

Prospectus

Selkirk High School



Welcome

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Selkirk High School Charter

SELKIRK HIGH SCHOOL

ACHIEVING EXCELLENCE TOGETHER

Rights

- To an education
- To an opinion
- To feel safe

Responsibility

- For our learning
- For our actions/words
- To do your best!



Respect

- For yourself
- For others
- **For the environment**

Relationships

- With peers
- With staff
- With the wider community

Welcome to Selkirk High School

Dear Parent/Carer

Our aim at Selkirk High School is to provide an experience that will encourage all students to succeed in reaching their full potential and in doing so develop into considerate, caring and confident young adults.

We believe in fostering in our students the ability to think independently, accept responsibility and contribute to the school and wider community.



The Selkirk High School Charter, detailed on the previous page, outlines the rights and responsibilities of all who are part of the Selkirk High community.

The ethos of the school is one that not only promotes hard work and academic success, but also recognises and supports the talents and achievements of students through a wide range of curricular and extra-curricular activities.

In addition, we enjoy and appreciate the importance of a positive relationship with parents and the local community, and actively seek the involvement and support of both.

While the above introduces and welcomes you to our school, what follows plus the information contained on our website will provide you with more specific detail.

Having read the prospectus and looked at our website (www.selkirkhighschool.org.uk), if you have any further queries, please do not hesitate to contact me.

Please note that while this document is addressed to parents, information that is relevant to students, particularly students who are new to the school, is contained in the introductory section of the school's student planner.

A handwritten signature in black ink that reads "W. Burgon". The signature is written in a cursive style with a long horizontal line extending to the right.

Wilma Burgon, Headteacher

History of the School

There has been a senior school in the town for many years, formerly known as Selkirk Grammar School.

Selkirk High School was opened on 12th January, 1897 in the red building which now serves as the Argus Centre. At that time the school was designed to take some 40 students within three classrooms.

The Agriculture Department, which successfully offers a variety of courses involving hands on experience in agriculture and horticulture, still occupies buildings in the grounds of the old school.

Trees, shrubs and flowers, many of them grown in the agriculture department, are attractively planted in areas around the school.

The main section of the school was built in two phases, the older part being completed in 1959 and the most recent addition in 1973.

The Music Department was opened in 1996 and is an impressive building that enables large numbers of students to study music and benefit from the Traditional Music School.

In 1997, to celebrate the school's one-hundredth birthday, a centenary garden was created in the centre of the main building.

The High School draws youngsters from seven associated primary schools situated in the village of Lilliesleaf, the Ettrick and Yarrow valleys, and the Royal Burgh itself.

The Coat of Arms contains elements representing the Town, the Region and the School. The trees represent the Royal Ancient Hunting Forest of Ettrick, of which Selkirk is the centre. The Virgin and Child are taken from the Burgh Coat of Arms, and the open book represents the School. The motto "Trusty and Leal" is from a Common Riding song.



(i) Official Address

Selkirk High School
Hillside Terrace
Selkirk
Scottish Borders
TD7 4EW

Telephone: 01750 720246 Fax: 01750 723039

E-mail address: selkirkhs@scotborders.gov.uk

Web Site: www.selkirk.scotborders.sch.uk

(ii) Current Roll

S1	66
S2	70
S3	84
S4	72
S5	72
S6	35

Selkirk High School is a nondenominational, co-educational secondary school with 399 students at present.

(iii) 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.

(iv) Associated Primary Schools

The school accepts students from a catchment area served by:

KIRKHOPE PRIMARY SCHOOL
Ettrickbridge, by Selkirk, TD7 5JJ
(01750-52231)

KNOWEPARK PRIMARY SCHOOL
1 Curror Street, Selkirk, TD7 4HF
(01750-21736)

LILLIESLEAF PRIMARY SCHOOL
Lilliesleaf, Melrose, TD6 9HX
(01835-870251)

PHILIPHAUGH COMMUNITY SCHOOL
2 Lingle Road, Selkirk, TD7 5JJ
(01750-21774)

ST JOSEPH'S RC PRIMARY SCHOOL
Back Row, Selkirk, TD7 4AQ
(01750-20343)

YARROW PRIMARY SCHOOL
Yarrow, by Selkirk, Selkirkshire, TD7 5NE
(01750-82235)

(v) 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

Parents who live outside the catchment area and wish their children to attend the school must make a 'placing request' to The Education Department, Scottish Borders Council, Newtown St Boswells, Melrose TD6 0SA.

<http://www.scotborders.gov.uk/info/878/schools>

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

SCIENCES

Mrs Y Dow Principal Teacher
Miss N Douglas
Mrs C Everett
Mr P Lee
Ms M Robinson

TECHNOLOGY

Mr R Murray Principal Teacher
Mrs C Orr
Mrs T Lawson
Mrs J Wallace

(iii) Non-Teaching Staff

ADDITIONAL NEEDS ASSISTANTS

Mrs C Bird
Mrs P Dickson
Mrs R Duncan
Mrs M Kivlichan
Mrs J McIntyre
Ms J McPhee
Mrs J Robb
Mrs S Swanson
Mrs H Taylor

OFFICE STAFF

Mrs L Kibble Administrative Assistant
Mrs K Carroll
Mrs A Craig
Mrs C Howden

SCHOOL ASSISTANT

Ms D Cornish..... Reprographics/HE/Technology

LIBRARIAN

Mrs L Thomson

TECHNICIANS

Mr A Haining Science

JANITORS

Mr P Brownlee Acting Head Janitor
Mr A Laurie
Vacancy

MUSIC INSTRUCTORS

Mrs K Hume Guitar
Mr C Kemp Brass
Mrs T ShortWoodwind
Mr B RedmanPercussion
Mr J LawStrings

TRADITIONAL MUSIC TUTORS

Elspeth SmellieClarsach
Hilary Bell Voice
Ian Lowthian Accordion
Andrew BunyanPipes

Selkirk High School Chaplaincy

Since 1998 a dedicated team of school chaplains has supported the High School. The various members, made up of representatives of local established faiths, assist in the pastoral and spiritual development of the students.

The team meet regularly with Senior Management and the Principal Teacher of Religious and Moral Education to discuss and arrange various activities that members then participate in e.g. school assemblies, visits to classes, The Senior School Big Issue Day.

The School Chaplaincy Team

Rev Margaret Steele
Church of Scotland

Michael Traynor
Baptist Youth Worker

Rev Frank Campbell
Church of Scotland

Rev Mary Taylor
United Reformed Church

Jess Talbot
Baptist Church

Heather Sceats
Episcopal – St Johns

Pastoral Support in Selkirk High School

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 at least one teacher who oversees their time at school, meets them regularly and is there to help if students experience problems. This teacher is their 'Pastoral Teacher'.

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:

- Weekly Social Education lessons in 1st, 2nd, 3rd, 4th year
- All 1st year students will have a 1:1 interview within their 1st 6 weeks at High School. Thereafter students will have at least one 1:1 interview each session for the remainder of their school career
- Students will be helped to make course choice at the end of 1st, 2nd and 4th year

Pastoral teachers will also comment on reports, organise Social Education including Work Experience and liaise with any outside agencies who are supporting High School students.

The Pastoral Team is divided into two groups, the members of staff who lead these groups are:

Mrs Crooks

Mrs Fagan

If students have issues or are experiencing difficulties that are affecting their life in school, then the Pastoral teams 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.

The House System and Inter House Activities:

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. The following staff members also help and support House activities:

Ettrick	Miss Douglas	Mr Cove
Tweed	Ms Robinson	Mr Murray
Yarrow	Mrs Fagan	Mr Lyall

Additional Needs

In High School some students may require support to access the curriculum. All staff in Selkirk High School recognise the importance of support and work closely with the Additional Needs Department to offer help in a variety of ways. Often, an Additional Needs member of staff will 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 with reading from a member of staff or from a senior student. In addition to this, a Fast-Track reading group also takes place within the Additional Needs department for students who require more intense support with reading.

However it remains school policy to support students within classes whenever possible and Additional Needs staff work with subject teachers to ensure that class work will be suitable for all students.

During third and fourth year students will have the opportunity to choose 'Skills for Success' as an option column choice. Skills for success will support students to review class work, complete homework and prepare for assessments in their other subjects

Currently, the Additional Needs staff consists of the Principal Teacher who oversees and co-ordinates all the work of the department and liaison with others, Mrs Sapkota, Mrs Fraser and Mrs MacLachlan. The rest of the department, the Additional Needs Assistants, carry out a valuable job in augmenting the work of the teaching staff. They are Mrs Bird, Mrs Dickson, Mrs Duncan, Mrs Kivlichan, Mrs McIntyre, Mrs Robb, Mrs Swanson, Mrs Taylor and Miss McPhee.

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 Authorities 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

Other useful links are available through the school website:

<http://www.selkirkhighschool.org.uk/learning-zone/additional-needs>

S1/2/3 The Broad General Education

In S1-S3 pupils will study a Broad General Education through to the end of S3 followed by an S4-S6 Senior Phase curriculum. The school operates a 33 period week.

Our BGE reflects the 4 contexts for learning:

- the ethos and life of the school
- curriculum areas and subjects
- interdisciplinary learning
- opportunities for personal achievement.

Aims to develop the 4 capacities in all learners:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

Is organised into 8 curricular areas:

Curricular Areas	BGE Subjects
Expressive Arts	Drama, Music, Art & Design
Health and Well Being	Physical Education, PSE, Home Economics
Languages and Literacy	English, French
Mathematics and Numeracy	Mathematics
Religious and Moral Education	RME
Sciences	Science
Social Studies	Geography, History, Modern Studies, RME
Technologies	Technical, Home Economics, ICT, Business Education

In Selkirk High School the BGE is being developed and delivered around these experiences and outcomes. Literacy, Numeracy and Health and Wellbeing including Skills for Learning, Life and Work are integral across learning.

Students follow a common curriculum throughout their first and second year where the subject studied includes those referred to above. In addition students have weekly contact with their Pastoral teacher who delivers the school's Social Education

programme. This Social Education programme also promotes the school's Health and Wellbeing agenda.

Throughout S1 and S2 programme the ICT skills required to support learning, life and work are developed through a rota which includes - Microsoft applications, Photoshop, Website Design, E safety, Business Studies, Enterprise Skills, Links to Technology, Creating e portfolios and Using ICT to Support learning.

Throughout the 3 years, at appropriate times, students will work on projects and activities that recognise the connections between subjects and allow students to apply knowledge and skills learned and developed across subject areas. Such projects and activities will be delivered within and out with the formal curriculum. Examples of these include:

- The Technology Project involving Science, Home Economics, Technical and ICT
- Health & Wellbeing Week
- The "Wee Issues Day" organised by Social Subjects

Events such as our inter-house and extra curricular activities are all important elements of the Broad General Education.

Moving into S3:

At the end of S2 we introduce an element of curricular choice so that students can begin to study specific subjects within each of the curricular areas in more depth. Below is an example of our S3 curriculum.

S3	A	B	C	D	E	F	G	H	I	Core
Per	4	4	3	3	3	3	3	3	3	4
	English	Maths	French	Business Manage.	A&D	CDT	A&D	Geog	Biology	PE x2
	English	Maths	Geog	CDT	Biology	Chemistry	Music	History	French	RME
	English	Maths	History	Chemistry	Drama	Home Econ	PE	Mod St	Skills For Success	PSE
	English	Maths	Modern Studies	Home Econ	Music	Spanish		Skills For Life	Using ICT & Computer	
			Skills For Success	Physics	Physics					

As students progress through S3, and with the support of their Pastoral Teacher, students begin to consider curricular pathways in the Senior Phase that will suit their interests, strengths and needs.

At the end of S3 students will have an S3 certificate that records their progress in curricular areas and their achievements to date. They will also have an S3 Profile in which they reflect on their progress and achievements to date; and an e portfolio which contains examples of their latest and best work.

An event in the summer term will celebrate students reaching the end of the Broad General Education.

By the end of their 3rd year students will have been supported through a choice process resulting in them selecting approximately 6 subjects that they will study in S4. See the “National” part of the table below. At the same time students will consider possible curricular pathways as they progress beyond S4 and through the senior phase.

All pupils study Maths, English, Religious and Moral Education, Physical Education and Personal and Social Education. Thereafter students select one subject from columns A to F. In S4 students progress to studying National Qualification courses.

In S5, building on their 4th year results and reflecting future needs, pupils select from a mixture of Higher National courses as detailed below. Most subjects are certificated through the Scottish Qualification Authority National Qualification framework except those in italics. Depending on choices made pupils may gain an award in Community Sports Leadership, Elementary Food Hygiene. Awards such as Saltire Awards and other Youth Awards will reflect wider achievement.

	Col A	Col B	Col C	Col D	Col E	Col F
Higher	Art & Design	Business Management	Biology	Administration & IT	Art & Design	Chemistry
	Biology	Chemistry	Design & Manufacture	English	Geography	Graphic Communication
	Music	Mathematics	English	French	Modern Studies	Mathematics
	Physics	Spanish		History	Music	Physical Education
		Health & Food Technology			RMPS	BCSA- Psychology S6 Only
National	Art & Design	Chemistry	Biology	Administration & IT	Art & Design	Chemistry
	Biology	Health & Food Technology	Design & Manufacture	English	Business Management	Drama
	Music	Mathematics	English	French	History	Graphic Communication
	Physical Education	Practical Woodworking Skills	Hospitality	Geography	Hospitality	Mathematics
	Science	Spanish	Physics	Modern Studies	Music	BCSA – see below*
Other						

*BCSA – Childcare; Motor Vehicle Engineering; Construction; Fashion & Textiles; Health Sector Academy; Software Development; Hairdressing & Beauty; Engineering Academy; Introduction to BASE (Sport); Landbased – Rural Skills

In addition to the above students can select from a range of opportunities that promote achievement in its widest sense. For example.....

- Leadership role through Student Council, Senior Team and Prefects
- S6 Buddies for S1

- Participation in Big Issues Day
- Drama
- Creative Fashion
- Work Experience
- Community and School Service
- Senior Challenge - residential
- Borders College/Schools Plus and Queen Margaret University Academy
- Community Sports Leadership Award
- A wide range of extra curricular activities including Sport, Drama and Music
- An extensive inter house competition programme
- Employability Units through PSE
- PSD Units through Skills for Life
- Sports Day

Advanced Highers are offered where appropriate. Currently we offer:

- English
- Biology
- Chemistry
- Mathematics
- Graphic Communication
- Product Design
- French

More detailed information about individual courses is contained in the Choice of Course booklet issued to students as part of the choice of course process. Copies of this document can be obtained on request from the school office or from the school website.

<http://www.selkirkhighschool.org.uk/node/31>

Additional helpful information can be accessed through the following links:

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

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

<http://www.skillsdevelopmentscotland.co.uk/>

Assessment and Reporting

Throughout S1/2/3 students are continually assessed using Curriculum for Excellence Experiences and Outcomes as appropriate. In S3, students sit formal assessments in March which will highlight progress and inform choice in the Senior Phase.

In the BGE students and parents will receive a settling in report in September/October and a more detailed report in March/April.

In S4/S5/S6 all National 3 and 4 courses will be internally assessed. National 5, Higher and Advanced Higher candidates will sit prelim examinations in February and then SQA examinations in May/June.

In the Senior Phase students and parents will receive a settling in report in November and a more detailed report in March.

Issue dates are published on the school calendar on the website.

Homework at Selkirk High School

At Selkirk High we believe that homework is an important part of the learning process.

It provides students with the opportunity to:

- Extend, reinforce and revise course work
- Work independently
- Manage study time and meet deadlines
- Take responsibility for their own 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

General Principles and Expectations

- 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.

Where students are experiencing difficulties with their homework, depending on the reasons, the following action may be taken:

- An extension for submission may be given at the discretion of the teacher.
- If required additional support will be given to help the student to understand the work.
- The student may be required to complete the homework during lunchtime detention.
- In response to homework being of an unacceptable standard, the student may be required to re-submit the work.
- The Principal Teacher of the subject concerned may contact parents.

Where difficulties with homework persist:

- Advice may be sought from Support for Learning staff.
- The Principal Teacher may make a referral to the student's Pastoral Teacher who will discuss the matter, including a possible solution, with the student and where appropriate their parents.
- In the unusual event that the situation does not improve then the matter will be referred to the appropriate House Depute.

Support from Parents

Parents can help with homework by:

- Regularly asking about and showing an interest in their child's homework.
- Checking their child's Student Planner. Parents of S1&2 students will be encouraged to sign the planner on a weekly basis, as will the Pastoral Teacher.
- 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.

http://www.scotborders.gov.uk/info/859/parental_involvement

Behaviour Management

Rewarding positive behaviour

In Selkirk High School we want to encourage students to behave and do their best. This is achievable by all students and there are a range of rewards teachers will use to encourage positive behaviour:

- Teachers will give verbal praise when a student works well in class.
- Teachers will give written praise on student's work.
- Teachers can send home a 'Praise Postcard' when students have completed a very good piece of work or have been working well over a period of time.

In November and March teachers can nominate students for a 'merit' in their subject. This will be awarded for consistent hard work, good behaviour and a positive attitude and is therefore achievable by all students. The merits are collated and awarded on a certificate at House Merit Award Ceremonies in June. If a student receives merits in around 75% of their subjects they will be awarded a Certificate of Distinction.

In addition to the merit ceremonies there is also a school prize giving where student achievement is celebrated. There are prizes awarded for academic achievement in 2nd, 4th and 5th/6th year. There are also awards made for sporting achievement in Inter-House competitions.

Sanctions for unacceptable behaviour

At times certain students will behave inappropriately in school and it is important that this behaviour does not impact on students who want to behave and work hard in their classes. Teachers have a range of sanctions they can use to deal with inappropriate behaviour:

- Verbal warning
- Movement within or outside the classroom
- Issue a punishment exercise to be signed by parents/guardians
- Issue a lunchtime detention (parents/guardians will be informed by letter if a detention is issued)
- For persistent low level disruption students can be removed from class on a Class Teacher or Principal Teacher referral.
- For a more serious incident a student can be removed from the classroom 'On-Call'

If a student is removed from the classroom 'On-Call' they will be given a time to reflect on their behaviour in isolation. Parents/guardians will be contacted and the Depute Headteacher or Headteacher will deal with the incident. A further punishment may also be issued.

At any time a class teacher may complete a 'Cause for Concern' and submit this to the Pastoral teacher for your child. The Cause for Concern can be used to highlight a range of concerns e.g. behaviour, work concerns, social concerns etc and will be dealt with by the Pastoral teacher.

Information & Communication Technology (ICT)

Classroom computers within the High School are set up to allow Internet access and every pupil has their own user account on this system, allowing them to browse the Internet and use Electronic Mail. All classrooms have at least one computer, some have more. There are four modern computer suites in the school and other classrooms are equipped with machines running Microsoft Office Applications as well as subject specific software. The School Library has a number of computers, which have access to the Net, and the school librarian can offer assistance to students who are looking for information. All S1 students receive an introductory course to ICT and will receive a personal password.

The school website www.selkirk.scotborders.sch.uk is designed and maintained by students and will become a very important means of supporting students' learning.

Internet Rules and Responsibilities

E-mail and Internet are available for use by all pupils. Access is also available outside class time for educational and personal use.

Personal use is a "bonus" which we would like to encourage. However should a student abuse this opportunity then access will be denied.

Permitted

Using the internet to search for materials/information which will be useful in school.

E-Mail: Sending/receiving E-Mail to family, friends or "Safe Addresses"

Not Permitted

Passwords: Students are told not to divulge their password, even to their best friend.

Personal: Students are clearly instructed not to give their own or anyone else's photo, name, address or telephone number over the internet.

Internet: Students are warned not to search for or download pictures/text from any website which contains offensive/obscene materials, foul or abusive language.

E-Mail: Students are told not to send e-mails that contain foul or abusive language, threats or insulting comments.

N.B. Internet security software is installed on our system. Using a network monitoring programme, some teachers and the network administrator are able to view what sites students have been using. This type of check is carried out regularly.

They should inform their teacher immediately if:

- they get any E-mail which is threatening or abusive.
- they find a web site which they do not like, or is embarrassing.

What will happen if pupils misuse internet or e-mail access:

- We may remove Internet Access or computer use as appropriate or only allow access with strict teacher supervision.
- We may change their password.

Mobile phones

Students are permitted to bring mobile phones to school, but only under the following conditions:

- Mobiles must be switched off during lessons and must not be used in the corridors
- Mobiles can be used in the canteen at interval and lunchtimes
- Mobiles should not be used to send offensive texts or make threatening calls
- Mobiles must not be used to record or take photos or video footage in school

Repeated failure to abide by the above conditions will result in a student having their mobile confiscated. Sending offensive texts and making threatening & unpleasant calls will be taken very seriously and will be treated as bullying. The taking of unauthorised photos or videos may result in police involvement.

General Information about the School

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.

Study Classes

When not attending timetabled classes, all Fifth year students will attend supervised study in a silent area intended to be devoted to relevant study.

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 Dentist

The school dentist is in school each week, as is the school nurse, while once a year students will be given a check-up in addition to the normal injections. A weekly “Drop-In” Clinic is available.

School Transport

Transport is provided for all students who live in the High School catchment area, and are more than 3 miles from school. Bus permits must be carried at all times, and any misbehaviour may result in this being withdrawn.

Entering School

8.45 am Doors open

8.45 am Warning bell for Period 1.

During the winter months (October-Easter) students are allowed to stay inside the building during the school day. In summer, junior students use the playground.

Junior students use the junior cloakroom areas and ground floor corridor.

Dress Code

School Uniform

- 1. All students to wear a white shirt and school tie** – polo shirts will no longer be part of the school uniform. Instead a white shirt and tie will be worn by all students. Polo shirts can be worn to PE lessons.
- 2. All students to wear smart, sensible, dark coloured footwear** – soft canvas footwear including trainers are unacceptable as is brightly coloured footwear. Outdoor boots e.g. wellies and Ugg boots can be worn to walk to school but students should change into school shoes on arrival at school.

Reminder of the Selkirk high dress code -

- A white shirt and school tie (S1-3, Junior tie/S4-6, Senior tie)
- A plain black V-neck jumper or cardigan or
- A black sweatshirt to be worn over the white shirt and tie
- Black tailored trousers or skirt
- Smart, sensible, dark coloured footwear
- Optional – black school blazer

Reminder of items not accepted as part of the Selkirk High dress code –

- Jeans – including black jeans
- Casual trousers with large pockets, buckles etc.
- Trousers/jumpers/cardigans that are not black
- Leggings
- T-shirts, other than for PE
- Hoodies – these can be worn when walking to school, but should not be worn in school apart from when taking part in some PE activities
- Outdoor boots – these can be worn to walk to school but should not be worn in school
- Clothing that is too revealing

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 is very successful and, not surprisingly, popular with students.

First Year

All First year students will be offered the opportunity in late May/early June to go away together to Rock UK at Whithaugh Park, Newcastleton for one week.

The aim of the week is to provide opportunities for students to develop important personal and social skills and to allow staff and students to continue to develop positive relationship in a structured yet less formal setting.

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.

Second Year

As part of the Exodus programme all second year students participate in a Health Week where 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 included in the menu. The following are examples of what has been on offer in the past:-

Ardeche - Outdoor pursuits

Lake District - Outdoor pursuits

Home Based - Various activities

London - Various Activities

Fourth Year

Fourth Year students attend a Work Experience placement giving them a flavour of 'the real world'. The placements provide all with the opportunity to develop skills for work and helps some make decisions about future employment or career paths.

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.

School Clubs

Athletics	-	Mr Aiken, Mrs Kay, Mr Lyall
Band	-	Mr C Kemp
Ceilidh Band	-	Mr I Lowthian
Choir	-	Mrs Kemp/Miss Dyer
Computer Generated Design	-	Mrs Fraser
Dance	-	Miss Douglas
Drama	-	Miss Dyer
Duke of Edinburgh	-	Mr P Lee
Christian Group	-	Ms M Mitchell
Games Club	-	Mrs Lane, Mrs Fraser, Mrs MacLachlan
German	-	Miss Mitchell
Guitar Group	-	Mrs K Hume
Hockey	-	Mrs Kay
Junior Singers	-	Ms S Dyer
Mountain Biking Coaches	-	Miss Robinson and Outside
Press Group	-	Mrs Bryson
Rugby Football	-	Mr Marshall, Mr Aiken, Mr Lyall
School Show	-	Miss Dyer/Mrs Kemp
Table Tennis	-	Mrs C Everett
Ukulele	-	Mrs S Sapkota

As well as the above, the Active Schools co-ordinator Karen Cornwall is based in the PE Department at Selkirk High School and this forms a link to the sports clubs and activities within Selkirk. Further details can be obtained by contacting Ms Cornwall at the school.

Autumn term

Date	Details
Monday 17 August 2015	Staff resume, in service day
Tuesday 18 August 2015	Pupils resume
Friday 9 October 2015	All break, mid-term
Monday 19 October 2015	All resume
Thursday 12 November 2015	Staff in service day
Friday 13 November 2015	Staff in service day
Monday 30 November 2015	St Andrew's Day holiday, school closed
Friday 18 December 2015	All break, term ends

Winter term

Date	Details
Tuesday 5 January 2016	All resume
Thursday 11 February 2016	Pupils break, February holiday
Friday 12 February 2016	Staff in service day
Wednesday 17 February 2016	All resume
Friday 25 March 2016	Good Friday, school closed
Friday 1 April 2016	All break, term ends

Summer term

Date	Details
Monday 18 April 2016	All resume
Friday 29 April 2016	Staff in service day
Monday 2 May 2016	May Day holiday, school closed
Wednesday 29 June 2016	All break, term end

Casual Holidays

Thursday 16th June and Friday 17th June 2016

N.B. For a more detailed overview the school calendar can be viewed on the Selkirk High School website.

Student Councils

Selkirk High School Student Councils

In SHS we have two Student Councils; a Junior Council representing years 1-1-3, and a Senior Council representing years 4-6.

At the beginning of each session students elect a representative from their Social Education class to serve on the Student Council.

The Depute Head Girl and Boy and Mrs MacLachlan serve on the Junior Council, and Head Girl and Boy and Mrs Crooks on the Senior Council.

Mrs Burgon serves on both.

Purpose of Student Council

- Represent student voice/views
- Promote student involvement in school matters
- Raise student awareness and understanding of school issues
- Feedback information to students
- Communicate information from staff to students and visa versa
- Provide opportunities for Council Reps to develop their own skills
- Manage Student Council budget

During last session the Student Council played a key role in seeking student views relating to

- the move to a 33 period week
- questions to be used in a student survey
- the review and development of our school charter

This session the Student Councils will

- continue to be involved in the development of the school charter
- be involved in putting in to practice a new SBC policy called Respectful Relationships

The role of the Student Council is an important one. Please note that the qualities listed below are ones that members must have if they are to successfully fulfil their role. These qualities were identified by previous Student Council reps.

Council Representatives need to be –

- Reliable
- Respectful & responsible
- Confident
- Able to express views/articulate
- Able to listen
- Assertive
- Trustworthy
- Open minded
- Non judgemental
- Tactful

What you or your child should do if your child is . . .

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 and certainly within 3 days.

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 placed on detention.

Absent from school:-

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

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.

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.

Being bullied:-

Parents are urged to report any incidence of bullying to the school immediately and should contact the child's Pastoral Teacher in the first instance.

Any form of bullying is unacceptable and is regarded as a serious breach of school discipline. The school will investigate and respond as appropriate to reports of any such incidents.

Planning to leave school:-

If a student plans to leave school or transfer to another then they or their parents should contact the appropriate Pastoral Teacher.

School Improvement Plan

Throughout session 2012/13 we have made improvements and positive progress in the following areas –

- Staff continued to develop and deliver a new S3 programmes as part of the final year of the Broad General Education
- Following consultation with staff, parents and students, we agreed an S4 – 6 curricular structure to be implemented in session 2014/15
- Staff began to develop new national courses in preparation for delivery next session
- Staff worked together to begin to develop a whole school approach to developing and improving Literacy and Numeracy skills across learning
- Following consultation with staff and students, we reviewed and updated the School Charter to reflect our vision and values, and to support the Curriculum for Excellence Health and Wellbeing agenda
- We have developed and delivered literacy and numeracy programmes to identified groups of first year students. These programmes have successfully improved skills in both areas
- We have continued to develop our tracking, monitoring and reporting procedures to ensure that parents are well informed about their child's progress, and so that students are supported in achieving their full potential
- As part of an SBC initiative, groups of staff have effectively worked together to share and develop teaching strategies that ensure that students are fully engaged in learning
- The increased number of Smart Boards installed in classrooms has had a positive impact of teaching and learning

Priorities for development during session 2013/14

- Development and delivering of new National courses
- With the help of parents, continuing to develop tracking, monitoring and reporting procedures
- With the help of parents and the local community, developing the new School Charter with a particular SBC focus on Respect for self, others and the environment and on implementing SBC's Respectful Relationship policy
- Continued development of Literacy and Numeracy skills across learning
- Continued improvement of teaching and learning through involvement in 'Tapestry', and use of ICT
- Continued development of the Broad General Education

If you would like more detailed information about our progress and priorities, please do not hesitate to contact Mrs Burgon at the school or the Selkirk High Parent Partnership at enquiries.shsp@gmail.com

Examination Results (within Scottish Qualifications framework)

For information

Scottish credit and qualifications framework (SCQF) levels:
Level 7 CSYS at A-C; Advanced Higher at A-C
Level 6 Higher at A-C
Level 5 Intermediate 2 at A-C; Standard Grade at 1-2
Level 4 Intermediate 1 at A-C; Standard grade at 3-4
Level 3 Access 3 Cluster; Standard Grade at 5-6

Examination results (within Scottish Credit and Qualifications Framework)

2012-13 results are pre-appeal

Selkirk High School

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	97	96	96	83	77	87	47	42	47

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	58	52	44	40	32	28	17	14	7

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7 or better		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	41	50	45	30	39	27	18	14	17

Education Authority for Scottish Borders

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	92	93	95	81	83	84	41	43	46

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	45	47	48	26	27	28	12	13	13

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	38	42	42	26	30	29	18	18	17

National Data

Percentage of the relevant September S4 roll achieving:									
By end of S4	5 + @ level 3 or better			5 + @ level 4 or better			5+ @ level 5 or better		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	93	94	95	79	80	82	36	37	38

Percentage of the relevant September S4 roll achieving:									
By end of S5	1 + @ level 6 or better			3 + @ level 6 or better			5+ @ level 6 or better		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	45	47	48	26	27	28	12	13	13

Percentage of the relevant September S4 roll achieving:									
By end of S6	3 + @ level 6 or better			5 + @ level 6 or better			1+ @ level 7 or better		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	35	37	38	24	26	26	16	16	17

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,
- plan and deliver better policies for the benefit of specific groups of 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.

Child Protection – Responsibilities of School

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

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.

Additional Support for Learning

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

Some examples of why a child/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 our 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.

Berwickshire

4 - 6 Newtown Street, Duns TD11 3DT
Tel. 01361 886115

Cheviot

Rose Lane, Kelso TD5 7AP
Tel. 01573 223501

Eildon

10 -12 Galapark, Galashiels TD1 1EU
Tel. 01896 661880

Teviot & Liddesdale

Library Buildings, North Bridge St, Hawick, TD9 9QT
Tel: 01450 377799

Tweeddale

Memorial Hall, Innerleithen EH44 6HU
Tel. 01896 833489

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:

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



