technologies and Enterprise
- Laura Thomson – DHT
- Anna Johnstone – Additional Needs Assistant
- David Winton – PEF (A Pupil Equity Funded Position)
- Jamie Bryson – HT

Staff Professional Development

Every member of the teaching staff at SHS is involved in a school Improvement Group. Following an ‘Enquiry’ process jointly designed with the Scottish College of Educational Leadership, each group aims to research, collaborate, plan and deliver improvements in the following areas:

- Positive Relationships
- Pupil Voice
- Digital Learning
- Inclusion
Selkirk High School is a nondenominational, co-educational secondary school with 387 students at present.

### Accommodation

The main classroom block houses the majority of subject departments, Canteen, Library, Resource Centre, Administration Office and Senior Staff. The Music department was opened in December 1996 and comprises a suite of classrooms and practice rooms, together with a concert hall. The Agriculture/Horticulture department is on a separate site adjacent to the main school site. The school playing fields are situated directly behind the main building.

### School Meals

The cafeteria is there for pupils’ convenience and offers meals, light lunches and drinks. If pupils take a packed lunch, they can eat it in the dining area. Students are asked to keep tables tidy and to place all litter in the containers provided. Students should only consume food in the Dining Area.

### School Library

The Library has a large stock of books and “talking books.” The Library is open at breaks and lunchtime each day, and year groups are assigned particular days.

### Study Area

There is a designated senior study area within the library. Senior students are encouraged to use the facility when not in subject lessons.

### Security

Students should not normally bring valuables to school. Larger amounts of money should be left with staff in the School Office. Students should not leave money or valuables in changing rooms. They must be handed in to the PE Teacher, who will lock them up till the end of the lesson. When parents and visitors arrive at the school they must sign in at the office and collect a visitor’s pass.

### School Nurse

A weekly “Drop-In” Clinic is available with the school nurse.
School Transport

Pupils in our catchment area are eligible for free travel provided their home is more than three miles from the school. They may travel on special buses or they may be given a pass to use on public transport. Parents moving into the area may contact School Transport Office at SBC Headquarters if transport arrangements have to be made for their children.

New S1 pupils receive their bus passes by post during the summer holiday. Where provided, seat belts should be worn on school transport. Bus permits must be carried at all times, and any misbehaviour may result in this being withdrawn.

Associated Primary Schools

The school accepts students from a catchment area served by:

- KIRKHOPE PRIMARY SCHOOL, Ettrickbridge, Selkirk TD7 5JJ (01750-52231)
- YARROW PRIMARY SCHOOL, Yarrow, Selkirk TD7 5NE 01750 82235
- KNOWEPARK PRIMARY SCHOOL, 1 Curror Street, Selkirk TD7 4HF (01750 21736)
- LILLIESLEAF PRIMARY SCHOOL, Lilliesleaf, Melrose TD6 9HX (01835 870251)
- PHILIPHAUGH COMMUNITY SCHOOL, 2 Linglie Road, Selkirk TD7 5JJ 01750 21774
- ST JOSEPH’S RC PRIMARY SCHOOL, Back Row, Selkirk TD7 4AQ 01750 20343

Enrolment

Transfer from Associated Primary Schools

Parents of students who are transferring from the school’s associated primaries in the normal way are invited to a meeting held in June of the transfer year. The meeting takes the form of an open night and includes staff from the High School explaining the aims of the school and describing the opportunities it provides.

Parents are able to meet support staff and senior staff and discuss with them any matters relating to their child’s educational provision.

All Primary 7 students attend a two-day visit to the High School in June of the transfer year, following their timetables, meeting Pastoral staff and finding out about life in secondary school. Throughout P7 students will be involved in projects that introduce them to the High School. In addition support staff liaise with Primary 7 teachers to ensure that important information is passed on to the High school, and that P7 students have the opportunity to ask questions about life in the High School.

Placing Requests or Visits to the School

For placing requests please phone the school and ask for Graham Marshall, Depute Headteacher or email gw08marshallgraham@glow.sch.uk

To arrange a visit please phone the school and ask for Jamie Bryson, Headteacher or email rjsbryson@glow.sch.uk

Families moving into the catchment area should register children of secondary school age at the school office.
Post 16 Transition

We are dedicated to ensuring all students find a positive destination when they come to leave school whether their pathway is College, Modern Apprenticeship, University, Training programme or Employment.

For the majority of students, support from the Pastoral team, through the PSE programme and 1:1 interviews with Skills Development Scotland are sufficient to ensure that they have appropriate plans in place when they leave. UCAS personal statements for example are thoroughly prepared and supported for our University applicants.

However it is acknowledged that some students, for a variety of reasons, may struggle to make a transition from school. At Selkirk High School we have a planned transition programme for identified students starting in S3, involving multi agency work. This early discussion with appropriate agencies helps to ensure that students and families, potentially vulnerable in transition, are well prepared to move on from school.

Our PSE classes prepare students for the future in partnership with colleges, universities and employers. Great care is taken to ensure that individual pathways are supported.

School Survival Kit

What should you bring with you?

We expect students to take responsibility by being Ready for Learning

1. You should be following the school dress code (unsuitable clothing such as jeans, tracksuits, scarves will mean that you cannot take part in some practical lessons for safety reasons)

2. You should have a bag to carry all you need for the day

3. You should have all the books and jotters you need for the day, including a pocket dictionary for Modern Languages, if possible

4. You should have a supply of pens, pencils, ruler, rubber and sharpener. For some subjects you may need coloured pencils

5. You should have any special requirements for practical subjects such as Home Economics or P.E.

6. All pupils will be issued with a locker, supplied with a key (cost £5.00). Pupils will be required to pay for replacement keys.
School Term Dates 2018 - 19

AUTUMN TERM
- Monday 20 Aug 2018: Staff resume, in service day
- Tuesday 21 Aug 2018: Pupils resume
- Friday 05 Oct 2018: Last day for pupils and staff - mid term holiday
- Monday 15 Oct 2018: All resume
- Thursday 08 Nov 2018: Staff in service day
- Friday 09 Nov 2018: Staff in service day
- Monday 03 Dec 2018: St Andrew’s Day holiday, school closed
- Friday 21 Dec 2018: Last day of term for pupils and staff

WINTER TERM
- Monday 07 Jan 2019: All resume
- Thursday 14 Feb 2019: Last day for pupils - February holiday
- Friday 15 Feb 2019: Staff in service day
- Wednesday 20 Feb 2019: All resume
- Friday 29 Mar 2019: Last day of term for pupils and staff

SUMMER TERM
- Monday 15 Apr 2019: All resume
- Friday 19 Apr 2019: Good Friday, school closed
- Friday 03 May 2019: Staff in service day
- Monday 06 May 2019: May Day holiday, school closed
- Thursday 13 June 2019: Casual Holiday Common Riding
- Friday 14 June 2019: Casual Holiday Common Riding
- Tuesday 02 Jul 2019: Last day of term for pupils and staff

For a more detailed overview the school calendar can be viewed on the Selkirk High School website http://www.selkirkhighschool.org.uk

School Day

<table>
<thead>
<tr>
<th>33 Period Week</th>
<th>Mon, Tues, Wed and Thurs</th>
<th>Friday – Shorter Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8.50 - 9.40</td>
<td>8.50 - 9.40</td>
</tr>
<tr>
<td>Period 2</td>
<td>9.40 - 10.30</td>
<td>9.40 - 10.30</td>
</tr>
<tr>
<td>Interval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>10.45 - 11.35</td>
<td>10.50 - 11.40</td>
</tr>
<tr>
<td>Period 4</td>
<td>11.35 - 12.25</td>
<td>11.40 - 12.30</td>
</tr>
<tr>
<td>Period 5</td>
<td>12.25 - 1.15</td>
<td>12.30 - 1.20</td>
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<tr>
<td>LUNCH</td>
<td></td>
<td></td>
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<tr>
<td>Period 6</td>
<td>2.05 - 2.55</td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td>2.55 - 3.45</td>
<td></td>
</tr>
</tbody>
</table>
At any point in their lives children or young people may need extra help with their education. This may be for any reason and at any time. This is often referred to as additional support for learning or having additional support needs.

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

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

A child/young person’s needs may last for a short time, and the problem may be resolved easily. Or their needs might be very complex, and they may require additional support for a number of years.

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

You can also speak to the Education Team Leader at your local Integrated Children’s Services office.

**Eildon**  
Abbotsford Road, Galashiels  
Tel. 0300 100 1800

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

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

The statutory framework for Additional Support for Learning is the Education [Additional Support For Learning] [Scotland] Acts 2004 and 2009. A good place to find independent information is Enquire, the Scottish advice service for Additional Support for Learning. They have a wealth of information, including practical guides and fact sheets for both parents/carers and young people. You can find the website at www.enquire.org.uk, or ring them on 0845 123 2303.

Further information and support to parents of children and young people with ASN are identified under the Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

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

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC0127471.  
www.sclc.org.uk  
http://www.scotborders.gov.uk/info/886/additional_support_needs
The Educational Psychology Service.

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

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

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

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

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

Please see www.scotborders.gov.uk/EPS
Parent queries or concerns

We would encourage parents to contact the school should they have a query or concern. Contact can be made using the school e-mail address, or by phoning the school.

Office staff will direct queries or concerns to the person best placed to respond and, depending on the nature of the query or concern, parents will receive a response as soon as possible.

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**LATE FOR SCHOOL**

Students should report to the school office. If they have a reason, they should bring a note written and signed by a parent.

If they have no reason, they may be expected to make up for missed work at lunchtime or after school.

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**ABSENT FROM SCHOOL**

Parents should telephone the school office before 9a.m. on the first day of an absence.

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**FEELING ILL OR HAS HURT THEMSELVES**

Students should tell their teacher, or at break, go to the School Office. They should NOT GO STRAIGHT HOME. If in doubt, they should go to the Office for help where a first aider will be available.

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**REQUIRING TO BE EXCUSED FROM SCHOOL**

Students should bring their appointment card, or a note from a parent, to the School Office before they need to go. They should always report to the Office when they return from an appointment.
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?

7. 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.

8. 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.

9. 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.

(continued overleaf)
Emergency Closure of the School (continued)

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

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

12. 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.

13. 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.

14. 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.

Arrangements have been made with Radio Borders to relay information about the cancellation of school transportation and Groupcall and Scottish Borders Website will be used to inform parents of any important information.
All SBC schools and their staff are required to follow the Scottish Borders Child Protection Committee’s Inter-agency child protection guidelines and procedures. The Child Protection Guidelines are on line:

[www.brightnewfutures.org.uk](http://www.brightnewfutures.org.uk)
- then click on Child Protection Committee
- then click on Access the Guidelines now
- then click on The Guidelines

A key element in the procedures is that if a member of staff in a school is made aware of a concern (usually through a statement made by a child) of an issue that could have child protection implications, the member of staff has no option but to refer to the Child Protection Unit – 01896 662762. The Children (Scotland) Act 1995 states that the welfare of the child is paramount and this must always be the sole consideration for the school.

In making a referral staff will not be making any judgement on the strength or truth of the child’s statement but must follow procedures to support pupils and staff. An extensive training programme has been undertaken to ensure that all staff are aware of their responsibilities.

The child’s parents or carer will always be informed as soon as possible about such disclosures and any action resulting from this. Keeping parents informed may not always be undertaken by school staff and could involve other organisations, such as social work staff or the police.

If the child protection issue is taken further, school staff will work with families to support children through the process. The school Child Protection Co-ordinator is Graham Marshall, Depute Headteacher, who can be contacted to discuss any concerns that may arise.

**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?**

[http://onlineborders.org.uk/community/cpc](http://onlineborders.org.uk/community/cpc)

Copy the link above into your web browser to visit 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](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 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.
A young carer is someone who is under 18 years of age or who has reached 18 and is 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 brothers 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.

Within Selkirk High School we want our young carers to enjoy school and that it is a positive place to come and they feel included. Please let us know if there are difficulties meeting deadlines with work, arriving on time or any other issues which affect a young person.

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 Selkirk 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/Carersscotlandact-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-inscotland)

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

**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. If you would like any further information please ask your child’s Headteacher.
Transferring Educational Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, special educational needs, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website.

SEED will not publish or release any information that allows an individual pupil to be identified. Data will not be used by SEED to take any actions in respect of any individual pupils. Data will only be shared with bona fide partners, such as HMIE and the SQA. Any sharing will be done under conditions of strict control and with the prior agreement of the Data Controller.

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Controller, Peter Scrimgeour, at EDData.Controller@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print. Please allow up to 10 days for requests to be processed.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website www.scotxed.net.
Support Websites

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.  
www.children1st.org.uk/parentline  
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.  
www.parentenquiryscotland.org  
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.  
www.parentnetworkscotland.org.uk  
0141 948 0022

UK Parents  
Provides information on a range of issues affecting parents, both mums and dads, from a range of different viewpoints and interests.  
www.UKParents.co.uk  
0191 260 2616

Education Scotland - Parentzone  
Aims to develop partnerships between parents and schools and provides information to help parents find out how they can support their child’s education in Scotland.  
www.educationscotland.gov.uk/parentzone

Mind  
Promotes views and needs of people with mental health problems.  
www.mind.org.uk

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.  
www.childline.org.uk/Pages/Home.aspx  
0800 1111 (24 hours)

Thinkuknow  
Guide to internet safety and safe surfing for young people from Think U Know. Learn about online safety when using blogs, chatting, online gaming, P2P, X Box etc. Find out what’s good, what’s not and what you can do about it.  
www.thinkuknow.co.uk  
0870 000 3344

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.  
www.seemescotland.org  
0141 530 1111

Beating eating disorders  
Beat provides helplines, online support and a network of UK-wide self-help groups to help adults and young people in the UK beat their eating disorders.  
www.b-eat.co.uk  
0845 634 1414

(continued overleaf)
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.
www.fpa.org.uk
0848 122 8690

Rethink
Support and advice for people living with mental illness
www.rethink.org
0300 5000 927

Depression Alliance
Charity for sufferers of depression. Has a network of self-help groups.
www.depressionalliance.org

CALM
Campaign Against Living Miserably, for men aged 15-35
www.thecalmzone.net
0800 58 58 58

Samaritans
Confidential support for people experiencing feelings of distress.
www.samaritans.org.uk
08457 90 90 90 (24 hour helpline)

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.
www.healthyrespect.co.uk
0131 536 1520

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
www.respectme.org.uk/index.html
0844 800 8600

Police
Police Scotland Website www.scotland.police.uk/forces-welcome/

LGBT Youth Scotland
Gives support and information to young people who are lesbian, gay and bisexual as well as those who are transgender.
www.lgbtyouth.org.uk
0131 555 3940

Shakti Women’s Aid
Organisation offering support and information to all black minority ethnic women and their children, experiencing and or fleeing domestic abuse.
www.shaktiedinburgh.co.uk
0131 475 2399

Stress & Anxiety
These sites are designed to help you think about emotional problems and work towards solving them. Emotional problems are often the mind and body’s way of saying that something needs to be changed in our life. These guides in the website are most suitable for people experiencing mild to moderate mental health problems.
www.moodjuice.scot.nhs.uk
www.stepsforstress.org
Living life to the full - www.llttf.com

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.
www.crusescotland.org.uk
0845 600 2227

Support Websites (continued)
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.
www.childbereavementuk.org/
0800 02 888 40

Get The Lowdown
Your lowdown on teenage heath. This is the place … to look and feel great. Relationships Family, friends, someone you fancy of bullying. www.getthelowdown.co.uk
0808 802 4444

Education Scotland:
www.education.gov.scot

The Scottish Government:

Skills Development Scotland:
www.myworldofwork.co.uk
Facebook: SDS Scottish Borders

National Parent Forum Scotland:

ContactScotlandBSL.
Service for BSL users to contact public sector / 3rd sector. Free.
https://contactscotland-bsl.org/
Children under the statutory school leaving age can only be employed within the terms of the bye-laws on the Employment of children. These regulations allow anyone to be employed at 14 years but under certain circumstances children under 13 years of age can be employed, and for those over the age of 13 there are limits on the hours and type of employment which are allowed.

Parents and employers must both complete an application form for an employment permit before the employment begins. Forms and application forms are available from the school office.

Further details can be obtained from HQ Operations, Children & Young People Services, Scottish Borders Council, Newtown St Boswells, TD6 0SA

Further information can be found at: https://www.scotborders.gov.uk/info/20025/licensing/670/employment_byelaws_for_children_and_young_people/1

DISCLAIMER

Whilst the information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches parents.